



STATE OF WISCONSIN
Department of Safety and Professional Services
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Madison WI 53703

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Governor Scott Walker Secretary Dave Ross

BOARD OF NURSING
ROOM 121A, 1400 EAST. WASHINGTON AVENUE, MADISON WI
CONTACT: DAN WILLIAMS (608) 266-2112
OCTOBER 10, 2013

Notice: The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions and deliberations of the Board. A quorum of the Board will be present during the committee meetings.

BOARD OF NURSING MEETING

8:00 A.M

CALL TO ORDER – ROLL CALL

- A. **Adoption of Agenda(1-4)**
- B. **8:00 A.M. Appearance and Discussion with Secretary Dave Ross and other DSPS administrative staff(5-6)**
- C. **Attendance at Legislation and Rules Committee(7-18)**
- D. **Attendance at Education and Licensure Committee(19-120)**
- E. **Report of Legislation and Rules Committee**
- F. **Report of Education and Licensure Committee**
- G. **Approval of Board of Nursing Minutes of September 12, 2013(121-129)**
- H. **Administrative Matters – Discussion and Consideration**
 - 1) Staff Updates
 - 2) 12/12/13 Board meeting date and possible cancellation and re-schedule
 - 3) Screening panel members for November and December
 - 4) Website Update
 - 5) Liaison appointment for credentialing
- I. **Legislative/Administrative Rule Matters - Discussion and Consideration**
 - 1) BON Jurisdiction Relating to School Approval(131-132)
 - 2) AB292/SB251 Update(133-134)
 - 3) Job Ready Initiative (135-150)

J. Informational Items

K. Discussion and Consideration of Items **Received After** Preparation of the Agenda:

- 1) Introductions, Announcements and Recognition
- 2) Presentations of Petition(s) for Summary Suspension
- 3) Presentation of Proposed Stipulation(s), Final Decision(s) and Order(s)
- 4) Presentation of Proposed Final Decision and Order(s)
- 5) Informational Item(s)
- 6) DLSC Matters
- 7) Status of Statute and Administrative Rule Matters
- 8) Education and Examination Matters
- 9) Credentialing Matters
- 10) Practice Questions/Issues
- 11) Legislation/Administrative Rule Matters
- 12) Liaison Report(s)
- 13) Speaking Engagement(s), Travel, or Public Relation Request(s)
- 14) Consulting with Legal Counsel

L. Public Comments

CONVENE TO CLOSED SESSION to deliberate on cases following hearing (s. 19.85(1)(a), Stats.); to consider licensure or certification of individuals (s. 19.85 (1)(b), Stats.); to consider closing disciplinary investigation with administrative warning (ss.19.85(1)(b), Stats. and 440.205, Stats.); to consider individual histories or disciplinary data (s. 19.85 (1)(f), Stats.); and, to confer with legal counsel (s.19.85(1)(g), Stats.).

M. **Deliberation of Proposed Stipulation and Final Decision and Order**

- 1) 12 NUR 362, Nancy A. Ogden, R.N.(**154-166**)
- 2) 12 NUR 607, and 12 NUR 300 Jessica L. Bergum, R.N.(**167-180**)
- 3) 13 NUR 226, Joanne M. Peterson, R.N.(**181-188**)
- 4) 13 NUR 283, Mary K. Appel, R.N.(**189-196**)
- 5) 13 NUR 310, Tony B. Madigan, R.N.(**197-202**)
- 6) 13 NUR 229, Virginia M. Capelle(**203-208**)

N. **Professional Assistance Procedure (PAP) – Review of Adverse Determination**

- 1) Jacqueline Kerchefski, R.N.(**209-226**)

O. Credentialing Matters

- 1) Convictions and/or Discipline(**227-228**)
 - a. Adam Bondy(**229-250**)
 - b. Jennifer Buffa(**251-272**)
 - c. Carmella Caceres(**273-292**)
 - d. Jennifer Forster(**293-326**)
 - e. Comfort James(**851-936**)
 - f. Samantha Klaver(**327-350**)
 - g. Sara Leverston(**351-368**)
 - h. Jade Meiselwitz(**369-426**)
 - i. Nicole Penass(**427-576**)
 - j. Garrett Tetzlaff(**577-604**)
 - k. John Wierzchowski(**605-624**)
 - l. David Wolk(**625-698**)

P. Deliberation on Monitoring Matters(699-700)

- 1) **12:30 P.M. APPEARANCE:** - Cheryl Miller, R.N. – Requesting Return to Full License(**701-746**)
- 2) **1:00 P.M. APPEARANCE:** - Shalonda Myles, R.N. – Requesting Full Reinstatement(**747-768**)
- 3) Hedy Klinger, R.N. – Requesting Reduction of Screen Frequency and Termination of Therapy(**769-792**)
- 4) Krista M. (Demoske) Wichman, R.N. – Requesting Reinstatement(**793-808**)
- 5) Julie A. Wilcox, R.N. – Requesting Access to Controlled Substances and Termination of Direct Supervision Requirement(**809-830**)

Q. Division of Legal Services and Compliance

- 1) Case Status Report(**831-840**)
- 2) Case Closings

- R. Deliberation of Items **Received After** Preparation of the Agenda:
- 1) Application Issues and/or Reviews
 - 2) Professional Assistance Procedure (PAP)
 - 3) Monitoring Matters
 - 4) Administrative Warnings
 - 5) Review of Administrative Warning
 - 6) Proposed Stipulations, Final Decisions and Orders
 - 7) Proposed Final Decisions and Orders
 - 8) Orders Fixing Costs/Matters Related to Costs
 - 9) Petitions for Summary Suspension
 - 10) Petitions for Re-hearings
 - 11) Complaints
 - 12) Examination Issues
 - 13) Credential Issues
 - 14) Appearances from Requests Received or Renewed
 - 15) Motions
 - 16) Consulting with Legal Counsel

RECONVENE INTO OPEN SESSION IMMEDIATELY FOLLOWING CLOSED SESSION

Voting on Items Considered or Deliberated on in Closed Session, If Voting is Appropriate

- S. **Attendance at Practice Committee(841-846)**
- T. **Report of Practice Committee**
- U. **Board Meeting Process (Time Allocation, Agenda Items) - Discussion and Consideration**
- V. **Board Strategic Planning and its Mission, Vision, and Values - Discussion and Consideration**
- 1) Carol Ott article for Newsletter**(847-848)**
 - 2) Julie Ellis article for Newsletter**(849-850)**

ADJOURNMENT

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 10/2/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: WI Board of Nursing			
4) Meeting Date: 10/10/13	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? 8:00 A.M. Appearance and Discussion with Secretary Dave Ross and other DSPS administrative staff	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both		8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A
10) Describe the issue and action that should be addressed: <div style="background-color: yellow; height: 20px; width: 100%;"></div>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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**BOARD OF NURSING
ROOM 121A, 1400 EAST WASHINGTON AVENUE, MADISON WI
CONTACT: DAN WILLIAMS (608) 266-2112
OCTOBER 10, 2013**

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LEGISLATION AND RULES COMMITTEE

8:10 A.M.

CALL TO ORDER – ROLL CALL

OPEN SESSION: Jeffrey Miller (Committee Chair), Lillian Nolan

- A. **Approval of Agenda(7-8)**
- B. **Approval of Legislation and Rules Committee Minutes of October 1, 2013(9-10)**
- C. **Proposed Rule-Making Order to amend N 7 Relating to Unprofessional Conduct – Discussion and Consideration(11-18)**
- D. **Amendments to N 2, 3, Relating to Licensure – Discussion and Consideration**
- E. **Amendments to N 1 Relating to School Approval – Discussion and Consideration**
- F. **Rule-Making Goals and Timelines – Discussion and Consideration**
- G. **Public Comments**

ADJOURNMENT OF LEGISLATION AND RULES COMMITTEE MEETING

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LEGISLATION AND RULES COMMITTEE
BOARD OF NURSING
MEETING MINUTES
OCTOBER 1, 2013

PRESENT: Jeffrey Miller, Lillian Nolan

ABSENT:

STAFF: Dan Williams, Executive Director; Nicholas Tank, Bureau Assistant; Other Department Staff

CALL TO ORDER

Jeffrey Miller, Chair called the meeting to order at 8:05 a.m. A quorum of two (2) members was present.

ADOPTION OF AGENDA

MOTION: Lillian Nolan moved, seconded by Jeff Miller, to adopt the agenda as published. Motion carried unanimously.

**APPROVAL OF LEGISLATION AND RULES COMMITTEE MINUTES OF
AUGUST 8, 2013**

MOTION: Lillian Nolan moved, seconded by Jeff Miller to approve the minutes as published. Motion carried unanimously.

**APPROVAL OF LEGISLATION AND RULES COMMITTEE MINUTES OF
SEPTEMBER 12, 2013**

MOTION: Lillian Nolan moved, seconded by Jeff Miller to approve the minutes as published. Motion carried unanimously.

ADJOURNMENT

MOTION: Lillian Nolan moved, seconded by Jeff Miller, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 11:00 a.m.

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Sharon Henes Administrative Rules Coordinator		2) Date When Request Submitted: <i>1 October 2013</i>	
		Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: Board of Nursing Legislative and Rule Committee			
4) Meeting Date: 10 October 2013	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? <i>(Title each separately in this order on the agenda)</i> Proposed Rule-Making Order to amend N 7 Relating to Unprofessional Conduct – Discussion and Consideration Amendments to N 2, 3, Relating to Licensure – Discussion and Consideration Amendments to N 1 Relating to School Approval – Discussion and Consideration Rule-making Goals and Timelines – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by _____ (name) <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i>Sharon Henes</i>		<i>1 October 2013</i>	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Bureau Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

STATE OF WISCONSIN
BOARD OF NURSING

IN THE MATTER OF RULE-MAKING : PROPOSED ORDER OF THE
PROCEEDINGS BEFORE THE : BOARD OF NURSING
BOARD OF NURSING : ADOPTING RULES
: (CLEARINGHOUSE RULE)

PROPOSED ORDER

An order of the Board of Nursing to repeal 7.04, amend 7.01(2) and repeal and recreate 7.03 relating to code of conduct.

Analysis prepared by the Department of Safety and Professional Services.

ANALYSIS

Statutes interpreted: § 441.07

Statutory authority: §§ 15.08(5)(b) and 227.11(2)(a)

Explanation of agency authority:

The Board of Nursing has general agency authority to promulgate rules interpreting the provisions of any statute enforced or administered by the Board of Nursing.

The Board also has specific agency conferred by the legislature to promulgate rules for its own guidance and for the guidance of the profession and define and enforce professional conduct and unethical practices.

Related statute or rule: § 441.07

Plain language analysis:

Section 1 amends the statement of intent to include certificate due to the disciplinary action may be taken against an advanced practice nurse prescriber certificate.

Section 2 creates a new section defining the grounds for disciplinary action

Section 3 repeals N 7.04 which defined unprofessional conduct. This proposed rule combines the negligence and unfit to practice section with the unprofessional conduct section to make one section identifying the grounds for disciplinary action.

Summary of, and comparison with, existing or proposed federal regulation:

None

Comparison with rules in adjacent states:

Illinois: The grounds for disciplinary actions in Illinois include: findings of unethical or unprofessional conduct which includes engaging in behavior that crosses professional boundaries; sexual conduct; deceiving, defrauding or harming the public; and departure from or failure to conform to the standards of professional or practical nursing. In addition, Illinois incorporates by reference the “Code for Nurses with Interpretive Statements” and “Standards of Practice and Educational Competencies of Graduates of Practical/Vocational Nursing Programs.”

Iowa: The grounds for disciplinary actions in Iowa include: behavior which constitutes knowingly making misleading, deceptive, untrue or fraudulent representations in the practice of a profession; behaviors which constitutes unethical conduct; behavior which constitutes fraud; behavior which constitutes knowingly making misleading, deceptive, untrue or fraudulent representations; and professional incompetency.

Michigan: The grounds for disciplinary actions in Michigan include: personal disqualifications; practicing outside the scope; unprofessional conduct; fraud or deceit; obtaining, possessing or attempting to obtain a controlled substance; and unethical business practices.

Minnesota: The grounds for disciplinary actions in Minnesota include: non-compliance with requirements; practicing outside the scope; criminal convictions; violating confidentiality; engaging in conduct with a patient that is sexual or may reasonably be interpreted as sexual; obtaining money, property or services from a patient through the use of undue influence; engaging in fraud or deceit; failing to or inability to perform professional or practical nursing with reasonable skill and safety; engaging in unprofessional conduct; actual or potential inability to practice nursing with reasonable skill and safety; engaging in any unethical conduct; improper management of patient records; and improper supervision.

Summary of factual data and analytical methodologies:

The Board of Nursing reviewed the recently adopted model rules of the National Council of State Boards of Nursing and the surrounding states as well as utilizing knowledge of current minimum standards to determine what would be in the best interest of the state of Wisconsin when setting forth the practices which constitute grounds for discipline.

Analysis and supporting documents used to determine effect on small business or in preparation of economic impact analysis:

Fiscal Estimate and Economic Impact Analysis:

The Fiscal Estimate and Economic Impact Analysis is attached.

Effect on small business:

These proposed rules do not have an economic impact on small businesses, as defined in s. 227.114 (1), Stats. The Department’s Regulatory Review Coordinator may be contacted by email at Greg.Gasper@wisconsin.gov, or by calling (608) 266-8608.

Agency contact person:

Sharon Henes, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, 1400 East Washington Avenue, Room 151, P.O. Box 8935, Madison, Wisconsin 53708; telephone 608-261-2377; email at Sharon.Henes@wisconsin.gov.

Place where comments are to be submitted and deadline for submission:

Comments may be submitted to Sharon Henes, Administrative Rules Coordinator, Department of Safety and Professional Services, Division of Policy Development, 1400 East Washington Avenue, Room 151, P.O. Box 8935, Madison, WI 53708-8935, or by email to Sharon.Henes@wisconsin.gov. Comments must be received on or before * to be included in the record of rule-making proceedings.

TEXT OF RULE

SECTION 1. N 7.01 (2) is amended to read:

N 7.01 (2) The intent of the board of nursing in adopting this chapter is to specify grounds for limiting, suspending, revoking or denying renewal of a license or certificate or for reprimanding a license or certificate.

SECTION 2. N 7.03 is repealed and recreated to read:

N 7.03 **Grounds for denying renewal or disciplinary action.** The grounds for denying renewal or taking disciplinary action on a license or certificate are as follows:

- (1) Noncompliance with federal, jurisdictional or reporting requirements including:
 - (a) Engaging in conduct that violates the security of the licensure examination or the integrity of the examination results.
 - (b) Having a license to practice nursing or a nurse licensure compact privilege to practice denied, revoked, suspended, limited or otherwise disciplined in another state, territory or country. A certified copy of the record of the board is conclusive evidence of the final action.

- (c) After a request of the board, failing to cooperate in a timely manner, with the board's investigation of a complaint filed against a license holder. There is a rebuttable presumption that a credential holder who takes longer than 30 days to respond to a request of the board has not acted in a timely manner.
 - (d) Practicing without an active license.
 - (e) Practicing beyond the scope of practice permitted by law.
 - (f) Failing to inform the board of the advanced practice nurse prescriber's certification status with a national certifying body as a nurse anesthetist, nurse-midwife, nurse practitioner or clinical nurse specialist.
 - (g) Violating any term, provision or condition of any order of the board.
 - (h) Failing to notify the board of a felony or misdemeanor in writing of the date, place and nature of the conviction or finding within 48 hours after the entry of the judgment of conviction. Notice shall include a copy of the judgment of conviction and a copy of the complaint or other information which describes the nature of the crime in order that the board may determine whether the circumstances of the crime of which the credential holder was convicted are substantially related to the practice of nursing.
 - (i) Failing to report to the board or institutional supervisory personnel any violation of the rules of this chapter by a licensee. This provision does not require a nurse to report treatment information which would fall within the nurse-patient privilege set forth in s. 905.04(1)(b).
- (2) Violating or aiding and abetting a violation of any law substantially related to the practice of nursing. Being convicted of any crime substantially related to the practice of nursing. A certified copy of a judgment of conviction is prima facie evidence of a violation.
- (3) Confidentiality, patient privacy, consent or disclosure violations, including:
- (a) Failing to safeguard the patient's dignity, and the right to privacy.
 - (b) Knowingly, recklessly or negligently divulging a privileged communication or other confidential patient health care information except as required or permitted by state or federal law.
 - (c) Making statements or disclosures that create a risk of compromising a patient's privacy, confidentiality and dignity, including statements or disclosures via electronic or social media.
- (4) Misconduct or abuse, including:
- (a) Soliciting, borrowing, misappropriating, obtaining or attempting to obtain money or property from a patient or a patient's family.
 - (b) Obtaining or attempting to obtain any compensation by fraud, misrepresentation, deceit, duress or undue influence in the course of nursing practice.
 - (c) Abusing a patient by a single or repeated act of force, violence, harassment, deprivation, neglect, or mental pressure which reasonably could cause physical pain or injury or mental anguish or fear.

(d) Engaging in repeated or significant disruptive behavior or interaction with health care personnel, patients, family members or others that interferes with patient care or could reasonably be expected to adversely impact the quality of care rendered.

(e) Violating principles of professional boundaries, including:

1. Failing to establish, maintain or communicate professional boundaries with the patient.
2. Engaging in relationships with patients that could impair the nurse's professional judgment;
3. Exploiting in any manner the professional relationship with a patient for the nurse's emotional, financial, sexual or personal advantage or benefit.
4. Engaging in dual relationships if the nurse's ability to provide appropriate care would be impaired due to the nature of the additional relationship with the patient.
5. Engaging in any dual relationship in mental health nursing.
6. Engaging in self-disclosure to a patient which creates a risk or adversely impacts the patient's care and well-being.
7. Using any confidence of a patient to the patient's disadvantage or for the advantage of the nurse.
8. Failing to have a written agreement with the patient regarding financial matters.
9. Arrangements for reimbursement must be made at the initiation of the nurse-patient relationship or the case of emergency treatment as soon as is practicable.
10. Accepting gifts which are more than minimal value or cash from a patient or patient's family.

This paragraph does not include providing health care services to a person with whom the nurse has a preexisting, established personal relationship where there is no evidence of or potential for exploiting the patient and contact that is necessary for a health care purpose that meets the standards of the profession.

(f) Engaging in sexually misconduct, including:

1. Sexual explicit conduct, sexual contact, exposure, gratification, other sexual behavior with or in the presence of a patient.
2. Conduct that may reasonably be interpreted by a patient as sexual or in any verbal behavior that is sexually harassing to a patient.
3. Posing, photographing or recording the body or any body part of a current or former patient, other than for health care purposes.
4. Transmitting information about a patient via electronic media that can be reasonably interpreted as sexual or sexually demeaning by the current or former patient.
5. Engaging or attempting to engage in sexual or seductive conduct with a former patient if doing so creates a risk that the relationship could cause harm to or exploitation of the former patient.

For the purpose of this paragraph, due to the unique vulnerability of mental health patients, including patients with substance use disorders, nurses are prohibited

- from engaging in or attempting to engage in sexual or seductive conduct with such former patients, a former patient's immediate family or person responsible for the patient's welfare, for a period of at least 2 years after the termination of nursing services.
- (5) Fraud, deception or misrepresentation, including:
- (a) Falsifying or inappropriately altering reports, patient documentation, agency records and other health documents.
 - (b) Intentionally making incorrect entries in a patient's medical record or other related documents.
 - (c) Engaging in abusive or fraudulent billing practices, including violations of federal Medicare and Medicaid laws or state laws.
 - (d) Submitting false claims.
 - (e) Fraud, deceit or material omission in obtaining a license or certification or in the renewal of the license or certification.
 - (f) Impersonating another licensee or allowing another person to use the licensee's credential for any purpose.
 - (g) Submitting false information in the course of an investigation.
 - (h) Misrepresentation of credentials.
 - (i) Misleading, false or deceptive advertising or marketing.
- (6) Unsafe practice or substandard care, including:
- (a) Failing to perform nursing with reasonable skill and safety.
 - (b) Lack of knowledge, skill or ability to discharge professional obligations within the scope of nursing practice.
 - (c) Departing from or failing to conform to the minimal standards of acceptable nursing practice that may create unnecessary risk or danger to a patient's life, health or safety. Actual injury to a patient need not be established.
 - (d) Failing to supervise student experiences as a clinical nursing instructor.
 - (e) Failing to report to or leaving a nursing assignment without properly notifying appropriate supervisory personnel and ensuring the safety and welfare of the patient or client.
 - (f) Practicing nursing while under the influence of alcohol, illicit drugs or while impaired by the use of legitimately prescribed pharmacological agents or medications.
 - (g) Unable to practice safely by reason of alcohol or other substance use.
 - (h) Unable to practice safely by reason of psychological impairment or mental disorder.
 - (i) Unable to practice safely by reason of physical illness or impairment.
 - (j) Failure to consult or delay in consultation with supervisor.
 - (k) Failure to treat.
 - (L) Inadequate or improper infection control practices.
 - (m) Failure to provide medically reasonable or necessary items or services.
 - (n) Discriminating on the basis of age, marital status, gender, sexual preference, race, religion, diagnosis, socioeconomic status or disability while providing nursing services.

- (o) Executing an order which the licensee knew or should have known would harm or present the likelihood of harm to a patient.
 - (p) Failing to execute a medical order unless the order is inappropriate and the licensee reports the inappropriate order to a nursing supervisor or other appropriate person.
 - (q) Failing to observe the conditions, signs and symptoms of a patient, record them, or report significant changes to the appropriate person.
- (7) Improper supervision or allowing unlicensed practice, including:
- (a) Delegating a nursing function or a prescribed health function when the delegation could reasonably be expected to result in unsafe or ineffective patient care.
 - (b) Knowingly aiding, assisting, advising or allowing a person to engage in the unlawful practice of nursing.
 - (c) Inappropriate or inadequate supervision or delegation.
- (8) Improper prescribing, dispensing, administering medication or drug related offenses, including:
- (a) Prescribing of any drug other than in the course of legitimate practice or as otherwise prohibited by law.
 - (b) Dispensing of any drug other than in the course of legitimate practice or as otherwise prohibited by law.
 - (c) Administering any drug other than in the course of legitimate practice or as otherwise prohibited by law.
 - (d) Error in prescribing, dispensing or administering medication.
 - (e) Obtaining, possessing or attempting to obtain or possess a drug without lawful authority.

SECTION 3. N 7.04 is repealed.

SECTION 4. EFFECTIVE DATE The rules adopted in this order shall take effect on the first day of the month following publication in the Wisconsin administrative register, pursuant to s. 227.22 (2) (intro.), Stats.

 (END OF TEXT OF RULE)

Dated _____

Agency _____

Member of the Board
 Board of Nursing



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Department of Safety and Professional Services
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EDUCATION AND LICENSURE COMMITTEE

9:00 A.M.

(OR IMMEDIATELY FOLLOWING ADJOURNMENT OF THE LEGISLATION AND RULES COMMITTEE MEETING)

CALL TO ORDER – ROLL CALL

OPEN SESSION: Education and Licensure Committee –Carol Ott (Committee Chair), Gretchen Lowe;
Julie Ellis

- A. **Adoption of Agenda(19-20)**
- B. **Approval of Education & Licensure Committee Minutes of September 12, 2013(21-24)**
- C. **Request for Authorization to Admit Students– Discussion and Consideration**
 - 1) **Northeast Wisconsin Technical College - Paramedic-to-ADN Program(25-120)**
- D. **School Site Survey Matters – Discussion and Consideration**
- E. **Informational Items**
- F. **Public Comments**

ADJOURNMENT OF EDUCATION & LICENSURE COMMITTEE MEETING

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EDUCATION AND LICENSURE COMMITTEE
BOARD OF NURSING
MEETING MINUTES
SEPTEMBER 12, 2013

PRESENT: Carol Ott, Rachelle Lancaster, Julie Ellis, Gretchen Lowe

STAFF: Dan Williams, Executive Director; Nicholas Tank, Bureau Assistant; other DSPS staff

CALL TO ORDER

Carol Ott, Chair, called the meeting to order at 8:48 a.m. A quorum of four (4) members was present.

ADOPTION OF AGENDA

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to adopt the agenda as published. Motion carried unanimously.

**APPROVAL OF EDUCATION & LICENSURE
COMMITTEE MINUTES OF AUGUST 8, 2013**

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to approve the minutes of August 8, 2013 as published. Motion carried unanimously.

BRYANT and STRATTON

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to recognize the appearance of Dr. Susan Bonis, Greg Brandner, Peter Pavone to address the Board on behalf of Bryant and Stratton. Motion carried unanimously.

MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to requests that Bryant and Stratton continue to refine the decision making document submitted for the September meeting to include evidence of clear authority for development implementation and evaluation of the program by the EA including decision making on admission and progression policy and curriculum. Motion carried unanimously.

SCHOOL APPROVAL

MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to recognize the appearance of Elizabeth Markham and Joan Neave to address the Board on behalf of Herzing College – Brookfield/Kenosha. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to approve Herzing College – Brookfield/Kenosha’s bachelor nursing program. Motion carried unanimously.

REQUEST FOR AUTHORIZATION TO ADMIT STUDENTS

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to recognize the appearance of Kay Tupala to address the Board on behalf of Northeast Wisconsin Technical College. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to table Northeast Wisconsin Technical College’s request for authorization to admit students for their Paramedic-to-ADN Program. The Board requests more refined syllabi to be resubmitted to the Board by the next Board meeting and that the updated 1114 Form be included. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to recognize the appearance of Bill Hartman to address the Board on behalf of Rasmussen College Ocala School of Nursing. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to table the approval of Rasmussen College Ocala School of Nursing pending EAB approval. Motion carried unanimously.

**REQUEST FOR AUTHORIZATION TO PLAN ADN-TO-BSN COMPLETION
(FLEXIBLE OPTIONS) PROGRAM**

MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to recognize the appearance of Sally Lundeen, Kim Litwack, Aaron Brower to address the Board on behalf of University of Wisconsin-Milwaukee. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to approve University of Wisconsin-Milwaukee's request for program change ADN-to-BSN Completion (Flexible Options) Program. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to commit the board to a 5 minute break starting at 10:10 A.M. and ending at 10:15 A.M. Motion carried unanimously.

The Board of Nursing has left the meeting at 10:10 P.M.

The Board of Nursing has returned to the meeting at 10:15 P.M.

SCHOOL SITE SURVEY MATTERS – LAC COURTE OREILLES

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to include two Nurse Educators and DSPS Staff to visit the site for the purposes of a Site Survey. Motion carried unanimously.

ADJOURNMENT

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 10:37 a.m.

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**State of Wisconsin
Department of Safety and Professional Services**

AGENDA REQUEST FORM

Name and Title of Person Submitting the Request: Jill M. Remy, Program Manager		Date When Request Submitted: 10/3/2013
		Items will be considered late if submitted after 5 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before meeting for all other boards
Name of Board, Committee, Council: Board of Nursing		
Board Meeting Date: 10/10/2013	Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	How should the item be titled on the agenda page? Request for Authorization to Admit Students to Paramedic-to-ADN Program at Northeast Wisconsin Technical College
Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	Is an appearance before the Board being scheduled? If yes, by whom? <input type="checkbox"/> Yes by _____ (name) <input checked="" type="checkbox"/> No	Name of Case Advisor(s), if required:
Describe the issue and action the Board should address: At the September 12, 2013 meeting, the Board of Nursing requested additional information relating to the Northeast Wisconsin Technical College request for authorization to admit students to a Paramedic-to-ADN program. Review additional requested materials and make motion; offer recommendations as needed.		
If this is a "Late Add" provide a justification utilizing the Agenda Request Policy:		
Directions for including supporting documents: <ol style="list-style-type: none"> 1. This form should be attached to any documents submitted to the agenda. 2. Documents submitted to the agenda must be single-sided. 3. Only copies of the original document will be accepted. 4. Provide original documents needing Board Chairperson signature to the Bureau Director or Program Assistant prior to the start of a meeting. 		
Authorization:		
Jill M. Remy		10/3/2013
Signature of person making this request		Date
Supervisor signature (if required)		Date
Bureau Director signature (indicates approval to add late items to agenda)		Date

From: [Tupala, Kay L.](#)
To: [Remy, Jill M - DSPS](#)
Subject: NWTC Paramedic to ADN bridge revised documents for SBON meeting 10/10/13
Date: Monday, September 16, 2013 5:11:56 PM
Attachments: [Form 1114 Kay Tupala2.pdf](#)
[Form 1114 Cheryl Kollath2.pdf](#)
[Form 1114 Jane Swanson2.pdf](#)
[Paramedic Theory 1 syllabus 091713.pdf](#)
[Paramedic Theory 2 syllabus 091613.pdf](#)
[Paramedic Skills syllabus 091613.pdf](#)
[Paramedic Clinical syllabus 091613.pdf](#)

Dear Ms. Remy,

Attached are **revised** documents for the State Board of Nursing to review as requested at the 9/12/13 meeting. This is specific to NWTC's authorization to admit for the Paramedic to ADN bridge program.

The documents attached are:

Form 1114 Kay Tupala
Form 1114 Cheryl Kollath
Form 1114 Jane Swanson
Paramedic to ADN Theory 1 syllabus
Paramedic to ADN Theory 2 syllabus
Paramedic to ADN Skills syllabus
Paramedic to ADN Clinical syllabus

I am hoping this topic is on the October 10 agenda, I will plan to be present to answer questions. Will you please confirm you received this email with attachments.

Thank you,

Kay

Kay Tupala | Dean, Health Sciences | Northeast Wisconsin Technical College
2740 W Mason St | Green Bay, WI 54307-9042 | 920.498.5482 | Fax 920.491.2660



CONFIDENTIALITY: This e-mail (including any attachments) may contain confidential, proprietary and privileged information, and unauthorized disclosure or use is prohibited. If you received this e-mail in error, please notify the sender and delete this e-mail from your system.

Wisconsin Department of Safety and Professional Services

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Phone #: (608) 266-2112

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Madison, WI 53703

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Website: http://dsps.wi.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

New nursing programs seeking authorization to admit students: Completion of this form is required for each faculty member and the program educational administrator and must be submitted to the Board of Nursing along with the request for authorization to admit students.

Nursing programs previously approved by the Board of Nursing: Completion of this form is required for each faculty member and the program educational administrator and the form must be kept on file in the school of nursing office, made available to the Board upon request for all faculty members and educational administrators hired by the nursing program (Ch. N 1.06 (4) (g), Wis. Admin. Code).

Applicant's Name (*Last, First, Middle*)

Tupala, Kay, L

Position:

Educational Administrator

Faculty

Date Appointment Effective:

January, 2001

Employment
Status:

Full-time

Part-time

School of Nursing Employed By:

Northeast WI Technical College

Subjects Hired to Teach:

Educational Preparation (*Please list most recent first.*)

Name of Institution	Location	Date Graduated	Degree Earned or # Credits	Major	Minor
University of Michigan,	Ann Arbor, MI	April, 1983	Master of Science	Nursing, Parent/child	
University of Michigan	Ann Arbor, MI	April, 1979	Bachelor of Science	Nursing	

-OVER-

Wisconsin Department of Safety and Professional Services

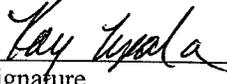
Nursing Practice Experience *(Please list most recent first.)*

From Mo/Yr	To Mo/Yr	Part or Full-Time	Employer	Location City/State	Position Title
January, 1989	December, 1992	Full time	Bellin Hospital	Green Bay, WI	Clinical Nurse Specialist
January, 1988	December, 1988	Full time	St. Mary's Hospital	Green Bay, WI	Hospital Supervisor
July, 1985	December, 1988	Full time	St. Mary's Hospital	Green Bay, WI	Manager, Peds Department
August, 1983	December, 1984	Full time	UW-Oshkosh	Oshkosh, WI	Instructor, Nursing
September, 1981	July, 1983	Part time	Mott Children's Hosp.	Ann Arbor, MI	Staff nurse, pediatrics
September, 1980	August, 1981	Full time	St. Mary's Hospital	Duluth, MN	Staff nurse, pediatrics
September, 1979	June, 1980	Full time	St. Mary's Hospital	Rochester, MN	Staff nurse, Peds ICU

Nursing Education Experience *(Please list most recent first.)*

From Mo/Yr	To Mo/Yr	Part or Full-Time	Employer	Location City/State	Position Title
February, 2005	current	Full time	Northeast WI Tech College	Green Bay, WI	Dean, Health Sciences/ Nursing Ed Admin
January, 2002	February, 2005	Full time	Northeast WI Tech College	Green Bay, WI	Associate Dean, Nursing/ Nursing Ed Admin
January, 1993	December, 2001	Full time	Northeast WI Tech College	Green Bay, WI	Nursing faculty

Wisconsin RN License #: 85023-30

Kay Tupala
 Educational Administrator

 Signature
 920-498-5482
 Telephone Number

Dean, Health Sciences
 Title
 9/14/2013
 Date
 kay.tupala@nwtc.edu
 Email Address

Wisconsin Department of Safety and Professional Services

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1400 E. Washington Avenue
Madison, WI 53703

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Website: http://dps.wi.gov

BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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Applicant's Name (*Last, First, Middle*)

Kollath, Cheryl, L

Position:

Educational Administrator

Faculty

Date Appointment Effective:

October, 2003

Employment Status:

Full-time

Part-time

School of Nursing Employed By:

Northeast WI Technical College

Subjects Hired to Teach:

Medical Surgical Nursing, class, lab, clinical

Fundamentals, class, skills, clinical

Educational Preparation (*Please list most recent first.*)

Name of Institution	Location	Date Graduated	Degree Earned or # Credits	Major	Minor
University of Phoenix	Phoenix, AZ	August, 2006	Master of Science	Nursing	
Bellin College	Green Bay, WI	June, 1988	Bachelor of Science	Nursing	

-OVER-

Wisconsin Department of Safety and Professional Services

Nursing Practice Experience *(Please list most recent first.)*

From Mo/Yr	To Mo/Yr	Part or Full-Time	Employer	Location City/State	Position Title
January, 2001	December, 2004	Full time	Bellin Hospital	Green Bay, WI	Nurse Educator
March, 1997	December, 2000	Full time	Bellin Hospital	Green Bay, WI	Team Facilitator
June, 1988	March, 1997	Full time	Bellin Hospital	Green Bay, WI	Staff Nurse, Cardiac

Nursing Education Experience *(Please list most recent first.)*

From Mo/Yr	To Mo/Yr	Part or Full-Time	Employer	Location City/State	Position Title
October, 2003	present	Full time	Northeast WI Tech College	Green Bay, WI	Nursing Instructor

Wisconsin RN License #: 49615-30

Kay Tupala
Educational Administrator


Signature

920-498-5482
Telephone Number

Dean, Health Sciences

Title

9/14/13

Date

kay.tupala@nwtc.edu

Email Address

Wisconsin Department of Safety and Professional Services

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BOARD OF NURSING

FACULTY / EDUCATIONAL ADMINISTRATOR QUALIFICATION RECORD

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Nursing programs previously approved by the Board of Nursing: Completion of this form is required for each faculty member and the program educational administrator and the form must kept on file in the school of nursing office, made available to the Board upon request for all faculty members and educational administrators hired by the nursing program (Ch. N 1.06 (4) (g), Wis. Admin. Code).

Applicant's Name (*Last, First, Middle*)

Swanson, Jane, M

Position:

Educational Administrator

Faculty

Date Appointment Effective:

January, 2006

Employment Status:

Full-time

Part-time

School of Nursing Employed By:

Northeast WI Technical College

Subjects Hired to Teach:

Medical/Surgical Nursing, classroom, lab, clinical

Educational Preparation (*Please list most recent first.*)

Name of Institution	Location	Date Graduated	Degree Earned or # Credits	Major	Minor
Walden University	Minneapolis, MN	July, 2013	Master of Science	Nursing	Education
St. Mary's College of Minnesota/ Minneapolis Graduate Center	Minneapolis, MN	1992	Master of Arts	Health and Human services	
University of Texas	Dallas, TX	1987	Critical Care/Trauma Nurse Internship		
Northern Michigan University	Marquette, MI	1986	Bachelor of Science	Nursing	

-OVER-

#1114 (Rev. 5/13)

Committed to Equal Opportunity in Employment and Licensing

Wisconsin Department of Safety and Professional Services

Nursing Practice Experience *(Please list most recent first.)*

From Mo/Yr	To Mo/Yr	Part or Full-Time	Employer	Location City/State	Position Title
2000	2012	Part time	Bay Area Medical Center	Marinette, WI	Staff Nurse, Emergency Dept.
2003	2004	Part time	Bay Area Medical Center	Marinette, WI	Patient Care Info Nurse Educator
2001	2005	Part time	Marinette County	Marinette, WI	Registered Nurse
1995	2000	Part time	Bay Area Medical Center	Marinette, WI	Staff Nurse, ICU
1994	1995	Full time	Lifelink III Mobile ICU	St. Paul, MN	Director of Ed & HR
1992	1993	Full time	Lifelink III Mobile ICU	St. Paul, MN	Clinical Specialist
1990	1991	Full time	Lifelink III Mobile ICU	St. Paul, MN	Outreach Ed Coordinator
1988	1989	Full time	Lifelink III Mobile ICU	St. Paul, MN	Critical Care Specialist

Nursing Education Experience *(Please list most recent first.)*

From Mo/Yr	To Mo/Yr	Part or Full-Time	Employer	Location City/State	Position Title
2006	present	Full time	Northeast WI Tech College	Marinette, WI	Nursing Instructor
2005	2006	Part time	Northeast WI Tech College	Marinette, WI	Nursing Instructor

Wisconsin RN License #: 101124-30

Kay Tupala
Educational Administrator


Signature

920-498-5482
Telephone Number

Dean, Health Sciences
Title

9/14/13
Date

kay.tupala@nwtc.edu
Email Address

ADN NURSING PARAMEDIC TO ADN THEORY 1 SYLLABUS

Catalog #10-543-128 & Class #

Course Date:

Class Syllabus

FACULTY INFORMATION

Instructor:

Office:

Telephone:

Email:

Office Hours:

CLASS INFORMATION

Course Description: This course focuses on basic nursing concepts that the beginning nurse will need to know in order to provide care to diverse patient populations. The nursing process will be introduced as a framework for organizing the care of patients with alterations in cognition, elimination, comfort, mobility, skin integrity, and fluid & electrolyte balance.

After the introduction of basic nursing concepts, this course will then elaborate on the alterations of health. It applies theories of nursing in the care of clients throughout the lifespan, utilizing problem solving and critical thinking. Integrated through each health alteration, this course provides the opportunity for the learner to develop the knowledge skills process and understanding of the principles of pharmacology, including drug classifications and their effects on the body. It will also introduce concepts of leadership, team building, and scope of practice.

Credits: 3

Class Schedule & Location: Online

Pre-requisites: Completion of all Paramedic to ADN Bridge Program requirements

CORE ABILITIES: In addition to specific job-related training, NWTC has identified core abilities that are transferable and go beyond the context of a specific course. This class addresses the following core abilities:

- Communicate effectively
- Work cooperatively and professionally
- Solve problems effectively
- Think critically and creatively
- Value individual differences and abilities
- Demonstrate personal accountability
- Demonstrate community and global accountability

COURSE COMPETENCIES

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

1. Differentiate scopes of practice within the nursing profession.
 - a. Review: Maintain a safe, effective care environment.
2. Use the nursing process.
3. Adapt nursing practice to meet the needs of diverse clients in a variety of settings.
4. Examine legal, ethical, social, and cultural issues related to medication administration.
5. Provide nursing care for clients with sleep/rest/mobility alterations.
6. Provide nursing care for clients with comfort alterations.
 - a. Review: Provide nursing care for clients undergoing surgery (peri-operative).
 - b. Review: Provide nursing care for clients with alterations in the musculo-skeletal system.
 - c. Review: Apply components of the nursing process to the administration of analgesic and musculoskeletal system drugs.
7. Provide nursing care for clients with commonly occurring alterations in elimination patterns.
 - a. Review: Provide nursing care for clients with alterations of the gastrointestinal system.
 - b. Apply components of the nursing process to the administration of gastrointestinal system drugs.
 - c. Review: Provide nursing care for clients with alterations of the renal/urinary system.
8. Provide nursing care for clients with integumentary disorders.
9. Provide nursing care for clients with infection.
 - a. Apply components of the nursing process to the administration of antimicrobial drugs.
10. Provide nursing care for clients with cognitive and sensory impairments.
 - a. Review: Apply components of the nursing process to the administration of autonomic nervous system drugs.
 - b. Review: Apply components of the nursing process to the administration of central nervous system drugs.
11. Provide nursing care for clients with alterations with autoimmune and malignancy disorders.
12. Review: Provide nursing care for clients with alterations in hematology.
13. Review: Provide nursing care for clients with alterations of endocrine system.
 - a. Review: Apply components of the nursing process to the administration of endocrine system drugs.

PROGRAM OUTCOMES

This course addresses the following program outcomes:

- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care
- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts
- Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making
- Provide patient centered care by utilizing the nursing process across diverse populations and health care settings
- Minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness
- Lead the multidisciplinary health care team to provide effective patient care throughout the lifespan
- Use information and technology to communicate, manage data, mitigate error, and support decision-making

Course Calendar (next page)

Week	Due Date	Learning Plan	Required Reading Chapters	Due Dates Assignments and Discussions are due BY end of day (11:59 PM)	Points
1		Introduction LP 1	Potter & Perry – 1, 2, 21, 23 & 27	Register for Evolve Resources & HESI Patient Reviews	
2		LP 2	Potter & Perry – 15, 16, 17, 18, 19 & 20	Discussion Board – Nursing Process Case Study	4
3		LP 3	Potter & Perry – 9 & 35	Discussion Board – Diversity	4
		LP 4	Workman – 1,2,3 & 7 Potter & Perry – 31	Exam 1 (LP 1-4)	50
4		LP 5	Potter & Perry – 38, 42 & 47	HESI Patient Review: Perioperative Care, John Hale (1)	10
		LP 6 Start early – much to read/review!	Lewis – 10, 18-20, 62 – 65 McKinney- 39 & 50 Workman – 7 & 8	HESI Patient Review: Musculoskeletal Hlth Prob, Mrs. Mitchell	10
5		LP 7 Start early – much to read/review!	Workman– 12, 19, 20 Lewis– 42,43,44,46, 47 McKinney– 43, 44	Exam 2 (LP 5-6)	50
		LP 8 & LP 9	Potter & Perry – 28, 48 Workman - 9 McKinney – 49	Discussion Board	4
6		LP 10	Potter & Perry – 14 & 49 Workman – 22 & 23	Discussion Board	4
		LP 11	McKinney – 42, 48 Lewis – 14, 15, 16, 65 – pp.1662-1672	Exam 3 (LP 7-10)	50
7		LP 12	McKinney – 47 Lewis – 30, 31	HESI Patient Review: Adult Health, Hematologic Health Problems, Mrs. Byrd	10
		LP 13	McKinney – 51 Lewis – 48,49,50 Workman – 24,25	Exam 4 (LP 11-13)	50
7.5		Comprehensive FINAL EXAM		LP 1 - 13	100

Note: Reading/Review of chapters is particularly heavy in LP 6 & 7. Allow yourself ample preparation time!

Learning Plan 1

Nursing Scope of Practice & Review of Safety

Information

Overview

The purpose of the unit is to examine the role of the licensed practical nurse and the registered nurse based on the Wisconsin State Nurse Practice Act. Legal and professional standards will be reviewed to differentiate between the levels of practice of nursing. Ethical dilemmas in nursing and health care will be discussed along with health care reimbursement issues. In addition, this learning plan will review the safety needs of clients. Included is the proper use of restraints.

Target Competencies

Competency

**Differentiate scopes of practice within the nursing profession. Review:
Maintain a safe, effective care environment**

Linked Core Abilities

Think Critically and Creatively
Work Cooperatively and Professionally
Demonstrate Personal Accountability
Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- a. distinguish among the different levels of nursing education
- b. specify the ethical and legal boundaries of the student nurse as presented in the Code of Ethics and the Nurse Practice Act
- c. detail responsibility for maintaining patient confidentiality
- d. compare various settings in which nurses work
- e. detail the role of nursing organizations
- f. describe the contribution of all members of the healthcare team
- g. outline the standards of regulatory and reimbursement agencies
- h. examine the role of evidence-based practice in nursing
- i. examine the concept of quality in patient care

Review:

- a. indicate correct identification of patient prior to performing any patient care measures
- b. identify safety considerations for adults of all ages
- c. include of industry standards and regulations regarding microbiological, physical, and environmental safety
- d. apply decision making related to measures to minimize use of restraints

- e. identify evidence-based practices

Learning Objectives

- Examine the State Nurse Practice Act as it relates to the roles and responsibilities of the licensed practical nurse and the registered nurse.
- Identify the different types of settings where licensed practical nurses and registered nurses work.
- Describe the different types of educational nursing programs.
- Explain the functions of the American Nurses Association (ANA), the National League for Nursing (NLN), the National Student Nurses Association (NSNA) and LPN organizations.
- Indicate how a professional code of ethics is utilized to facilitate the ethical decision making to provide quality client care.
- Describe the legal liability responsibilities of the nurse based on standards of care.
- Identify the roles and responsibilities of each member of the health care team.
- Indicate reasons that nurses need to focus on economics in the delivery of nursing and health care.
- Summarize the effects of regulatory and reimbursement agencies that impact care provided in a variety of clinical settings. (Medicare, Medicaid, JCAHO, DHFS, insurance industry)

Review:

- Identify environmental factors affecting safety.
- Apply assessment tools to identify safety needs.
- Identify nursing strategies for injury prevention.
- Identify the types of restraints available.
- Review the legal implications of restraint use.

Learning Activities

- _____ 1. Read Potter & Perry 8th Ed:
 - Chapter 1: Nursing Today
 - Chapter 2: The Health Care Delivery System
 - Chapter 21: Managing Patient Care
 - Chapter 23: Legal Implications in Nursing Practice
 - Chapter 27: Patient Safety
- _____ 2. View Power point presentations found under Blackboard Class Materials, Learning Plan 1: Nursing Scope of Practice & Review of Safety
- _____ 3. Watch the University of Wisconsin library video on the Nurse Practice Act using the following link: http://videos.med.wisc.edu/videos/14723/tags/edit_ajax/
- _____ 4. Review NCLEX-RN review questions and other resources for chapters on Evolve

resources for Potter & Perry.

Assessment Activities

- _____ 1. **Complete Evolve HESI Patient Review & Resources Enrollment** – see Blackboard for instructions.
- _____ 2. **Exam # 1** – refer to date on calendar.

Learning Plan 2 Nursing Process

Information

Overview

The purpose of the unit is to present the five step Nursing Process used by professional nurses. It is a fundamental blueprint for how to develop a plan of care for patients or clients.

Target Competencies

Competency

Use the Nursing Process

Linked Core Abilities

Think Critically and Creatively
Work Cooperatively and Professionally
Solve Problems Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- a. follow the steps in the nursing process in the correct order
- b. outline the data resources needed to complete a patient data base
- c. identify nursing diagnoses from an designated source
- d. include suggestions for the development of a care plan
- e. reflect priorities of patient care.
- f. contribute to the evaluation of patient outcomes
- g. document of each phase of the nursing process
- h. differentiate between the role of the PN and RN in the nursing process

Learning Objectives

- Identify the components of the nursing process.
- Identify the five major activities associated with the assessment

process.

- List resources needed to complete a client data base.
- Differentiate between subjective and objective data.
- Identify different frameworks used for organizing data.
- Differentiate between a medical and a nursing diagnosis.
- Identify the components of a nursing diagnosis.
- Explain the process of goal setting and outcome identification.
- Identify factors that are considered when prioritizing care needs.
- Select nursing interventions to support goal achievement
- Compare and contrast initial planning, ongoing planning, and discharge planning.
- Describe the relationship between client outcomes and evaluation.
- Identify the two components of an evaluation statement.
- Identify PN versus RN roles when using the nursing process.

Learning Activities

- _____ 1. Read Potter & Perry 8th Ed:
 - Chapter 15: Critical Thinking in Nursing Practice
 - Chapter 16: Nursing Assessment
 - Chapter 17: Nursing Diagnosis
 - Chapter 18: Planning Nursing Care
 - Chapter 19: Implementing Nursing Care
 - Chapter 20: Evaluation
- _____ 2. View Power point presentations found under Blackboard Class Materials, Learning Plan 2: Nursing Process
- _____ 3. Watch Learning Object: Medical vs. Nursing Diagnosis <http://www.wisc-online.com/Objects/ViewObject.aspx?ID=NUR2803>
- _____ 4. Participate in Nursing Process Case Study through the Discussion Board
- _____ 5. Assignment.
Review NCLEX-RN review questions for chapters on Evolve resources for Potter & Perry.

Assessment Activities

- _____ 1. **Required Discussion Board Participation** – see calendar for due date.
- _____ 2. **Exam # 1** – refer to date on calendar.

Learning Plan 3

Diversity: Adapt Nursing Practice

Information

Overview

The purpose of the unit is to explore the many issues related to diversity. Guidelines for assessment and measures will be examined to respect and support the client's values, customs, and culture in providing care.

Target Competencies

Competency

Adapt nursing practice to meet the needs of diverse clients in a variety of settings.

Linked Core Abilities

Value Individual Differences and abilities

Demonstrate personal accountability

Demonstrate community and global accountability

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- a. consider all aspects of diversity including age, gender, culture, socioeconomic status, disability and sexual orientation
- b. demonstrate principles of holism by assessing the impact of development, emotional, cultural, religious, and spiritual influences on the patient's health status
- c. protect patient dignity
- d. demonstrate principles of holism by incorporating emotional, cultural, religious and spiritual influences on patient health
- e. demonstrate principles of patient-centered care (i.e. patient values, customs, culture, and/or habits)
- f. detail specific adaptations in patient care to accommodate the needs of diverse populations
- g. adaptations are reasonable, legal, and ethical
- h. adhere to the Patient Bill of Rights
- i. identify strategies to advocate for patients
- j. identify evidence-based practices

Learning Objectives

- Identify factors that can be included in the definition of diversity.
- Indicate barriers to cultural sensitivity.
- Describe techniques and behaviors that reflect cultural sensitivity.

- Summarize how health beliefs and practices, family patterns, spirituality, communication style, space orientation, time orientation, and nutritional patterns vary according to the client's culture.
- Indicate factors to consider when conducting a cultural assessment.
- Describe measures to provide culturally competent care.

Learning Activities

- _____ 1. Read Potter & Perry 8th Ed:
 - Chapter 9: Culture & Ethnicity
 - Chapter 35: Spiritual Health
- _____ 2. View Power point presentations found under Blackboard Class Materials, Learning Plan 3: Diversity
- _____ 3. Complete Chapter 9 Case Study: Culture & Ethnicity
- _____ 4. View the website on Transcultural Nursing at <http://www.culturediversity.org/index.html>
- _____ 5. Review NCLEX-RN review questions for chapters on Evolve resources for Potter & Perry.

Assessment Activities

- _____ 1. Required Discussion Board Participation – see calendar for due date.
- _____ 2. **Exam # 1** – refer to date on calendar.

Learning Plan 4

Medication Administration – Legal, Cultural & Ethical Issues

Information

Overview

Nurses need a solid foundation and knowledge base in the ethical-legal standards and socio-cultural issues related to medication administration. In this learning plan, the student will explore the impact that state and federal legislation, nursing standards, ethical guidelines, and socio-cultural issues have on the safe and effective administration of medication.

Target Competencies

Competency

Examine legal, ethical, social, and cultural issues related to medication administration.

Linked Core Abilities

Value Individual Differences & Abilities

Demonstrate Personal Accountability
Demonstrate Community & Global Accountability

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- a. support your analysis with relevant evidence
- b. identify drug administration guidelines within the State Nurse Practice Act
- c. identify nursing responsibility to prevent and respond to medication errors
- d. identify nursing responsibilities associated with controlled substances
- e. identify ethical responsibilities as they relates to medication errors
- f. nursing response reflects respect for patient’s rights and responsibilities with drug therapy
- g. nursing actions are within the scope of nursing practice as it relates to the administration of medication.
- h. demonstrate patient-centered care by respecting patient's gender, psychosocial and cultural needs
- i. identify nursing responsibilities associated with safe medication administration
- j. identify nursing responsibilities associated with patient medication education

Learning Objectives

- Identify important medication legislation passed at the state and federal levels.
- Discuss the impact of medication legislation on drug therapy and nursing.
- Provide examples of the scheduled categories for controlled substances.
- Identify the process involved in the development of new medications, including investigational new medication application, phases of investigational medication studies and informed consent.
- Discuss the ethical aspects of medication administration.
- Explain the effect of socio-cultural factors on a patient's response to and compliance with medication therapy.

Learning Activities

_____1. Read Workman, LaCharity & Kruchko:

- Chapter 1: Drug Actions and Body Responses
- Chapter 2: Safely Preparing and Giving Drugs
- Chapter 3: Teaching Patients about Drug Therapy
- Chapter 7: Drugs for Pain and Sleep Problems, pp. 101-103 – Analgesic

Drug Therapy

Read Potter & Perry, 8th Ed:

- Chapter 31: Medication Administration

2. View Power point presentations found under Blackboard Class Materials, Learning Plan 4: Medication
3. View the Wisconsin Online Learning Object on Medication Math at <http://www.wisc-online.com/Objects/ViewObject.aspx?ID=ABM5804>
4. View the Wisconsin Nurse Practice Act regarding drug administration, 441.16 Prescription Privileges for Nurses found in the following document: <http://docs.legis.wisconsin.gov/statutes/statutes/441.pdf>
5. Review NCLEX-RN review questions for chapters on Evolve resources for Potter & Perry & Workman.

Assessment Activities

1. **Exam # 1** – refer to date on calendar.

Learning Plan 5 Sleep, Rest and Mobility Alterations

Information

Overview

Nurses need a knowledge base regarding the effect alterations in sleep, rest and mobility have on a patient's health and wellbeing and common nursing measures used to help reduce the potential physical and psychological consequences of this alteration.

Target Competencies

Competency

Provide nursing care for clients with sleep/rest/mobility alterations.

Linked Core Abilities

Think Critically and Creatively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- a. assess factors that put patients at risk for problems with mobility and sleep
- b. identify factors related to sleep/rest/mobility across the lifespan.
- c. recognize characteristics of sleep deprivation

- d. consider the use of non-pharmacological measures to promote sleep and rest
- e. assess the effects of immobility on body systems
- f. detail the nursing measures to prevent complications of immobility
- g. promote the use of effective techniques of body mechanics among caregivers, patients, and significant others
- h. identify evidence-based practices

Learning Objectives

- Describe the physiology of sleep.
- List factors that affect sleep.
- Recognize characteristics of sleep deprivation.
- Identify interventions that promote sleep and rest.
- List the effects of immobility on each body system.
- Identify measures to reduce the effects of immobility on each body system.
- Identify principles of body mechanics for caregiver, client, and significant others.

Learning Activities

- _____1. Read Potter & Perry, 8th Ed:
 - Chapter 38: Activity and Exercise
 - Chapter 42: Sleep
 - Chapter 47: Mobility and Immobility
- _____2. View Power point presentations found under Blackboard Class Materials, Learning Plan 5.
- _____3. View and play the interactive learning activity: Match It on Mobility with Potter & Perry. Follow the path My Evolve, Course Home, My Content Resources, Chapter 47 - Mobility and Immobility, Student Resources, Prepare
- _____4. for Class, Clinical, or Lab, Interactive Learning Activities
Review NCLEX-RN review questions for chapters on Evolve resources for Potter & Perry.

Assessment Activities

- _____1. **Complete Evolve HESI Patient Review** - under Clinical Nursing Concepts - Perioperative Care John Hale (1) – see calendar for due date.
- _____2. **Exam # 2** – refer to date on calendar.

Learning Plan 6

Comfort Alterations with Review of Perioperative Care & Musculoskeletal system

Information

Overview

Nurses need a knowledge base regarding the effect of alterations in comfort and the nursing interventions and pharmacologic options to alleviate pain. This learning plan also addresses the care of the patient in the perioperative area and review of the musculoskeletal system.

Target Competencies

Competency

Provide nursing care for clients with comfort alterations.

- a. Review: Provide nursing care for clients undergoing surgery (peri-operative).**
- b. Review: Provide nursing care for clients with alterations in the musculo-skeletal system.**
- c. Review: Apply components of the nursing process to the administration of analgesic and musculoskeletal system drugs.**

Linked Core Abilities

Communicate Effectively
Think Critically and Creatively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when you REVIEW:

- a. apply principles of evidence-based practice when using the nursing process
- b. explore the roles and responsibilities of the nurse in peri-operative care
- c. identify the legal aspects of peri-operative care
- d. identify lifespan considerations of the surgical patient
- e. consider use of common pharmacological and non-pharmacological measures for peri-operative care
- f. explore the roles and responsibilities of the nurse in caring for the patient with musculoskeletal disorders (i.e. mobility)
- g. explain the pathophysiology of musculoskeletal disorders
- h. identify lifespan considerations of the patient

- i. consider use of common pharmacological and non-pharmacological measures for the patient with musculoskeletal disorders
- j. recognize the value of therapeutic communication in caring for the patient with musculoskeletal disorders
- k. assess patients for subjective and objective manifestations of alterations in comfort
- l. identify factors related to comfort across the lifespan.
- m. adhere to standards of care for the patient experiencing pain
- n. identify non-pharmacologic measures to minimize pain and discomfort (nausea, pruritis)
- o. outline the plan for monitoring the patient response to the interventions for pain and discomfort
- p. identify evidence-based practices
- q. cite the classifications and actions of analgesics
- r. cite the classifications and actions of musculoskeletal system drugs
- s. give examples of when, how and to whom analgesics and musculoskeletal system drugs may be administered
- t. identify the side effects and special considerations associated with analgesics
- u. identify the side effects and special considerations associated with musculoskeletal system drugs
- v. identify the considerations and implications of using analgesics across the life span
- w. identify the considerations and implications of using musculoskeletal system medications across the life span

Learning Objectives – REVIEW:

- Define key terms and abbreviations related to the perioperative period.
- Discuss the assessment necessary for clients in the pre- and post-operative period
- Identify common complications in the post-operative period across the lifespan.
- Discuss diagnostic tests associated with the perioperative period.
- Identify dietary needs related to clients in the perioperative period.
- Identify pharmacological and non-pharmacological interventions related to clients in the perioperative period.
- Discuss the assessment, common signs and symptoms and nursing

interventions for a client with musculoskeletal disorders.

- Discuss common lab and diagnostic tests associated with the musculoskeletal disorders.
- Identify dietary needs related to the musculoskeletal disorders.
- Identify pharmacological and non-pharmacological interventions related to the musculoskeletal disorders.

- Identify objective and subjective manifestations of altered comfort.
- List components of a pain assessment.
- Identify pharmacologic and non-pharmacologic interventions for pain management.

- Describe the evaluation process in pain management.
- Review the inflammatory response and the part it plays in the generation of pain.
- Review the types of pain
- Review the analgesic substance schedules 1-5
- Identify the major therapeutic actions, mechanism of action and adverse effects of each

class of Analgesics, Non-Steroidal Antiinflammatories, Corticosteroids, Anticongestants,

Antirheumatics, Antipyretics and Osteoporosis agents

- Briefly describe the uses for neuromuscular blocking agents and centrally acting skeletal muscle relaxants.
- Describe the therapeutic effects and side effects of the most commonly used musculoskeletal medications across the life span.
- Utilize the nursing process as it relates to clients with musculoskeletal disorders.
- Identify appropriate patient teaching across the lifespan related to administration of musculoskeletal system medications.

Learning Activities

____1 Review Workman et al:

- Chapter 7: Drugs for Pain and Sleep Problems - Review
- Chapter 8: Anti-Inflammatory Drugs

Read Lewis et al:

- Chapter 10: Pain - Review
- Chapter 18: Preoperative Care
- Chapter 19: Intraoperative Care
- Chapter 20: Postoperative Care

- Chapter 62: Musculoskeletal System – Review
- Chapter 63: Musculoskeletal Trauma and Orthopedic Surgery
- Chapter 64: Musculoskeletal Problems
- Chapter 65: Arthritis and Connective Tissue pp. 1641-1658

Read McKinney et al:

- Chapter 39: Pain Management for Children
- Chapter 50: The Child with a Musculoskeletal Alteration

- ____2 View Power point presentations found under Blackboard Class Materials, Learning Plan 6.
- ____3 Identify the characteristics and explain the related pathophysiology of the following musculoskeletal disorders for clients across the lifespan: fractures, osteomyelitis, Osgood-Schlatters, osteochondroma, osteosarcoma, muscular dystrophy (MD), slipped capital femoral epiphysis (SCFE), hip fracture, bunion/fasciitis/clubfoot, scoliosis/lordosis/ kyphosis, arthritis, amputation, rotator cuff problems, carpal tunnel, anterior cruciate ligament (ACL)/medial collateral ligament (MCL) injury, valgum/varum, Osteogenesis.
- ____4. View Learning Object on Musculoskeletal Disorders.
Review NCLEX-RN review questions for chapters on Evolve resources for
- ____6. Lewis, McKinney & Workman.
View and complete the musculoskeletal diseases & conditions worksheets on Blackboard Learn.

Assessment Activities

- ____1. **Complete Evolve HESI Patient Review** - under Adult Health, Musculoskeletal Health Problems, Mrs. Mitchell (arthritis) – see calendar for due date.
- ____2. **Exam # 2** – refer to date on calendar.

Learning Plan 7

Alterations in Elimination Patterns: Gastrointestinal and Renal System Review

Information

Overview

Nurses need a knowledge base regarding the effect of alterations in elimination patterns, both urinary and gastrointestinal and the nursing interventions and pharmacologic options to care for these alterations.

Target Competencies

Competency

Provide nursing care for clients with commonly occurring alterations in

elimination patterns.

a. Review: Provide nursing care for clients with alterations of the gastrointestinal system.

b. Apply components of the nursing process to the administration of gastrointestinal system drugs.

c. Review: Provide nursing care for clients with alterations of the renal/urinary system.

Linked Core Abilities

Communicate Effectively

Think Critically and Creatively

Solve Problems Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when you:

- a. assess factors that put a patient at risk for alterations in urinary and bowel elimination
- b. identify factors related to alterations in elimination across the lifespan.
- c. outline the data that must be collected for identification of alterations in bowel/urine elimination
- d. base your decisions on the interpretation of basic diagnostic tests of urinary and bowel elimination: urinalysis and occult blood
- e. detail the non-pharmacologic measures to promote urinary and bowel elimination
- f. apply principles of evidence-based practice when using the nursing process
- g. explore the roles and responsibilities of the nurse in caring for the patient with gastrointestinal disorders
- h. consider use of common pharmacological and non-pharmacological measures for the patient with gastrointestinal disorders
- i. explore the roles and responsibilities of the nurse in caring for the patient with renal/urinary disorders
- j. explain the pathophysiology of renal/urinary disorders
- k. identify lifespan considerations of the patient
- l. consider use of common pharmacological and non-pharmacological measures for the patient with renal/urinary disorders
- m. cite the classifications and actions of gastrointestinal system drugs
- n. give examples of when, how and to whom gastrointestinal system

- drugs may be administered
- o. identify the side effects and special considerations associated with gastrointestinal system drug therapy
- p. identify indications, side effects and potential drug interactions associated with the use of herbal supplements

Learning Objectives – REVIEW:

- Review the anatomy and physiology of the gastrointestinal system.
- Define key terms and abbreviations related to the gastrointestinal system.
- Identify common gastrointestinal disorders such as: Barrett's, Crohns, Ulcerative Colitis, hernia, small bowel obstruction (SBO), peptic ulcer disease (PUD), gastrointestinal cancer, irritable bowel syndrome (IBS), Diverticulitis, intussusception, gastroesophageal reflux disease (GERD), cholecystitis, cirrhosis, Hepatitis, Appendicitis, pancreatitis, Hirschsprung disease, hemorrhoids, polyps, peritonitis, celiac, achalasia, gastritis, obesity and malnutrition and explain the related pathophysiology for clients across the lifespan.
- Discuss the assessment necessary, along with common signs and symptoms for a client with the gastrointestinal disorders listed above.
- Discuss common lab and diagnostic tests associated with the gastrointestinal disorders listed above.
- Describe nursing interventions for clients with the gastrointestinal disorders as listed above.
- Identify dietary needs related to the gastrointestinal disorders listed above.
- Identify pharmacological and non-pharmacological interventions related to the gastrointestinal disorders listed above.
- Review the anatomy and physiology of the renal system.
- Define key terms and abbreviations related to the renal system.
- Identify common renal disorders such as: urinary tract infection (UTI), pyelonephritis, glomerulonephritis, nephrotic syndrome, acute and chronic renal failure kidney cancer renal calculi, incontinence (stress, neurogenic), Wilms tumors, Polycystic kidney disease, enuresis, benign prostatic hypertrophy (BPH), pheochromocytoma and explain the related pathophysiology for clients across the lifespan.
- Discuss the assessment necessary, along with common signs and symptoms for a client with the renal disorders listed above.
- Discuss common lab and diagnostic tests associated with the common renal disorders listed above.
- Describe nursing interventions for clients with the renal disorders listed above.
- Identify dietary needs related to the renal disorders listed above.
- Identify pharmacological and non-pharmacological interventions related

to the renal disorders listed above.

Learning Activities

- ____1. Review Workman et al:
 - Chapter 12: Drugs that Affect Urine Output
 - Chapter 19: Drugs for Nausea, Vomiting, Diarrhea and Constipation
 - Chapter 20: Drugs for Gastric Ulcers and Reflux

- Read McKinney et al:
 - Chapter 43: The Child with a Gastrointestinal Alteration
 - Chapter 44: The Child with a Genitourinary Alteration

- Read Lewis et al:
 - Chapter 42: Upper Gastrointestinal Problems
 - Chapter 43: Lower Gastrointestinal Problems
 - Chapter 44: Liver, Pancreas and Biliary Tract Problems
 - Chapter 46: Renal and Urologic Problems
 - Chapter 47: Acute Kidney Injury and Chronic Kidney Disease

- ____2. View Power point presentations found under Blackboard Class Materials, Learning Plan 7.
- ____3. View Learning Object on Analyzing Medical Terms: Urinary System.
- ____4. Review NCLEX-RN review questions for chapters on Evolve resources for Lewis, McKinney & Workman.
- ____5. View and complete the renal diseases & conditions worksheets on Blackboard Learn.

Assessment Activities

- ____1. **Exam # 3** – refer to date on calendar.

Learning Plan 8

Integumentary Disorders – *Focus on Wound Care*

Information

Overview

This learning plan explores the actual or potential disruptions in the integrity of the skin. You learn how to assess client risk for breakdown of tissue and to identify the staging of pressure ulcers. Nursing interventions for the prevention and/or treatment of tissue impairment will be examined.

Target Competencies

Competency

Provide nursing care for clients with integumentary disorders.

Linked Core Abilities

Think Critically and Creatively
Solve Problems Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when your:

- a. response identifies the clients at risk for impaired skin integrity
- b. response identifies factors related to alterations in integumentary system across the lifespan
- c. response includes an assessment of a client's skin integrity
- d. response notes normal from abnormal findings
- e. response assesses the characteristics of the wound
- f. response applies correct terminology in the description of wounds
- g. response includes an adaptation of care based on integumentary assessment data gathered

Learning Objectives:

- Review the anatomy and physiology of the skin and mucous membrane.
- Identify risk factors which contribute to impaired skin integrity.
- Describe the system for staging pressure ulcers.
- Review phases of wound healing.
- Differentiate between the different types of wound drainage.
- Describe potential complications of wound healing.
- Indicate factors affecting wound healing.
- Summarize the factors that are components of the Braden Scale for Predicting Pressure Sore Risk.
- Describe nursing interventions that will prevent skin breakdown and support wound healing.

Learning Activities

____1 Review Potter & Perry:

- Chapter 48: Skin Integrity and Wound Care

Read McKinney et al:

- Chapter 49: The Child with an Alteration in Tissue Integrity

____2. View Power point presentations found under Blackboard Class Materials,

____3. Learning Plan 8.

____4. View linked Learning Object on Blackboard Lean on Wound types.

- ____5. View linked websites on Blackboard Learn for more information on Wounds. Review NCLEX-RN review questions for chapters on Evolve resources for McKinney & Workman.

Assessment Activities

- ____1. **Exam # 3** – refer to date on calendar.

Learning Plan 9 Infection & Antimicrobial Drugs

Information

Overview

Learning Plan 9 addresses the epidemiology of infection. Chain of infection and isolation techniques are introduced. Concepts are used to prevent the spread of infection.

Target Competencies

Competency

Provide nursing care for clients with infection.

a. Apply components of the nursing process to the administration of antimicrobial drugs.

Linked Core Abilities

Think Critically and Creatively
Solve Problems Effectively
Communicate Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when your:

- a. response outlines the factors that put clients at risk for infection
- b. response identifies factors related to infection across the lifespan
- c. response outlines the dress code and personal practices that reduce the risk of infection transmission
- d. response is based on an assessment of the signs and symptoms of infection
- e. response is based on an interpretation of the diagnostic tests related to client's infectious process
- f. response details the nursing interventions to support or minimize the physical and psychological effects of the infectious process
- g. response demonstrates the ability to correlate nursing interventions to methods used to prevent or disrupt the chain of infection

- h. response follows CDC standards for isolation procedures
- i. response documents assessment of therapeutic and adverse reactions to pharmacologic therapy for infection
- k. cite the classifications and actions of antimicrobial drugs
- l. give examples of when, how and to whom antimicrobial drugs may be administered
- m. identify the side effects and special considerations associated with antimicrobial therapy
- n. identify considerations and implications of using antimicrobial medications across the life span
- o. identify indications, side effects and potential drug interactions associated with the use of herbal supplements
- p. identify and interpret related laboratory tests

Learning Objectives:

- Identify risks factors for acquiring an infection.
- Review the chain of infection.
- Outline nursing assessments for identifying an infectious process.
- List interventions that break the chain of infection.
- Describe isolation precautions outlined by the CDC.
- Identify physical and psychological effects of the infectious process.
- List pharmacological approaches to treat and/or prevent infections.

Learning Activities

____1 Review Potter & Perry:

- Chapter 28: Infection Prevention and Control

Read Workman et al:

- Chapter 9: Anti-Infectives: Antibacterial Drugs

____2. View Power point presentations found under Blackboard Class Materials,

____3. Learning Plan 9.

____4. View Learning Object on Chain of Infection.

Review NCLEX-RN review questions for chapters on Evolve resources for Potter/Perry & Workman.

Assessment Activities

____1. Required Discussion Board Participation – see calendar for due date.

____2. **Exam # 3** – refer to date on calendar.

Learning Plan 10

Cognitive & Sensory Impairment

Information

Overview

Learning Plan 10 explores various impairments of sensory perception. Alterations in vision, hearing, taste, smell, and touch will be reviewed along with medications that affect the nervous system. You also learn techniques to assess mentation and to assist the patient and family to optimize the patient's cognitive state.

Target Competencies

Competency

Provide nursing care for clients with cognitive and sensory impairments.

a. Review: Apply components of the nursing process to the administration of

autonomic nervous system drugs.

b. Review: Apply components of the nursing process to the administration of central

nervous system drugs.

Linked Core Abilities

Value Individual Differences and Abilities

Solve Problems Effectively

Communicate Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when your:

- a. you collect data to identify clients experiencing alterations in cognition or sensory perception
- b. response identifies factors related to cognitive and sensory impairments across the lifespan
- c. response demonstrates respect for the dignity of the client with cognitive or sensory impairment
- d. response details support for family/significant others caring for clients with cognitive or sensory impairment
- e. response includes community resources available for clients and families with a cognitive or sensory impairment
- f. response includes adaptations to the environment to maintain safety for the client with impaired cognition or sensory impairment
- g. response incorporates nursing strategies to maximize cognitive functioning and sensory perception
- h. response outlines nursing interventions for specific cognitive and sensory disorders

- i. cite the classifications and actions of autonomic nervous system drugs
- j. give examples of when, how and to whom autonomic nervous system drugs may be administered
- k. identify the side effects and special considerations associated with autonomic nervous system drugs
- l. nursing response evidences considerations and implications of using autonomic nervous system drugs across the life span
- m. apply evidence-based concepts when using the nursing process
- n. identify indications, side effects and potential drug interactions associated with the use of herbal supplements
- o. identify and interpret related laboratory tests
- p. cite the classifications and actions of central nervous system drugs
- q. give examples of when, how and to whom central nervous system drugs may be administered
- r. identify the side effects and special considerations associated with central nervous system drug therapy
- s. identify considerations and implications of using central nervous system medications across the life span

Learning Objectives:

- Identify factors affecting sensory function.
- Determine clients at risk for sensory deprivation, overload, or sensory loss.
- Indicate nursing measures to prevent sensory overload and sensory deprivation.
- Summarize data that could be indicative of visual, auditory, tactile, olfactory, or gustatory impairment.
- Describe the pathophysiology of hearing loss, presbyopia, cataracts, macular degeneration, and glaucoma.
- Describe nursing strategies that can assist the client in overcoming sensory deficits.
- Define dementia and Alzheimer's disease.
- Describe techniques used in assessment of cognition/mentation.
- Indicate interventions that can be used to minimize impairment of cognition.
- Identify community resources and respite programs available to family members/caregivers of clients with memory loss.

Learning Activities

_____1 Review Potter & Perry:

- Chapter 14: Older Adults
- Chapter 49: Sensory Alterations

Read Workman et al:

- Chapter 22: Drugs for Depression, Anxiety and Psychosis
- Chapter 23: Drugs for Parkinson's and Alzheimer's Disease

- ___2. View Power point presentations found under Blackboard Class Materials,
- ___3. Learning Plan 10.
- ___4. View Learning Object on Physical Changes Associated with Aging.
- ___5. View Hartford Institute for Geriatric Nursing website linked on Blackboard Learn.
Review NCLEX-RN review questions for chapters on Evolve resources for Potter/Perry & Workman.

Assessment Activities

- ___1. Required Discussion Board Participation – see calendar for due date.
- ___2. **Exam # 3** – refer to date on calendar.

Learning Plan 11

Alterations in Autoimmune & Malignancy Disorders

Information

Overview

Learning Plan 11 will review the various Autoimmune and Malignancy Disorders. In addition, common immune disorder pathology will be explored across the lifespan.

Target Competencies

Competency

Provide nursing care for clients with alterations with autoimmune and malignancy disorders.

Linked Core Abilities

Solve Problems Effectively
Communicate Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when you:

- a. apply principles of evidence-based practice when using the nursing process
- b. explore the roles and responsibilities of the nurse in caring for the patient with autoimmune and malignancy disorders
- c. explain the pathophysiology of autoimmune and malignancy

disorders

- d. identify lifespan considerations of the patient
- e. apply principles of patient-centered care when considering diversity of the patient
- f. recognize the value of therapeutic communication in caring for the patient with autoimmune and malignancy disorders
- g. consider use of common pharmacological and non-pharmacological measures for the patient with autoimmune and malignancy disorders
- h. recognize common laboratory and diagnostic tests

Learning Objectives:

- Review the anatomy and physiology of the immune system.
- Define key terms and abbreviations related to the immune system.
- Identify common immune disorders such as Lupus, scleroderma, gout, Lyme's disease, fibromyalgia, HIV, hypersensitivity reactions, and oncologic disorders such as leukemia, lymphoma, and neutropenia. Explain the related pathophysiology of the above disorders for clients across the lifespan.
- Discuss the assessment necessary, along with common signs and symptoms for a client with the immune and oncologic disorders listed above.
- Discuss common lab and diagnostic tests associated with the immune and oncologic disorders listed above.
- Describe nursing interventions for clients with the immune and oncologic disorders listed above.
- Recognize diversity when providing client care with the immune and oncologic disorders as listed above.
- Identify dietary needs related to the immune and oncologic disorders listed above.
- Identify pharmacological and non-pharmacological interventions related to the immune and oncologic disorders listed above.
- Discuss the therapeutic communication modalities appropriate for the developmental stage of the client with the immune and oncologic disorders listed above.

Learning Activities

_____1 Read Lewis:

- Chapter 14: Genetics, Altered Immune Responses and Transplantation
- Chapter 15: Infection and Human Immunodeficiency Virus Infection
- Chapter 16: Cancer
- Chapter 31: Hematologic Problems – Focus on disorders listed in learning objectives
- Chapter 65, pp. 1662-1672: Arthritis and Connective Tissue Diseases

Read McKinney:

- Chapter 42: The Child with an Immunologic Alteration
- Chapter 48: The Child with Cancer

____2. View Power point presentations found under Blackboard Class Materials,

____3. Learning Plan 11.

Log into your MyEvolve Resources for McKinney: Maternal-Child Nursing, 4th Edition, Click on Chapter 48, Click on Student Resources, Click on "Prepare for Class, Clinical or Lab" Click on "Case Study" Chapter 48: The Child with Cancer, Case #1: Leukemia. You can type your answer and then check the

____4. correct answer to see what your knowledge base is regarding leukemia. This is not graded.

Review NCLEX-RN review questions for chapters on Evolve resources for Lewis & McKinney.

Assessment Activities

____1. **Exam # 4** – refer to date on calendar.

Learning Plan 12

Alterations in the Hematologic System

Information

Overview

Learning Plan 12 will review the various Hematologic Disorders defined further in the learning objectives. Along with review of the hematologic disorder or disease, specific nursing and collaborative interventions will be explored across the lifespan.

Target Competencies

Competency

Review: Provide nursing care for clients with alterations in hematology.

Linked Core Abilities

Solve Problems Effectively

Communicate Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when you:

- a. apply principles of evidence-based practice when using the nursing process
- b. explore the roles and responsibilities of the nurse in caring for the patient with hematology disorders
- c. identify nursing responsibilities during the administration of blood products
- d. explain the pathophysiology of hematology disorders
- e. identify lifespan considerations of the patient
- f. apply principles of patient-centered care when considering diversity of the patient
- g. recognize the value of therapeutic communication in caring for the patient with hematology disorders
- h. consider use of common pharmacological and non-pharmacological measures for the patient with hematology disorders
- i. recognize common laboratory and diagnostic tests

Learning Objectives:

- Review the anatomy and physiology of the hematological system.
- Define key terms and abbreviations related to the hematological system.
- Identify common hematological disorders such as anemia, polycythemia vera, sickle-cell anemia, hemolytic anemia, thrombocytopenia, transfusion reactions, and explain the related pathophysiology for clients across the lifespan.
- Discuss the assessment necessary, along with common signs and symptoms for a client with the hematological disorders listed above.
- Discuss common lab and diagnostic tests associated with the hematological disorders listed above.
- Describe nursing interventions for clients with the hematological disorders listed above.
- Recognize diversity when providing client care for clients with the

hematological disorders listed above.

- Identify dietary needs related to the hematological disorders listed above.
- Identify pharmacological and non-pharmacological interventions related to the hematological disorders listed above.
- Discuss the therapeutic communication modalities appropriate for the developmental stage of the client with the hematological disorders listed above.

Learning Activities

____1 Read Lewis

- Chapter 30: Hematologic System - REVIEW
- Chapter 31: Hematologic Problems – Focus on disorders listed in learning objectives

Read McKinney:

- Chapter 47: The Child with a Hematologic Alteration

____2. View Power point presentations found under Blackboard Class Materials,

____3. Learning Plan 12.

Log into your MyEvolve Resources for Lewis, 8th Edition, Click on Chapter 31, Click on Student Resources, Click on “Prepare for Class, Clinical or Lab” Click on “Pre-Assessment Chapter 31. It is an interactive assessment. Be sure to check the correct answer to see what your knowledge base is regarding

____4. hematologic alterations. This is not graded.

Review NCLEX-RN review questions for chapters on Evolve resources for Lewis & McKinney.

Assessment Activities

____1. **Complete Evolve HESI Patient Review** - under Adult Health – Hematologic Health Problems – Mrs. Byrd – see calendar for due date.

____2. **Exam # 4** – refer to date on calendar.

Learning Plan 13 Alterations in the Endocrine System

Information

Overview

Learning Plan 13 will review the various Endocrine Disorders defined further in the learning objectives. Along with review of the endocrine disorder or disease, specific nursing and collaborative interventions will be explored across the lifespan.

Target Competencies

Competency

Review: Provide nursing care for clients with alterations of endocrine system.

a. Review: Apply components of the nursing process to the administration of endocrine system drugs.

Linked Core Abilities

Solve Problems Effectively

Communicate Effectively

Value Individual Differences and Abilities

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when you:

- a. apply principles of evidence-based practice when using the nursing process
- b. explore the roles and responsibilities of the nurse in caring for the patient with endocrine disorders
- c. explain the pathophysiology of endocrine disorders
- d. identify lifespan considerations of the patient
- e. apply principles of patient-centered care when considering diversity of the patient
- f. recognize the value of therapeutic communication in caring for the patient with endocrine disorders
- g. consider use of common pharmacological and non-pharmacological measures for the patient with endocrine disorders
- h. recognize common laboratory and diagnostic tests

Learning Objectives:

- Review the anatomy and physiology of the endocrine system.
- Define key terms and abbreviations related to the endocrine system.
- Identify common endocrine disorders such as: Type 1/ type 2 diabetes, pituitary gland disorders (ADH, DI, SIADH), growth hormone problems, adrenal gland disorders (Addison, Cushing's) Thyroid disorders (hypo/hyper), parathyroid disorders, adrenal gland tumor and explain the related pathophysiology for clients across the lifespan.
- Discuss the assessment necessary, along with common signs and symptoms for a client with the endocrine disorders listed above.
- Discuss common lab and diagnostic tests associated with the endocrine disorders listed above.
- Describe nursing interventions for clients with the endocrine disorders listed above.

- Recognize diversity when providing care for clients with the endocrine disorders listed above.
- Identify dietary needs related to the endocrine disorders listed above.
- Identify pharmacological and non-pharmacological interventions related to the endocrine disorders listed above.
- Discuss the therapeutic communication modalities appropriate for the developmental stage of the client with the endocrine disorders listed above.

Learning Activities

____1 Read Lewis

- Chapter 48: Endocrine System
- Chapter 49: Diabetes Mellitus
- Chapter 50: Endocrine Problems – Focus on disorders listed in learning objectives

Read Workman:

- Chapter 24: Drugs for Endocrine Problems
- Chapter 25: Drugs for Diabetes

Read McKinney:

- Chapter 51: The Child with an Endocrine or Metabolic Alteration

____2. View Power point presentations found under Blackboard Class Materials,

____3. Learning Plan 13.

____4. View the Learning Object on the Pharmacologic Management of Diabetes Mellitus

Review NCLEX-RN review questions for chapters on Evolve resources for Lewis & McKinney.

Assessment Activities

____1. **Exam # 4** – refer to date on calendar.

Paramedic to ADN Theory 1 Course Assessment Activity

____1. **Comprehensive Final Exam** – refer to date on calendar

ADN NURSING PARAMEDIC TO ADN THEORY 2 SYLLABUS

Catalog #10-543-128 & Class #

Course Date:

Class Syllabus

FACULTY INFORMATION

Instructor:

Office:

Telephone:

Email:

Office Hours:

CLASS INFORMATION

Course Description: This course will cover topics related to health promotion in the context of the family. We will cover nursing care of the developing family, which includes reproductive issues, pregnancy, labor and delivery, post-partum, the newborn, and the child. Integrated through the study of the developing family, this course provides the opportunity for the learner to develop the knowledge skills process and understanding of the principles of pharmacology, including drug classifications and their effects on the body. Emphasis is on the use of the components of the nursing process when administering medications.

Recognizing the spectrum of healthy families we will discern patterns associated with adaptive and maladaptive behaviors applying mental health principles. An emphasis is placed on teaching and supporting healthy lifestyles choices. Nutrition, exercise, stress management, empowerment, risk reduction practices and dealing with grief/loss are highlighted. Study of the family will cover dynamics, functions, discipline styles, and stages of development.

Credits: 3

Class Schedule & Location: Online

Pre-requisites: Completion of Paramedic to ADN Theory 1

CORE ABILITIES: In addition to specific job-related training, NWTC has identified core abilities that are transferable and go beyond the context of a specific course. This class addresses the following core abilities:

- Communicate effectively
- Work cooperatively and professionally
- Solve problems effectively
- Think critically and creatively
- Value Individual Differences and abilities

- Demonstrate personal accountability
- Demonstrate community and global accountability

COURSE COMPETENCIES

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

1. Provide nursing care for a healthy pregnant woman
2. **Review:** Provide nursing care during uncomplicated labor and delivery
3. Provide nursing care for the post-partum client
4. Provide nursing care for a healthy newborn
5. Plan a healthy diet for a well client
6. Encourage healthy lifestyle behaviors in clients
7. **Review:** Provide nursing care for clients with reproductive issues
8. Use principles of teaching/learning when reinforcing teaching plans
9. Applying principles of family dynamics to nursing care
10. Adapt nursing care for the developing child
11. Provide nursing care for an ill child.
12. Adapt nursing interventions for maladaptive patterns of behavior
13. Promote healthy coping in acute and chronic illness
14. Provide nursing care for clients and families experiencing grief and loss.
15. Promote safety/accident prevention across the lifespan

Note: Competencies 6 & 15 will be integrated in the learning plans of competencies 5 & 10. Competency 14 will be integrated into learning plan 13.

PROGRAM OUTCOMES

This course addresses the following program outcomes:

- Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care
- Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts
- Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making
- Provide patient centered care by utilizing the nursing process across diverse populations and health care settings
- Minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness
- Lead the multidisciplinary health care team to provide effective patient care throughout the lifespan
- Use information and technology to communicate, manage data, mitigate error, and support decision-making

Course Calendar (next page)

Week	Due Date	Learning Plan	Required Reading Chapters	Due Dates Assignments and Discussions are due BY end of day (11:59 PM)	Points
1		Introduction LP 1 Prenatal	McKinney – 3,12,13,15	Register for Evolve Resources & HESI Patient Reviews	
2		LP 2 Intrapartum	McKinney – 16,17,18,19, & 27	HESI Patient Review: Susan Wilson (1)	10
3		LP 3 Postpartum	McKinney - 20	Discussion Board	4
		LP 4 Healthy Newborn	McKinney – 21,22, & 23	Exam 1 (LP 1-3)	50
4		LP 5 & LP 6 Healthy Diet & Lifestyle	McKinney – 5 (pg 86-88) 6 (pg 100 – 104) 7, 8, 9 & 14	Discussion Board	4
		LP 7 Reproductive Issues	McKinney – 11, 31 & 32	Exam 2 (LP 4-6)	50
5		LP 8 Teaching & Learning	Perry & Potter - 25	HESI Patient Review: Sara, 20 yr. old, GU	10
		LP 9 Family Dynamics	Perry & Potter – 10 McKinney – 3 Vарcarolis – 35	Discussion Board	4
6		LP 10 & 15 Developing Child	McKinney – 5 - 9 & 41 Potter & Perry – 12	Discussion Board	4
		LP 11 Care of the Ill Child	McKinney – 35, 36 & 39	Exam 3 (LP 7-10 & 15)	50
7		LP 12 Maladaptive Behavior	Vарcarolis – 1,12,13,18,24 - 26	HESI Patient Review: Rosa Iminez, Psy-Mental Health	10
		LP 13 & 14 Healthy Coping, Grief & Loss	Potter & Perry – 36 & 37 Vарcarolis – 32 McKinney – 36 (pp.900-914)	Exam 4 (LP 11-14)	50
7.5		Comprehensive FINAL EXAM		LP 1 - 15	100

Note: Competencies 6 & 15 will be integrated in the learning plans of competencies 5 & 10. Competency 14 will be integrated into learning plan 13.

Learning Plan 1

Prenatal Learning Activities

Information

Overview

The purpose of the unit is to describe the physiologic changes that occur in various body systems during pregnancy, the psychosocial changes that occur, define and discuss the important assessment and interventions to maintain a healthy pregnancy.

Target Competencies

Competency

Plan nursing care for a healthy pregnant woman

Linked Core Abilities

- Communicate Effectively
- Value Individual Differences and Abilities
- Work Cooperatively & Professionally
- Think Critically and Creatively

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios

Your performance will be successful when:

- description includes evidence-based concepts related to preconception and healthy pregnancy for woman and fetus
- description includes elements of the nursing process
- description reflects knowledge of appropriate nursing and medical care based on trimesters
- description includes rationale and justification
- description includes recognition of danger signs and related nursing actions
- description incorporates teaching concepts related to pregnancy
- description includes labs and diagnostics related to pregnancy
- description applies knowledge of medication used in pregnancy

Learning Objectives

- a. Describe how to calculate the expected date of delivery (EDD).
- b. Identify the signs and symptoms of pregnancy
- c. Describe physiologic and psychosocial changes that occur in pregnancy
- d. Identify appropriate nursing assessments during the prenatal periods.
- e. Discuss the importance of good nutrition during pregnancy
- f. Identify nursing interventions that address the common discomforts of pregnancy
- g. Describe the warning signs of prenatal complications
- h. Discuss the effect of cultural influences on childbearing.

- i. Describe the structure and function of normal human genes and chromosomes including transmission of single gene traits.
- j. Identify environmental factors that can interfere with prenatal development and chromosomal abnormalities
- k. Describe fetal development and prenatal circulation.

Learning Activities

- _____ 1. Read McKinney 4th Ed:
 - Chapter 3 The Childbearing and Childrearing Family
 - Chapter 12 Conception and Prenatal Development
 - Chapter 13 Adaptations to Pregnancy
 - Chapter 15 Prenatal Diagnostic Tests
- _____ 2. VIEW Power point presentations found under Blackboard Class Materials, Learning Plan 1: Prenatal
- _____ 3. Watch *Life's Greatest Miracle* on Nova at <http://www.pbs.org/wgbh/nova/miracle/>
- _____ 4. Review NCLEX-RN review questions for chapters 3, 12, 13 & 15 on Evolve resources for McKinney.

Assessment Activities

- _____ 1. **Complete Evolve HESI Patient Review & Resources Enrollment** – see Blackboard for instructions.
- _____ 2. **Exam # 1** – refer to date on calendar.

Learning Plan 2

Plan nursing care during uncomplicated labor and delivery - Intrapartum

Information

Overview

The purpose of this unit is to explain how a baby is delivered. Overview includes; anatomy and physiology, stages of labor, labor assessment and intervention. Included is fetal monitoring and common interventions during labor.

Target Competencies

Competency

Plan nursing care during uncomplicated labor and delivery

Linked Core Abilities

- Communicate Effectively
- Value Individual Differences and Abilities
- Work Cooperatively and Professionally
- Think Critically and Creatively

You will demonstrate your competence:

- by describing the actions the nurse would take in provided case studies or scenarios

Your performance will be successful when:

- description includes data that pertains to uncomplicated labor and delivery
- description includes elements of the nursing process
- description reflects knowledge of appropriate nursing care based on labor and delivery stages
- description reflects knowledge of medications used in uncomplicated labor and delivery
- description identifies common complications of labor and delivery

Learning Objectives

- a. Define the stages and phases of the labor and delivery process
- b. Describe the common theories explaining the onset and continuation of labor.
- c. Describe the maternal physiological and psychological responses during the stages of labor and delivery.
- d. Identify the types of analgesia/anesthesia available to the laboring woman and the nursing responsibilities
- e. Identify nursing interventions to support a woman through labor and delivery.
- f. Describe the basic components of fetal monitoring
- g. List common indications for a c-section.

Learning Activities

- ____ 1. READ McKinney 4th Ed.
 - Chapter 16 Giving Birth
 - Chapter 17 Intrapartum Fetal Surveillance
 - Chapter 18 Pain Management for Childbirth
 - Chapter 19 Nursing Care for Obstetric Procedures
 - Chapter 27 The Woman with an Intrapartum Complication
- ____ 2. VIEW Power point presentations under Blackboard Class Materials, Learning Plan 2 Intrapartum
- ____ 3. Review Wisc-online learning object posted on blackboard: Stages of Labor
- ____ 4. Review NCLEX-RN review questions for chapters 16, 17, 18, 19 & 27 on Evolve resources for McKinney.
- ____ 5. Review website on cardinal movements
<http://www.birthsource.com/scripts/article.asp?articleid=43>

Assessment Activities

- _____ 1. **Complete Evolve HESI Patient Review, Susan Wilson (1)** under the topic of Maternity. See calendar for due date.
- _____ 2. Exam # 1 – refer to date on calendar.

Learning Plan 3

Postpartum Activities

Information

Overview

This unit explains the physiological changes that occur to a woman after a normal vaginal delivery and a non-complicated C-section client. Also included are appropriate assessments and interventions.

Target Competencies

Competency

Plan nursing care for the post-partum patient

Linked Core Abilities

- Communicate Effectively
- Value Individual Differences and Abilities
- Work Cooperatively and Professionally
- Think Critically and Creatively
- Solve Problems Effectively

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios

Your performance will be successful when:

- description includes concepts of family centered care by including physical and psychosocial needs that pertains to the postpartum patient
- description includes elements of the nursing process
- description reflects knowledge of appropriate nursing and medical care for the postpartum patient
- description includes common complications of the post-partum patient
- description includes plan education for the post-partum patient including community resources

Learning Objectives

- a. Describe the physiological adaptations which occur after the delivery of a baby.
- b. Describe the specific assessments required during the postpartum period based on a nursing framework.
- c. Explore the psychological changes of the postpartum period which commonly occur.

- d. Describe the essential components of the postpartum assessment.
- e. Describe c-section adaptations as well as common postpartum complications (ie. hemorrhage, mastitis, postpartum depression, preeclampsia)
- f. Analyze maternal role attainment in the postpartum woman and illustrate interventions to promote parent infant attachment.
- g. Describe the differences in care between the lactating and non-lactating woman.
- h. Identify additional calories and nutrients needed for a postpartum mother who is breastfeeding.
- i. Describe interventions pertinent to the postpartum client that promote healing , family centered wellness and cultural diversity
- j. Identify components of postpartum teaching and discharge planning.

Learning Activities

- ____ 1. READ chapter in McKinney, 4th Ed.
 - Chapter 20: Postpartum Adaptations
- ____ 2. Review Wisc-online learning object posted on blackboard: Nursing Process: Case Study—Postpartum Nursing
- ____ 3. Review NCLEX-RN review questions for chapter 20 on Evolve resources for McKinney.
- ____ 4. View Postpartum Power point presentation

Assessment Activities

- ____ 1. Required Discussion Board Participation – see calendar for due date.
- ____ 2. Exam # 1 – refer to date on calendar.

Learning Plan 4 Healthy Newborn

Information

Overview

The following learning plan covers nursing care of the newborn including transition to extrauterine life, physiologic jaundice, common newborn variations, newborn assessment, gestational age assessment, and newborn reflexes.

Target Competencies

Competency

Plan nursing care for a healthy newborn

Linked Core Abilities

- Communicate Effectively
- Value Individual Differences and Abilities
- Work Cooperatively and Professionally
- Think Critically and Creatively

Solve Problems Effectively

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios

Your performance will be successful when:

- description includes concepts of family centered care by including physical and psychosocial needs that pertains to the healthy newborn
- description includes elements of the nursing process
- description reflects knowledge of evidenced-based nursing and medical care based on needs of the healthy newborn
- apply knowledge of medications for the healthy
- apply knowledge of community resources for newborn care

Learning Objectives

- a. Explain the physiological changes that occur in the respiratory and cardiovascular systems during the transition from fetal to neonatal life
- b. Analyze the Apgar Score in assessing a newborn.
- c. Describe the components of the normal newborn assessments and common variations.
- d. Describe the purpose and use of routine prophylactic medications for the normal newborn.
- e. Explain the importance of newborn screening tests.
- f. Calculate the daily nutritional requirements for newborns
- g. Explain common deviations in the newborn assessment including altered thermoregulation, hyperbilirubinemia, hypoglycemia and respiratory status.
- h. Describe the periods of reactivity and the behavioral states of the newborn
- i. Describe nursing care and discharge teaching related to the normal newborn.

Learning Activities

- ____ 1. READ McKinney et.al. :
 - Chapter 21: The Normal Newborn: Adaptation & Assessment
 - Chapter 22: The Normal Newborn: Nursing Care
 - Chapter 23: Newborn Feeding
- ____ 2. View Power Points for LP 4
- ____ 3. Review NCLEX-RN review questions for chapter 21, 22 & 23 on Evolve resources for
- ____ 4. McKinney.
Review Wisc-online learning object posted on blackboard: Apgar Scoring Challenge, Apgar Scoring in the Newborn, & Newborn Jeopardy.

Assessment Activities

- ____ 1. Exam # 2 – refer to date on calendar.

Learning Plan 5 Healthy Diet for a Well Patient

Information

Overview

Unit focuses on essential nutrients and analysis of food pyramids for a healthy diet.

Target Competencies

Competency

Plan a healthy diet for a well patient

Linked Core Abilities

- Communicate Effectively
- Think Critically and Creatively
- Solve Problems Effectively
- Work Cooperatively & Professionally
- Value Individual Differences and Abilities
- Demonstrate Personal Accountability
- Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in a written or oral response to case studies or simulations

Your performance will be successful when:

- plan includes an assessment component of the patient's current diet
- plan includes current recommendations regarding diet for patients according to developmental needs
- plan includes a variety of foods to address cultural, values and ethnic considerations
- plan includes recommendations based on individual patient health conditions

Learning Objectives

- a. Integrate culture and health conditions in assessing nutritional status across the lifespan
- b. Explore the components of a healthy diet for a well client across the life span
- c. Identify how foods are introduced in the pediatric client
- d. Explain the nursing process related to modifying a client's diet based on alterations in health
- e. Summarize nutritional variations throughout the life cycle.
- f. Examine methods of assessment of nutrition such as body weight, body mass measurements, dietary history, skinfold measurement, serum protein level and urinary

tests.

Learning Activities

- _____ 1. READ McKinney et.al. :
 - Chapter 5: Health Promotion for the Developing Child, pp. 86-88
 - Chapter 6: Health Promotion for the Infant, pp. 100-104
 - Chapters 7-9: Focus on Nutrition and healthy lifestyle content
 - Chapter 14: Nutrition for Childbearing
- _____ 2. View Power Points for LP 5 & LP 6
- _____ 3. Review NCLEX-RN review questions for chapters 5 – 9 & 14 on Evolve
- _____ 4. resources for McKinney.
Review Wisc-online learning object posted on blackboard: Dietary Manager Training.

Assessment Activities

- _____ 1. Required Discussion Board Participation – see calendar for due date.
- _____ 2. Exam # 2 – refer to date on calendar.

Learning Plan 6

Encourage healthy lifestyle behaviors in patients

Information

Target Competencies

Competency

Encourage healthy lifestyle behaviors in patients

Linked Core Abilities

Communicate Effectively
Think Critically and Creatively
Solve Problems Effectively
Work Cooperatively & Professionally
Value Individual Differences and Abilities
Demonstrate Personal Accountability
Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in a written or oral response to case studies or simulations

Your performance will be successful when:

- response reflects use of the nursing process
- response includes elements of a healthy lifestyle

- response identifies use of health screening guidelines and immunizations
- response includes stress management as primary prevention
- response includes identification of risk factors
- response outlines the steps the client could take to reduce the risks
- response is based on the patient's level of risk
- response demonstrates awareness of a behavior change process

Learning Objectives

- Identify components of health and wellness
- Explain the impact of high risk behaviors on health in adults and children
- Identify nursing interventions which result in prevention of high risk behaviors.
- Identify common health screening guidelines.
- Describe factors affecting health care adherence
- Review immunization records for adults according to CDC guidelines.
- Discuss the behavior change process
- Identify the physiological consequences of stress
- Identify stress management teaching techniques
- Differentiate intervention strategies in primary, secondary and tertiary care

Learning Activities - See LP 5 & 6

1. READ McKinney et. al. – content covered as part of LP 5 activities
 - Chapter 5: Health Promotion for the Developing Child
 - Chapter 6: Health Promotion for the Infant
 - Chapter 7: Health Promotion During Early Childhood
 - Chapter 8: Health Promotion for the School-Age Child
 - Chapter 9: Health Promotion for the Adolescent
2. Review Wisc-online learning object posted on blackboard: Levels of Prevention
3. View Power Point on Healthy Diet & Lifestyle

Assessment Activities:

1. Class Participation
2. Required Discussion Board Participation – see calendar for due date.
3. Exam # 2 – refer to date on calendar.

Learning Plan 7 Reproductive Issues

Information

Overview

Promote health of women during reproductive years from menarche to post-menopause.

Recommended gynecological screening techniques will be emphasized as well as potential follow-up & interventions.

Target Competencies

Competency

Plan nursing care for patients with reproductive issues

Linked Core Abilities

Communicate Effectively
Think Critically and Creatively
Solve Problems Effectively
Work Cooperatively & Professionally
Value Individual Differences and Abilities
Demonstrate Personal Accountability

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios

Your performance will be successful when:

- description includes apply knowledge of reproductive issues such as: contraception, normal reproduction, reproductive screening, STIs, and infertility
- description includes use of the nursing process
- description includes the recommended therapeutic nursing actions
- description reflects knowledge of normal male and female sexual changes across the lifespan
- description recognizes barriers to reproductive care
- description shows respect for patient's individual choices

Learning Objectives

- a. Explore variety of contraceptive techniques available, as well as teaching necessary to improve effectiveness and safety.
- b. Discuss reasons for infertility, treatments available and the emotional component couples face when seeking care.
- c. Discuss prevalent sexually-transmitted infection states, methods of recognition, appropriate treatment modalities and necessary teaching.
- d. Review recommended reproductive screening techniques for men and women as well as potential follow-up care.
- e. Discuss potential health maintenance issues for women from menarche to menopause.

Learning Activities

____ 1. READ McKinney et.al. :

- Chapter 11: Reproductive Anatomy & Physiology
 - Chapter 31: Management of Fertility & Infertility
 - Chapter 32: Women's Health Care
- ____ 2. View Power Point presentation on Reproductive Issues
- ____ 3. Review NCLEX-RN review questions for chapters 11, 31 & 32 on Evolve resources for McKinney.

Assessment Activities

- ____ 1. **Complete Evolve HESI Patient Review**, Sara, 20 yr old, Adult Health under the topic of Genitourinary Health Problems. See calendar for due date.
- ____ 2. Exam # 3 – refer to date on calendar.

Learning Plan 8

Using Teaching/Learning Principles in Client Care

Information

Overview

The teaching-learning process in nursing care will be examined with special attention to assessment/re-assessment of client's needs, successful teaching techniques for clients across all developmental/cognitive levels, use of reinforcement as a positive tool, and the legal ramifications of documentation.

Target Competencies

Competency

Use principles of teaching/learning when reinforcing teaching plans

Linked Core Abilities

- Communicate Effectively
- Think Critically and Creatively
- Solve Problems Effectively
- Work Cooperatively & Professionally
- Value Individual Differences and Abilities
- Demonstrate Personal Accountability

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios

Your performance will be successful when:

- response reflects use of the nursing process
- response incorporates principles of teaching/learning
- response includes evaluation of teaching methods
- response includes evidenced-based content appropriate to teaching topic
- response includes multiple teaching strategies appropriate to the developmental

- level of the learner
- response incorporates principles of teaching/learning
- response includes a complete nursing diagnostic statement using a specific knowledge deficit as the etiology
- response includes specific evaluative outcome data that measure learning

Learning Objectives

- a. Review methods for assessing/re-assessing learning needs of client.
- b. Analyze client's readiness to learn based on current environment as well as developmental/cognitive level.
- c. Differentiate between cognitive, psychomotor, and affective domains of learning.
- d. Explore variety of teaching techniques which have proven successful in client education and reflect client learning styles.
- e. Discuss problems which can surface to impede the teaching process.
- f. Analyze methods to determine when content reinforcement is necessary.
- g. Discuss necessary documentation of teaching process.

Learning Activities

- ____ 1. READ Potter & Perry et.al.:
 - Chapter 25: Patient Education
- ____ 2. VIEW power point presentation on teaching/learning principles.
- ____ 3. Review NCLEX-RN review questions for chapter 25 on Evolve resources for Perry & Potter.

Assessment Activities

- ____ 1. **Complete Evolve HESI Patient Review, Sara, 20 yr. old,** under the topic of Genitourinary. See calendar for due date.
- ____ 2. Exam # 3 – refer to date on calendar.

LearningPlan 9

Family Dynamics

Information

Overview

This unit will focus on family theory and identifying the different types of families, their roles within the family structure. Identification of family structure, family roles and function are reviewed.

Target Competencies

Competency

Apply principles of family dynamics to nursing care

Linked Core Abilities

Communicate Effectively

Think Critically and Creatively
Solve Problems Effectively
Work Cooperatively & Professionally
Value Individual Differences and Abilities
Demonstrate Personal Accountability

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios

Your performance will be successful when:

- response reflects familiarity with family functions
- response reflects understanding of roles of family members
- response incorporates family dynamics
- response reflects knowledge of styles of family decision making
- response reflects family developmental stages
- response incorporates knowledge of family cultural practices related to health

Learning Objectives

- a. Assess roles, relationships, and social support systems
- b. Describe different family structures and their impact on family functioning
- c. List the eight developmental stages in the family life cycle
- d. Differentiate between healthy and dysfunctional family
- e. Identify different styles of parenting commonly encountered
- f. Adapt nursing care to accommodate the cultural needs of childbearing/childrearing families
- g. Formulate nursing diagnoses related to family health

Learning Activities

- ____ 1. READ Potter & Perry et.al.:
 - Chapter 10: Caring for FamiliesREAD McKinney et.al. :
 - Chapter 3: The Childbearing & Childrearing FamilyREAD Varcarolis et.al.:
 - Chapter 35: Family Interventions
 -
- ____ 2. Review NCLEX-RN review questions for all assigned chapters on Evolve resources for each individual textbook.
- ____ 3. View Power Point on Family Dynamics

Assessment Activities

- ____ 1. Required Discussion Board Participation – see calendar for due date.

____ 2. Exam # 3 – refer to date on calendar

Learning Plan 10

Care of Developing Child

Information

Overview

Promote health of the developing child. Content will focus on physical changes, psychosocial development, cognitive growth, body image & social development, as well as other issues in anticipatory guidance.

Target Competencies

Competency

Adapt nursing care for patients from infancy through adolescence

Linked Core Abilities

Communicate Effectively

Think Critically and Creatively

Solve Problems Effectively

Work Cooperatively & Professionally

Value Individual Differences and Abilities

Demonstrate Personal Accountability

You will demonstrate your competence:

- by describing the actions the nurse would take provided case studies or scenarios

Your performance will be successful when:

- response includes elements of the nursing process
- response is based on the unique needs of the child's stage of development
- response includes individualize interventions for the child and their family
- response considers the setting in which care is delivered
- response examines evidence-based practices of recommended immunizations
- response considers the community resources care of children

Learning Objectives

a. Review common childhood diseases prevented by immunizations, methods of recognition, recommended treatment, potential sequelae and parental teaching.

b. Discuss current recommended immunizations, expected side effects, contraindications and teaching content necessary for safe administration & follow-up care.

- c. Discuss parameters of expected changes in physical development from infancy through adolescence.
- d. Discuss anticipated psychosocial development from infant through teens, as well as body image changes & social development.
- e. Explore cognitive development in infancy through adolescence.
- f. Identify anticipatory guidance concerning health promotion issues such as nutritional needs, sleep & activity and dental health.
- g. Explore issues concerning care of children related to separation anxiety, loss of control and pain.
- h. Describe the process for modifying communication patterns to reflect developmental stages.

Learning Activities

- ____ 1. REVIEW: McKinney et.al.:
 - Chapter 5: Health Promotion for the Developing Child
 - Chapter 6: Health Promotion for the Infant
 - Chapter 7: Health Promotion during Early Childhood
 - Chapter 8: Health Promotion for the School-Age Child
 - Chapter 9: Health Promotion for the adolescent
 - READ: Chapter 41: The Child with an Infectious Disease
 READ: Potter & Perry et.al:
 - Chapter 12: Conception through Adolescence
- ____ 2. Utilize the CDC website on immunizations - <http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm#printable>
- ____ 3. Review NCLEX-RN review questions for all assigned chapters on Evolve resources for each individual textbook.
- ____ 4. VIEW Power Point presentation: Care of the Developing Child
- ____ 5. View Wisc-online learning object posted on blackboard: Physical Development of Children

Assessment Activities

- ____ 1. Required Discussion Board Participation – see calendar for due date.
- ____ 2. Exam # 3 – refer to date on calendar

Learning Plan 11 Care of Ill Child

Information

Overview

Promote the return to health of the acutely or chronically ill child. Content will focus on identification of interventions that minimize stress of illness and hospitalization for children and families.

Target Competencies

Competency

Plan nursing care for the ill child

Linked Core Abilities

- Communicate Effectively
- Think Critically and Creatively
- Solve Problems Effectively
- Work Cooperatively & Professionally
- Value Individual Differences and Abilities
- Demonstrate Personal Accountability
- Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in a written or oral response to case studies or simulations

Your performance will be successful when:

- examine nursing care for common childhood illnesses
- show developmentally appropriate modification of nursing measures of the acutely or chronically ill child
- incorporate lifespan considerations when identifying interventions that minimize stress of illness and hospitalization for children and families
- incorporate effects of illness and hospitalization on the child and family

Learning Objectives

- a. Identify the nurse's role in various settings where care is given to ill children.
- b. List common stressors affecting hospitalized children.
- c. Describe the factors that affect children's response to hospitalization and treatment.
- d. Discuss the psychological responses of families to the illness of a child in the family.
- e. Identify agency and community resources for families with ill children.

Learning Activities

- ____ 1. READ McKinney et.al.:
 - Chapter 35: The Ill Child in the Hospital and other Care Settings
 - Chapter 36: The Child with a Chronic Condition or Terminal Illness
 - Chapter 39: Pain Management for Children
- ____ 2. Review NCLEX-RN review questions for all assigned chapters on Evolve resources for each individual textbook.

_____3. VIEW power point presentation Care of the Ill Child

Assessment Activities

- _____1. Required Discussion Board Participation – see calendar for due date.
_____2. Exam # 4 – refer to date on calendar

Learning Plan 12

Adapt nursing interventions for maladaptive patterns of behavior

Information

Target Competencies

Competency

Adapt nursing interventions for maladaptive patterns of behavior

Linked Core Abilities

- Communicate Effectively
- Think Critically and Creatively
- Solve Problems Effectively
- Work Cooperatively & Professionally
- Value Individual Differences and Abilities
- Demonstrate Personal Accountability
- Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in a written or oral response to simulations or case studies

Your performance will be successful when:

- response examples accurately differentiate between adaptive and maladaptive behaviors
- response describes clinical manifestations of anxiety, mood, psychotic, impulse control and substance use disorders in the patient and family
- response describes recommended pharmacological and non-pharmacological therapeutic interventions
- response identifies the cues associated with domestic, child and elder abuse
- response reflects knowledge of recurring cycle of violence
- o response includes legal and ethical obligations related to notification and documentation

Learning Objectives

- a. Discuss the continuum of mental health/mental illness
- b. Identify mental health disorders as medical conditions

- c. Describe clinical manifestations of anxiety, depressive disorders, and substance use disorders.
- d. Compare substance abuse and substance dependence
- e. Identify behavioral patterns within families experiencing substance abuse
- f. Apply the nursing process when caring for persons with anxiety, substance use disorders, and depression.
- g. Explain risk factors to consider when assessing for suicide.
- h. Describe physical and behavioral indicators of abuse and neglect of children, adults, and elderly
- i. Explain the role of the nurse in prevention and intervention for abuse
- j. Discuss legal and ethical issues related to notification and documentation

Learning Activities

- ____ 1. READ Varcarolis et.al. :
 - Chapter 1: Mental Health & Mental Illness
 - Chapter 12: Anxiety & Anxiety Disorders
 - Chapter 13: Depressive Disorders
 - Chapter 18: Addictive Disorders
 - Chapter 24: Suicide
 - Chapter 25: Anger, Aggression & Violence
 - Chapter 26: Child, Older Adult, and Intimate Partner Abuse
- ____ 2. View Wisc-online learning object posted on blackboard: The Anxiety Monster and How to Tame it, & Mental Health in Kids and Teens
- ____ 3. View Power Point on Maladaptive Behavior Patterns

Assessment Activities

- ____ 1. **Complete Evolve HESI Patient Review, Rosa Iminez**, under the topic of Psy-Mental Health, Anger, Hostility & Aggression. See calendar for due date.
- ____ 2. Exam # 4 – refer to date on calendar

Learning Plan 13

Promote healthy coping in acute and chronic illness

Information

Target Competencies

Competency

Promote healthy coping in acute and chronic illness

Linked Core Abilities

Communicate Effectively

Think Critically and Creatively

Solve Problems Effectively
Work Cooperatively & Professionally
Value Individual Differences and Abilities
Demonstrate Personal Accountability
Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in a written or oral response to case studies or simulations

Your performance will be successful when:

- response identifies coping strategies and defense mechanisms
- response includes a systematic assessment of adaptive or maladaptive behaviors
- response reflects knowledge of coping as it relates to development and health status
- response incorporates the nursing process as it relates to acute and chronic illness
- response includes a differentiation between primary, secondary, and tertiary prevention
- response examines the role of the nurse in various community settings
- response examines the role of collaboration with family and multidisciplinary team members

Learning Objectives

- a. Discuss common psychological responses to the illness state
- b. Assess client's response to illness.
- c. Differentiate healthy/unhealthy coping mechanisms
- d. Differentiate between acute and chronic illness.
- e. Explore support systems and community resources for clients with a chronic illness.
- f. Identify therapeutic nursing interventions for persons coping with acute and chronic illness across the lifespan

Learning Activities – LP 13 & 14

- ____ 1. READ Potter & Perry et. al.:
 - Chapter 36: The Experience of Loss, Death & Grief
 - Chapter 37: Stress & CopingREAD Varcarolis et.al. :
 - Chapter 31: Psychological Needs of the Medically Ill
 - Chapter 32: Care for the Dying and Those Who GrieveREAD McKinney et.al.:
 - Chapter 36: The Child with a Chronic Condition or Terminal Illness (pp. 900 – 914)
- ____ 2. View Power Point on promoting healthy coping in acute and chronic illness and

grief/loss.

Assessment Activities - LP 13 & 14

- _____1. Class Participation
- _____2. Exam #4-- refer to date on calendar

Learning Plan 14

Grief and Loss

Information

Target Competencies

Competency

Provide nursing care for clients and families experiencing grief and loss

Linked Core Abilities

Communicate Effectively
Think Critically and Creatively
Solve Problems Effectively
Work Cooperatively & Professionally
Value Individual Differences and Abilities
Demonstrate Personal Accountability
Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in a written or oral response to case studies or simulations

Your performance will be successful when:

- response demonstrates respect the cultural and spiritual beliefs of the client/significant other experiencing grief and loss
- response demonstrates the anticipated responses to grief across the lifespan
- response includes personal and community resources available
- response advocates for the ethical/legal concerns of the client/family making end of life decisions
- response employs nursing measures to support palliative care during the dying process
- response outlines the nursing responsibilities associated with postmortem care

Learning Objectives

- a. List the factors affecting grief and loss
- b. Identify stages of grieving
- c. Review lifespan considerations in the grieving process
- d. List clinical signs of impending death
- e. Outline nursing measures to support palliative care during the dying process
- f. Summarize legal and ethical concerns in the end of life decisions
- g. Review post-mortem care

Learning Activities – incorporated into LP 13

Assessment Activities - incorporated into LP 13

Learning Plan 15

Safety & accident prevention across developmental stages

Information

Overview

Safety and accident prevention across developmental stages will be reviewed with special emphasis on teaching parents concerning personal safety issues & use of protective equipment.

Target Competencies

Competency

Promote safety/accident prevention for patients from infancy through adolescence

Linked Core Abilities

Communicate Effectively
Think Critically and Creatively
Solve Problems Effectively
Work Cooperatively & Professionally
Value Individual Differences and Abilities
Demonstrate Personal Accountability
Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in a written or oral response to case studies or simulations

Your performance will be successful when:

- response identifies evidence of unsafe situations
- response identifies common safety concerns related to developmental level
- response has accurate and developmentally appropriate interventions
- response includes anticipatory guidance topics

Learning Objectives

- a. Examine body mechanics across the lifespan.
- b. Discuss significant safety/accident concerns for each age group.
- c. Identify personal safety practices for each age group.
- d. Identify recommended protective gear across the life span.

Learning Activities

____ 1. READ McKinney et al.

- Chapters assigned as part of LP 10 reading
- ____ 2. VISIT the CDC's website concerning current statistics for pediatric accidents rates at <http://www.cdc.gov/parents/children/safety.html>
 - ____ 3. VIEW Power Point presentation for LP 15

Assessment Activities

- ____ 1. Exam # 3 – refer to date on calendar

Paramedic to ADN Theory 2 Course Assessment Activity

- ____ 1. Comprehensive Final Exam – refer to date on calendar

ADN NURSING PARAMEDIC TO ADN SKILLS SYLLABUS

Catalog #10-543-130 & Class #

Course Date:

Class Syllabus

FACULTY INFORMATION

Instructor:

Office:

Telephone:

Email:

Office Hours:

CLASS INFORMATION

Course Description: This course provides the opportunity for the learner to develop the nursing skills process and understanding of the development of clinical skills and physical assessment across the lifespan. Includes mathematic calculations and conversions related to clinical skills, aseptic technique, wound care, tracheostomy care, suctioning, management of enteral tubes, and review of basic medication administration, enemas, ostomy care, and catheterization. Also includes review of techniques related to obtaining a health history and basic physical assessment skills using a body systems approach.

Credits: 2

Class Schedule & Location: In person – location determined by NWTC

Pre-requisites: Successful completion of Paramedic to ADN Theory 1 & Theory 2

CORE ABILITIES: In addition to specific job-related training, NWTC has identified core abilities that are transferable and go beyond the context of a specific course. This class addresses the following core abilities:

- Communicate effectively
- Work cooperatively and professionally
- Solve problems effectively
- Think critically and creatively
- Value Individual Differences and abilities
- Demonstrate personal accountability
- Demonstrate community and global accountability

COURSE COMPETENCIES

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

1. REVIEW: Apply principles of medical asepsis for client and personal safety.
2. Patient Assessment
 - a. REVIEW: Obtain a health history.
 - b. REVIEW: Perform a general survey assessment.
 - c. REVIEW: Perform an integumentary assessment.
 - d. REVIEW: Perform a musculoskeletal assessment.
 - e. REVIEW: Perform a head/neck assessment.
 - f. REVIEW: Perform a basic eye/ear assessment.
 - g. REVIEW: Perform an abdominal assessment.
 - h. Perform a breast/testicular assessment.
3. Patient Care
 - a. Assist with bathing.
 - b. Give complete bed bath.
 - c. Provide for personal care and hygiene.
 - d. Assist with personal grooming.
 - e. Provide for personal skin care.
4. Nutrition
 - a. Assist with nutrition and fluid needs.
 - b. Assist client with eating meals.
 - c. Assist with eating difficulties.
 - d. REVIEW: Maintain enteral tubes (feeding, irrigation, suction).
5. Elimination
 - a. Measure intake and output.
 - b. Assist client with bladder elimination.
 - c. Assist client with bowel elimination.
 - d. Facilitate alternative methods of elimination (urinary and bowel).
 - e. REVIEW: Demonstrate specimen collection specimen collection procedures.
6. Mobility
 - a. Use client transfer techniques.
 - b. Assist with ambulation.
 - c. Use restraining devices.
 - d. Use restraining alternatives.
7. Medications – including Medication Math Competency Exams
 - a. REVIEW: Administer medications via the enteral route (oral/tube/rectal).
 - b. REVIEW: Administer medications via topical, transdermal, eye, ear, inhalation, and vaginal routes.
8. Provide wound care.
9. REVIEW: Perform tracheostomy care and suctioning procedures (oral, nasal, pharyngeal, and tracheostomy).

PROGRAM OUTCOMES:

This course addresses the following program outcomes:

ADN3: Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making

ADN4: Provide patient centered care by utilizing the nursing process across diverse populations and health care settings

ADN5: Minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness

ADN7: Use information and technology to communicate, manage data, mitigate error, and support decision-making

Course Calendar:

Week	Demo Date	Skill	Check off due
1		Orientation, Bloodborne Pathogens, Aseptic Technique & Sterile Gloving	
		Medication Calculation	
2		Patient Assessment General Survey & Health History	
		1 st Math Exam	
3		Patient Care – Bathing, grooming, etc.	
		Nutrition – assisting with eating, Enteral tube care & feeding	
4		Urinary & Bowel Diversions, Catheterization & Specimen Collection	
		Mobility – patient transfer, equipment operation & proper restraint use	
5		Medications: orals, topicals, vials, nebulizers & inhalers &	
		Wound care	
6		Tracheostomy Care & Suctioning	
		2 nd Math exam	
7		FINAL Check offs Targeted head to toe physical & Skill demonstration	

Learning Plan 1

Medical Asepsis & Math Review

Information

Overview

The purpose of the unit is to identify factors and procedures necessary to maintain medical and surgical asepsis. In addition review various mathematical calculations to help you solve medication dosages within the clinical setting. It will also include conversion of dosages between the metric, household, and apothecary system.

Target Competency

REVIEW: Apply principles of medical asepsis for client and personal safety.

REVIEW: Perform mathematic calculation related to clinical practice.

Linked Core Abilities

Think Critically and Creatively

Demonstrate Personal Accountability

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- **Asepsis**
- You wash your hands according to established guidelines.
- You use established standard precautions.
- You use category specific precautions.
- You maintain a sterile field and equipment.
- You apply sterile gloves.
- You dispose of contaminated wastes according to agency policies and procedures.
- **Math**
- Calculations include the use of decimals, fractions, percentages, ratios, and/or proportions.
- Solutions convert between the metric, household, and apothecary systems.
- Calculation is 95 percent accurate.
- Solutions include units appropriate to required calculations.
- Solutions satisfy all essential conditions of the problem.
- Calculations are completed within established time frame.
- Solutions show evidence of reflection and checking work.

Learning Objectives

- **Asepsis**
- Describe the concept of blood-borne pathogens.
- Describe the principles of standard precautions.
- Define medical and surgical asepsis.
- Identify situations in which you would use clean versus sterile

gloves/technique.

- Indicate techniques to maintain medical and surgical asepsis.
- Compare and contrast different forms of transmission-based precautions.
- Describe characteristics of a sterile field.
- Describe the procedure you would follow if sterile technique has been broken.
- **Math**
- Apply basic math skills (adding, subtracting, multiplying, and dividing) in calculating medication dosages.
- Utilize decimals, fractions, percentages, ratios, and/or proportions when performing calculations.
- Convert measurements between metric, household, and apothecary systems.
- Complete all essential components of the calculation correctly and efficiently.

Learning Activities

- _____ 1. Read Potter & Perry 8th Ed:
 - Chapter 28: Infection Prevention & Control – Omit skills 28-3 & 28-4.
- _____ 2. View each video link listed for Asepsis Skills at <http://video.nwtc.edu/basicNursingSkills.htm> - Handwashing, Sterile Gloving, & PPE.
- _____ 3. View Infection Control and Surgical Asepsis at www.atitesting.com under Products, Tutorials, Skills Modules.
- _____ 4. Practice hand washing and applications of personal protective equipment in the nursing
- _____ 5. skills lab.
- _____ 6. Access www.cdc.gov for content on hand hygiene.
- _____ 7. Practice applying sterile gloves and setting up a sterile field in the nursing skills lab.
- _____ 8. Discuss clinical situations in which personal protective equipment is required.
- _____ 9. See Learning Plan 7 for Medical Math Review via ATI.

Read Workman:

- Chapter 4: Medical Systems of Weights and Measures
- Chapter 5: Mathematics Review and Introduction to Dosage Calculation
- Chapter 6: Dosage Calculation of Intravenous Solutions and Drugs

Assessment Activities

- _____ 1. COMPLETE the Preparation Template for this skill.
- _____ 2. COMPLETE successful log on and access to nursing skills videos and ATI.
- _____ 3. COMPLETE the Aseptic Techniques Performance Assessment Task.
- _____ 4. COMPLETE the Math Competency Exams (2) with required passing grade – see syllabus.

Learning Plan 2

Patient Assessment

Information

Overview

This learning plan discusses the nursing responsibilities when assessing a patient. In addition, it will assist you in determining how/when/where to collect data. In the combined patient assessment skills learning plan you will learn the following essential skills: establish a nurse-client relationship, utilize effective verbal/non-verbal communication techniques, provide privacy, maintain confidentiality, modify assessment techniques to reflect variations across the life span, maintain asepsis, and modify the assessment techniques to reflect ethnic and cultural variations.

Target Competencies

Competency

Patient Assessment

- a. REVIEW: Obtain a health history.
- b. REVIEW: Perform a general survey assessment.
- c. REVIEW: Perform an integumentary assessment.
- d. REVIEW: Perform a musculoskeletal assessment.
- e. REVIEW: Perform a head/neck assessment.
- f. REVIEW: Perform a basic eye/ear assessment.
- g. REVIEW: Perform an abdominal assessment.
- h. Perform a breast/testicular assessment.

Linked Core Abilities

Think Critically and Creatively
Work Cooperatively and Professionally
Demonstrate Personal Accountability
Demonstrate Community and Global Accountability

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when you:

- modify assessment technique to reflect variations across the lifespan
- establish nurse-patient relationship
- use effective verbal and non-verbal communication techniques
- provide privacy
- collect data using a designated format
- modify assessment techniques to reflect ethnic and cultural variations
- document actions and observations
- recognize and report significant deviations from norms
- measure height and weight
- assess vital signs
- assess general mobility
- assess appropriateness of behavior/responses
- assess ability to communicate
- assess basic nutritional status

- assess basic fluid status
- assess the skin, hair and nails using a designated format
- assess body alignment according to a designated format
- assess contour, size and strength of muscles according to a designated format
- assess range of motion according to a designated format
- palpate joints for change in temperature, pain and swelling
- assess the skull, face and neck using designated format
- assess nose and oral cavity using a designated format
- palpate lymph nodes of head and neck
- inspect the eyes using a designated format
- measure visual acuity using a Snellen chart
- evaluate extraocular motion
- inspect the external ear and canal using a designated format
- evaluate hearing acuity
- assess cranial nerves using a designated format
- assess mental status using a designated format
- assess level of consciousness using a designated format
- assess reflexes using a designated format
- assess symmetry of sensory and motor function using a designated format
- assess chest and respiratory status using designated format
- differentiate between normal and abnormal lung sounds
- assess apical and peripheral pulses for rate, rhythm, and amplitude
- assess skin perfusion (color, temperature, and sensation)
- assess capillary refill time
- auscultate heart sounds
- identify S1 and S2 heart sounds
- differentiate between normal and abnormal heart sounds
- assess the abdomen using designated format
- differentiate normal and abnormal bowel sounds
- assess breasts using designated format.
- demonstrate teaching self breast exam.
- assess testicles using designated format.
- demonstrate teaching self testicular exam.
- modify assessment to reflect variations across the life span.
- document actions and observations.
- recognize and report significant deviations from norms.

Learning Objectives

- a. Indicate the intent of a health history.
- b. Summarize the components of a health history.
- c. Outline the techniques or effectively collect data during a health history.
- d. Consider how age, ethnic, and cultural variations effect data collection during a health history.
- e. Identify the source of data for the health history if the client is not able to participate.
- f. Recognize when data from a health history should be communicated to other health care providers.
- g. Consider how information from a health history can be used for client teaching.
- h. Explain how obtaining a health history is modified across the life span.
- i. Differentiate between normal and abnormal findings.
- j. Identify the purpose of the general survey.
- k. Indicate typical sequence for a general survey.

- l. Summarize the components of a general survey of the client.
- m. Contrast techniques of inspection, auscultation, palpation, and percussion.
- n. Identify techniques to promote the physical and emotional comfort of the client during the assessment.
- o. Explain how to modify assessment techniques across the life span.
- p. Define pertinent terminology used in general survey/physical assessment.
- q. Consider how age, ethnicity, and cultural variations may affect the general survey.
- r. Discuss how teaching opportunities can be used during a general survey/physical assessment.
- s. Indicate processes of referral for clients with abnormal findings of general survey/physical assessment.
- t. Instruct the recommended frequency and procedure for breast and/or testicular self-examination.
- u. Distinguish between normal and abnormal data obtained in breast and/or testicular assessment.
- v. Identify life span variations which may affect breast and testicular assessment.
- w. Perform the recommended procedure and documentation for breast and/or testicular examinations.

Learning Activities

- ____ 1. Read Potter & Perry 8th Ed:
 - Chapter 16: Nursing Assessment
 - Chapter 29: Vital Signs
 - Chapter 30: Health Assessment and Physical Examination
- ____ 2. View a variety of health history and assessment data formats available in the Nursing Skills Lab.
- ____ 3. Conduct a health history and full nursing health assessment on a peer in the Nursing Skills Lab.
- ____ 4. View each video link listed for Assessment Skills at <http://video.nwtc.edu/basicNursingSkills.htm>
- ____ 5. - Respiratory, Abdominal, Neurological, Muscular, EENT and Cardiac. View Physical Assessment (Adult) – level of consciousness, general patient survey, and Vital Signs, and Physical Assessment (Child) VS and Ht and Wt., and Vital Signs (Pulse-radial, respiration and Temperature at www.atitesting.com under Products, Tutorials, Skills Modules.

Assessment Activities

- ____ 1. COMPLETE the Preparation Template for this skill.
- ____ 2. COMPLETE the Health History & Patient Assessment Performance Assessment Task.
- ____ 3. COMPLETE the breast and testicular exam on synthetic models as a group in the nursing lab.

Learning Plan 3

Patient Care

Information

Overview

The purpose of the unit is to identify factors and procedures necessary to maintain patient hygiene and personal care.

Target Competency

Patient Care

- a. Assist with bathing.**
- b. Give complete bed bath.**
- c. Provide for personal care and hygiene.**
- d. Assist with personal grooming.**
- e. Provide for personal skin care.**

Linked Core Abilities

Think Critically and Creatively
Work Cooperatively and Professionally
Demonstrate Personal Accountability
Value Individual Differences and abilities

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- you assist the client to shower according to criteria checklist
- you assist the client with a tub bath according to criteria checklist
- you assist the client with a partial or sponge bath according to criteria checklist
- you bathe the client while in bed
- you give the client a complete bedbath according to the criteria checklist
- you give the client a back massage according to the criteria checklist
- you provide perineal care for male and female client according to the criteria checklist
- you provide special oral hygiene according to the criteria checklist
- you provide nail care on hands and feet for client, including clipping of nails according to the criteria checklist
- you provide oral hygiene for client, including cleaning of dentures for client according to the criteria checklist
- you assist client with shaving according to the criteria checklist
- you assist client with dressing according to the criteria checklist
- you assist client with shampooing according to the criteria checklist
- you use measures to promote skin integrity while caring for client
- you report signs of pressure ulcers to the appropriate staff
- you use devices to prevent pressure

Learning Objectives

- Explain the relationship between cleanliness and healthy skin.
- Describe observations that should be reported.
- Individualize personal care (including bathing, oral and nail care, grooming, perineal

- care) according to client's needs.
- Assist client with shower.
 - Assist client with tub/shower.
 - Assist client with tub bath.
 - Assist client with a sponge bath.
 - Demonstrate a bed bath including the back massage according to established criteria.
 - Explain basic safety precautions related to bathing clients while in bed.
 - Identify observations to be made while bathing a client.
 - Use various privacy measures to protect client's dignity and comfort during the bed bath, such as bath blankets, towels, curtains, and doors, to reduce overexposure.
 - Explain the importance of adhering to standard precautions for perineal and oral care.
 - Provide for perineal care as part of the bath procedure.
 - Explain how the procedure for perineal care differs for male and female clients.
 - Demonstrate male and female perineal care.
 - Demonstrate how to trim fingernails and toenails in lab or clinical setting.
 - Explain why assistant may not trim the nails of clients with poor circulation or diabetes.
 - Demonstrate cleaning of dentures.
 - Provide for oral hygiene.
 - Explain why it is important not to use electric razors on clients receiving oxygen.
 - Assist clients with shaving.
 - Demonstrate a bed shampoo.
 - Groom client's hair.
 - Assist clients with dressing and undressing.
 - Describe functions of the integumentary system.
 - Identify changes in elderly client's skin.
 - Utilize special devices in the clinical situation to prevent skin breakdown.
 - Use proper techniques to promote skin integrity appropriate to the individual.
 - List abnormalities, including color changes to be reported when observed.
 - Describe types of clients and areas of body prone to developing pressure sores.

Learning Activities

- ____1. Read Potter & Perry 8th Ed:
 - Chapter 39: Hygiene
- ____2. View each video link listed for Patient Care Skills at <http://video.nwtc.edu/nursingAssistant.htm> - Nail Care, Foot Care, Teeth Brushing, Dentures, Dressing in Bed/Applying Brief and Perineal Care of Male.
- ____3. View Personal Hygiene Skills Module under Tutorials, Skills Modules at www.atitesting.com
- ____4. Practice patient care and hygiene in the nursing skills lab.

Assessment Activities

- ____1. COMPLETE the Preparation Template for this skill.
- ____2. COMPLETE the Patient Care Performance Assessment Task.

Learning Plan 4

Nutrition

Information

Overview

The purpose of this learning plan is to identify factors and procedures necessary to maintain patient nutrition status.

Target Competency

Nutrition

- a. Assist with nutrition and fluid needs.**
- b. Assist client with eating meals.**
- c. Assist with eating difficulties.**
- d. REVIEW: Maintain enteral tubes (feeding, irrigation, suction).**

Linked Core Abilities

Think Critically and Creatively
Work Cooperatively and Professionally
Solve Problems Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- Determine components of the food pyramid.
- Recognize types of therapeutic diets.
- Outline reasons why fluid balance is critical to general health.
- List six nutrients essential for life.
- Explain the structures of the gastro-intestinal system.
- Identify measures that promote proper digestion and elimination.
- Delineate basic guidelines for assisting the client with foods and fluids.
- Explain why an upright position is best for eating.
- Provide care before and after each meal
- Identify which foods or fluids are considered fluid intake.
- Use various adaptive devices that disabled clients may use to feed themselves.
- Outline care for one who is vomiting.
- Explain importance of reporting complaints of gastric distress (nausea, anorexia, heartburn, indigestion).
- Identify major hazards of dysphagia.
- Incorporate measures for feeding clients who have difficulty swallowing.
- Modify procedures to reflect variations across the lifespan
- Maintain aseptic technique
- Select appropriate equipment
- Explain procedure to patient
- Determine appropriate placement
- Implement measure to prevent displacement of tube
- Follow health care provider orders and designated procedures/checklists: feedings/irrigation/suction
- Document actions and observations

- Recognize and report significant deviations from norms

Learning Objectives

- Describe special therapeutic diets and between-meal nourishments.
- Explain how to prevent aspiration.
- Identify signs and symptoms of aspiration.
- Describe normal adult fluid requirements and common causes of dehydration.
- List reasons for and process of recording intake and output (I & O).
- Identify foods considered fluid intake.
- Identify clinical situations in which a nasogastric (NG) tube with suction is indicated.
- Identify the purpose of suction, the "blue pigtail," and irrigation of a nasogastric tube.
- Contrast criteria that would be assessed to determine whether the NG tube is functioning properly.
- Differentiate between nasogastric and PEG (percutaneous enteral gastrostomy) feeding tubes.
- Identify long-term vs. short-term situations in which enteral feedings are required.
- Compare and contrast techniques of intermittent and continuous feedings.
- Describe the procedure of giving a tube feeding, including checking placement/residual and positioning of the client.
- Identify techniques to maintain integrity of the skin and mucous membranes for clients with nasogastric or PEG tubes.
- Identify complications of tube feedings and appropriate nursing interventions.

Learning Activities

- _____ 1. Read Potter & Perry 8th Ed:
 - Chapter 44: Nutrition
- _____ 2. View each video link – Feeding - at <http://video.nwtc.edu/nursingAssistant.htm>
- _____ 3. View each video link listed for Nutrition Skills at <http://video.nwtc.edu/basicNursingSkills.htm> - Glucose Reading, Gastric Specimen Collection, Intermittent Gastric Feeding, Continuous Enteral Feeding and Irrigate NG Tube.
- _____ 4. View Nutrition, Feeding and Eating & Enteral Tube Feedings Skills Module under Tutorials, Skills Modules at www.atitesting.com
- _____ 5. Discuss in class different patient diets, enteral tube procedures, nursing interventions for providing care and comfort across the lifespan.
- _____ 6. Practice Enteral Tube Care & feeding in the nursing skills lab.

Assessment Activities

- _____ 1. COMPLETE the Preparation Template for this skill.
- _____ 2. COMPLETE the Nutrition Performance Assessment Task.

Learning Plan 5

Elimination

Information

Overview

This learning plan reviews the nursing responsibilities in selecting appropriate equipment and competently performing a urinary catheterization and for collecting urine specimens. It also will explain the procedures necessary for obtaining both urine and stool specimens. Nursing responsibilities will be reviewed in selecting appropriate equipment and competently performing ostomy care and giving an enema.

Target Competency

Elimination

- a. Measure intake and output.**
- b. Assist client with bladder elimination.**
- c. Assist client with bowel elimination.**
- d. Facilitate alternative methods of elimination (urinary and bowel).**
- e. REVIEW: Demonstrate specimen collection specimen collection procedures.**

Linked Core Abilities

Think Critically and Creatively
Solve Problems Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- You modify assessment techniques to reflect variations across the life span.
- You maintain aseptic technique.
- You verify physician's orders.
- You select equipment appropriate to enema, ostomy care, specimen collection, and catheterization procedures.
- You explain procedure to client.
- You perform intervention according to designated procedure/checklist.
- You document actions and observations.
- You identify significant deviations from norms.

Learning Objectives

- Distinguish between fleets, tap water, and retention enemas and describe when each is used.
- Identify safety precautions to take/nursing interventions to be carried out for the client before, during, and after enema administration.
- Recognize the different types of bowel diversions and implications for altered elimination patterns.
- Identify factors which contribute to skin/stoma damage and the nursing to make/interventions to carry out to maintain skin integrity.
- Cite how often disposable ostomy appliances should be changed and the measures to control odor.
- Describe techniques to prevent complications which can occur during/following an ostomy irrigation.

- Identify situations in which urinary catheterization, straight or indwelling, is required.
- Compare and contrast the procedure for male and female catheterization.
- Describe nursing interventions to prevent catheter-associated urinary infections during catheter insertion, maintenance, and irrigation.
- Identify clinical situations in which catheter irrigation, intermittent/continuous, is required.
- Identify areas for potential contamination during catheter/bladder irrigation procedures.
- Indicate techniques for insertion and maintenance of supra-pubic catheters.
- Discuss the reasons that urine and stool specimens/cultures are ordered.
- Describe the procedure for obtaining a urine and stool specimen across the life span.
- Identify procedure for sending cultures/specimens to lab.
- Determine why a culture/specimen is obtained before antibiotics are started.
- Define hemocult tests.
- Describe how to utilize the test strip when testing urine or stool.

Learning Activities

- ____ 1. Read Potter & Perry 8th Ed:
 - Chapter 45: Urinary Elimination
 - Chapter 46: Bowel Elimination
- ____ 2. View each video link listed for Bedpan, Catheter Care and Measuring Urinary Output at <http://video.nwtc.edu/nursingAssistant.htm>
- ____ 3. View each video link listed for Elimination Skills at <http://video.nwtc.edu/basicNursingSkills.htm>
- ____ 4. - Stoma Care, Inserting a Foley Catheter and Removing a Foley Catheter.
View Urinary Catheter Care, Enemas, Specimen Collection & Ostomy Care Skills Module under
- ____ 5. Tutorials, Skills Modules at www.atitesting.com
- ____ 6. Discuss after instructor demonstration, elimination procedures and variables across the lifespan.
Practice elimination nursing procedures and specimen collection in the nursing skills lab.

Assessment Activities

- ____ 1. COMPLETE the Preparation Template for this skill.
- ____ 2. COMPLETE the Elimination Performance Assessment Task.

Learning Plan 6

Mobility

Information

Overview

This learning plan reviews the nursing responsibilities in selecting appropriate equipment and competently performing patient transfers or assisting with mobility. Nursing responsibilities and procedures will be reviewed in selecting appropriate equipment in the use of patient restraining devices and restraining alternatives.

Target Competency

Mobility

- a. Use client transfer techniques.**
- b. Assist with ambulation.**
- c. Use restraining devices.**
- d. Use restraining alternatives.**

Linked Core Abilities

Think Critically and Creatively
Solve Problems Effectively
Work Cooperatively and Professionally

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- you use appropriate body mechanics when transferring, lifting, moving clients
- you dangle the client at the bedside according to the criteria checklist
- you use mechanical lift according to the criteria checklist and instructions for that specific lift
- you move client using a lift sheet according to the criteria checklist
- you assist client to walk while using the gait/transfer belt according to criteria checklist
- you assist client in using adaptive equipment as required by the plan of care including cane, crutches, walker
- you promote client independence (participation) using verbal and nonverbal techniques within the limitations of the individual client's impairments
- you transfer client with one person assisting using the transfer belt according to criteria checklist using principles of client care ergonomics
- you transfer client with two people using the transfer belt according to criteria checklist using principles of client care ergonomics
- you use principles of client care ergonomics during all transfers
- you demonstrate safety and proficiency in use of available transfer equipment including mechanical lifts, friction reducing devices, wheelchairs and gait belts.

Learning Objectives

- Compare various techniques for moving clients.
- Explain the importance of using proper body mechanics when moving clients.
- Describe the purpose of dangling when moving a client.
- Explain when a mechanical lift should be used to move a client.

- Describe the purpose of a transfer or gait belt.
- Identify adaptive equipment to assist with ambulation as outlined in the plan of care.
- Promote independence of clients within the limitations of their physical, emotional, and intellectual impairments.
- Assist the individual to use mobility aids (cane, crutch, walker,).
- Outline the steps to ambulate an individual using the gait/transfer belt.
- Describe actions to be taken when client is falling.
- Use proper body mechanics in all transfers.
- Practice principles of safety in all transfers.
- Outline the procedure for transferring a client with a transfer belt with assistance of one person.
- Outline the procedure for transferring a client with a transfer belt with assistance of two people.
- Interact with clients transferring independently such as when using the sliding board.
- Manipulate various removable or movable parts of a wheelchair.

Learning Activities

- ____1. Read Potter & Perry 8th Ed:
 - Chapter 47: Mobility and Immobility
- ____2. View each video link listed for Ambulation with Gait Belt, Ambulation with Cane, Ambulation with Walker and Transfer to Wheelchair at <http://video.nwtc.edu/nursingAssistant.htm>
- ____3. View Ambulation, Transferring and Range of Motion Skill Module under Tutorials, Skills Modules at www.atitesting.com
- ____4. Discuss after instructor demonstration, transfer procedures and variables across the lifespan.
- ____5. Practice patient ambulation and transfer procedures in the nursing skills lab.

Assessment Activities

- ____1. COMPLETE the Preparation Template for this skill.
- ____2. COMPLETE the Mobility Performance Assessment Task.

Learning Plan 7

Medications

Information

Overview

This learning plan will discuss the five rights (R's) in medication administration and the other nursing responsibilities associated with oral, topical, transdermal, eye, ear, inhalation, and vaginal medication and rectal medications.

Target Competency

Medications – including Medication Math Competency Exams

- a. REVIEW: Administer medications via the enteral route (oral/tube/rectal).**
- b. REVIEW: Administer medications via topical, transdermal, eye, ear, inhalation, and vaginal routes.**

Linked Core Abilities

Think Critically and Creatively
Solve Problems Effectively
Communicate Effectively
Demonstrate Personal Accountability

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- You modify assessment techniques to reflect variations across the life span.
- You follow aseptic technique.
- You verify medical orders.
- You identify the client.
- You check for client allergies.
- You verify the drug to be administered including expiration date.
- You verify the route according to designated procedure/checklist.
- You verify the time according to designated procedure/checklist.
- You verify the dose according to designated procedure/checklist.
- You verify all information three times.
- You explain to client.
- You follow designated procedures/checklists: oral, topical, transdermal, eye, ear, inhalation, rectal and vaginal routes.
- You document actions and observations.
- You calculate correct amount to administer.

Learning Objectives

- Identify various preparations of drugs that can be administered orally, rectally, and via the eye, ear, inhalation, vaginal, and topical routes across the life span.
- Describe techniques to enhance oral medication absorption.
- Differentiate between oral, buccal, and sublingual routes.
- Discuss the advantages and disadvantages of administering medications via the oral, rectal, eye, ear, inhalation, vaginal, and topical routes.

- Indicate how principles of asepsis differ for the administration of these medications.
- Review the appropriate abbreviations for the eye and the ear.
- Discuss how to teach a client proper use of a metered dose inhaler (MDI) to receive the recommended dose and avoid excessive inhalations.
- Identify which clients would benefit from using a spacer to receive medications through a MDI.
- Review how to determine how much medication is left in the MDI.
- Describe procedure for administering medications through an ultrasonic nebulizer.
- Determine two to maintain clean equipment with use of an MDI/nebulizer in the long-term care setting or in the home setting.
- Discuss pediatric and geriatric considerations with administration of medications through ultrasonic nebulizer or MDI.
- Recognize, through the use of medication resources, pertinent laboratory tests related to medication administration.

Learning Activities

1. Read Potter & Perry 8th Ed:
 - Chapter 31: Medication Administration – Focus on content on administration of oral, ophthalmic, otic, nasal, rectal, vaginal, topical, and transdermal routes, as well as inhalers and nebulizers.
2. View each video link listed for Medication Administration under <http://video.nwtc.edu/basicNursingSkills.htm>
3. View Medication 1 & 2 Tutorials, Skills Modules at www.atitesting.com **Please** review Medication 3 & 4 prior to your clinical attendance.
4. Discuss after instructor demonstration, medication administration and variables across the lifespan.
5. Practice medication administration procedures in the nursing skills lab.

Assessment Activities

1. COMPLETE the Preparation Template for this skill.
2. COMPLETE the Math Competency Exams (2) with required passing grade – see syllabus.
3. COMPLETE the Medication Administration Assessment Task.

Learning Plan 8

Wound Care

Information

Overview

This learning plan will help you provide comprehensive wound care.

Target Competency

Provide wound care.

Linked Core Abilities

Think Critically and Creatively
Solve Problems Effectively
Communicate Effectively

You will demonstrate your competence:

- in an oral, written or performance assessment

Your performance will be successful when:

- You modify assessment techniques to reflect variations across the life span.
- You use aseptic technique.
- You verify medical order.
- You assemble supplies necessary for wound.
- You explain procedure to client.
- You maintain a sterile field and equipment.
- You apply sterile gloves.
- You obtain culture specimen according to designated procedure/checklist.
- You cleanse or irrigate wound according to designated procedure/checklist.
- You assess tissue condition and drainage.
- You apply a variety of dressings according to designated procedure/checklist.
- You recognize and report significant deviations in wounds.
- You document actions and observations.

Learning Objectives

- Discuss the theory and practice of moist wound healing.
- Describe the phases of wound healing.
- Define wound debridement and its place in wound care management.
- Describe techniques for removal, application of a wound dressing (surgical asepsis, "no touch"), and wound culture.
- Describe characteristics of a wound and any drainage to be included in documentation.
- Contrast types of products and dressings indicated for use in wound management, including application and maintenance.
- Discuss the necessity of pain management prior to and during a dressing change.
- Differentiate among types of drains and management devices indicated for use in wound healing.
- Indicate techniques and precautions to be implemented during wound irrigation.
- Identify criteria and procedure for removal of sutures, staples, and/or drains.
- Identify situations in which you would use clean versus sterile gloves/technique.
- Indicate techniques to maintain medical and surgical asepsis.

- Describe characteristics of a sterile field.
- Describe the procedure you would follow if sterile technique has been broken.

Learning Activities

- ____ 1. Read Potter & Perry 8th Ed:
 - Chapter 48: Skin Integrity and Wound Care – focus on pages 1181-1212.
- ____ 2. View the video link listed for Wound Care under <http://video.nwtc.edu/basicNursingSkills.htm>
- ____ 3. View Wound Care Tutorials, Skills Modules at www.atitesting.com
- ____ 4. Discuss after instructor demonstration, wound care and variables across the lifespan.
- ____ 5. Practice wound care procedures in the nursing skills lab.

Assessment Activities

- ____ 1. COMPLETE the Preparation Template for this skill.
- ____ 2. COMPLETE the Wound Care Performance Assessment Task.

**ADN NURSING
PARAMEDIC TO ADN CLINICAL SYLLABUS**

Catalog #10-543-129 & Class #

Course Date:

FACULTY INFORMATION

Instructor:

Office:

Telephone:

Email:

Office Hours:

CLASS INFORMATION

Course Description: This introductory clinical course emphasizes basic nursing skills and application of the nursing process in meeting the needs of diverse clients across the lifespan. Emphasis is placed on performing basic nursing skills, the formation of nurse-client relationships, communication, data collection, documentation, and medication administration. It also provides an introduction to leadership, management, team building, teaching and learning. Extending care to include the family is emphasized.

Credits: 2

Class Schedule & Location: In person – location determined by NWTC

Pre-requisites: Successful completion of Paramedic to ADN Theory 1, Theory 2 & Skills

CORE ABILITIES: In addition to specific job-related training, NWTC has identified core abilities that are transferable and go beyond the context of a specific course. This class addresses the following core abilities:

- Communicate effectively
- Work cooperatively and professionally
- Solve problems effectively
- Think critically and creatively
- Value Individual Differences and abilities
- Demonstrate personal accountability
- Demonstrate community and global accountability

COURSE COMPETENCIES & PROGRAM OUTCOMES:

This course addresses the following program outcomes/course competencies:

ADN1. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving professional identity as a nurse committed to evidence-based practice, caring, advocacy and quality care

ADN2. Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts

ADN3. Integrate social, mathematical, and physical sciences, pharmacology, and pathophysiology in clinical decision making

ADN4. Provide patient centered care by utilizing the nursing process across diverse populations and health care settings

ADN5. Minimize risk of harm to patients, members of the healthcare team and self through safe individual performance and participation in system effectiveness

ADN6. Lead the multidisciplinary health care team to provide effective patient care throughout the lifespan

ADN7. Use information and technology to communicate, manage data, mitigate error, and support decision-making

COURSE COMPETENCIES:

1 Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice

Assessment Strategies

Oral, Written or Performance Assessment

Criteria

comply with agency and school policies, state laws and industry standards

treat all individuals with dignity and respect

protect patient rights (privacy, autonomy, confidentiality)

practice within the legal and ethical frameworks of nursing

demonstrate professional behaviors (attendance, appearance, honesty, attitude, acceptance of feedback, punctuality, boundaries, self-reflection etc.)

accept responsibility and accountability for learning and patient care

identify evidenced-based standards, policies and procedures that affect quality care

provide fiscally responsible care

2 Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts

Assessment Strategies

Oral, Written or Performance Assessment

Criteria

provide accurate information to patients, families and team members

use therapeutic communication to express respect, patience and sensitivity

demonstrate appropriate non-verbal communication strategies

adapt communication strategies based on patients' age, developmental level, disability, and/or culture

complete documentation according to agency guidelines (format, timing, abbreviations, etc.)

use appropriate terminology, spelling and grammar in written communications

evaluate the effectiveness of therapeutic interactions

use therapeutic communication techniques to assist patient/families in attaining healthcare goals

3 Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making

Assessment Strategies

Oral, Written or Performance Assessment

Criteria

apply theoretical knowledge to assist in the care of patients

maintain a questioning and open mind to consider new approaches, ideas and best practices

provide rationale for decisions used in the provision of safe, quality care

perform mathematical calculations correctly

explain patient medication information including classification, indication, action, dosage, side effects, interactions, compatibilities and nursing implications

differentiate care across the lifespan

integrate patients' health status to assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions

4 Provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings

Assessment Strategies

Oral, Written or Performance Assessment

Criteria

collect assessment data using correct techniques for health assessment and validate findings with instructor

use effective interview techniques in data collection

use multiple sources in collecting data

identify patient support systems

recognize and report abnormal data and changes in patient condition to the instructor and the nurse

differentiate between relevant and irrelevant data

validate basic nursing decisions with instructor

adapt priorities based on diverse patient care needs

provide holistic care in an organized and timely manner

perform nursing skills competently and efficiently

promote independence in patient self-care activities

utilize the nursing process and safety principles in the administration of medications and interventions

use principles of teaching and learning when reinforcing healthcare teaching

contribute to the development of a care plan for patients with basic needs

utilize principles of prioritization and delegation in caring for multiple patients

anticipate changes in health status based upon assessment data

use critical thinking processes in making patient care decisions

5 Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness

Assessment Strategies

Oral, Written or Performance Assessment

Criteria

provide safe and effective care

apply industry standards in protecting patient, self and others from injury, infection, and harm

plan and implement strategies to promote a safe, effective care environment

request assistance when needed
report and take action on potential safety concerns
use available equipment in accordance with agency policies and procedures
identify established quality improvement activities

6 Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan

Assessment Strategies

Oral, Written or Performance Assessment

Criteria

incorporate multiple methods of communication
report complete, accurate, pertinent information to instructor and staff
convey mutual respect, trust, support, and appreciation for other members of the health care team
assist others to ensure safe and effective care
seek information from other healthcare team members
organize patient care team activities to meet patient needs
demonstrate flexibility in adapting to changing situations
contribute to the healthcare team in the provision of patient-centered care
evaluate the effectiveness of your own role within the team
apply conflict resolution and problem solving skills as appropriate
communicate patient values, preferences, and expressed needs to other members of the healthcare team
direct tasks in accordance with the state Nurse Practice Act

7 Use information and technology to communicate, manage data, mitigate error, and assist with decision-making

Assessment Strategies

Oral, Written or Performance Assessment

Criteria

document complete, accurate, pertinent information in a timely manner using electronic or agency standard documentation systems
incorporate information from professional sources to assist in providing safe patient care
adhere to security measures to protect the confidentiality of all health information
use technology to provide quality safe patient care

Learning Plan 1 Professional Behaviors & Safety

Overview

In this learning plan you will focus on the integration of ethical, legal, regulatory, and professional standards in your nursing practice.

Target Learning Outcome

Competencies

ADN | Paramedic to ADN Clinical

4

1. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to caring, advocacy, and quality care while adhering to evidence-based practice
5. Minimize risk of harm to patients, members of the healthcare team, and self through safe individual performance and participation in system effectiveness

Performance Standards

You will demonstrate your competence:

- o in a clinical setting.
- o working with clients, peers, and staff.

Criteria

Competency 1.

comply with agency and school policies, state laws and industry standards
 treat all individuals with dignity and respect
 protect patient rights (privacy, autonomy, confidentiality)
 practice within the legal and ethical frameworks of nursing
 demonstrate professional behaviors (attendance, appearance, honesty, attitude, acceptance of feedback, punctuality, boundaries, self-reflection etc.)
 accept responsibility and accountability for learning and patient care
 identify evidenced-based standards, policies and procedures that affect quality care
 provide fiscally responsible care

Competency 5.

provide safe and effective care
 apply industry standards in protecting patient, self and others from injury, infection, and harm
 plan and implement strategies to promote a safe, effective care environment
 request assistance when needed
 report and take action on potential safety concerns
 use available equipment in accordance with agency policies and procedures
 identify established quality improvement activities

Learning Objectives

This learning plan addresses the following learning objectives to help you master the competency:

- a. Practices within the ethical and legal frameworks for nursing.
- b. Evaluates own performance based upon standards of practice.
- c. Acts as an advocate for clients and families using agency resources as appropriate.
- d. Demonstrate appropriate behaviors of the student nurse role.
- e. Perform procedures consistent with current level of knowledge and skills within the scope of practice as a student nurse.

Learning Activities

- ____ 1. ATTEND clinical
- ____ 2. EXPLORE agency protocol for resolving ethical/legal dilemmas
- ____ 3. IDENTIFY agency safety measures and review equipment operation
- ____ 4. DISCUSS an ethical dilemma that you have witnessed during your clinical practice during post clinical conference.
- ____ 5. COMPLETE Weekly Self-Assessment on Instructor Feedback Form.

Assessment Activities:

1. PARTICIPATE in Paramedic to ADN Clinical Learning.
2. COMPLETE and SUBMIT Patient Data Pack & Paramedic to ADN Weekly Self-Assessment on Instructor Feedback Form.

Learning Plan 2

Provider of Care

Overview

In this learning plan you will apply the nursing process to care for a group of clients with complex health alterations. Encouragement of critical thinking and clinical decision making skills will be emphasized when providing care of clients with changing health care needs. During this clinical you will focus upon the development and modification of care plans based upon the assessed needs of the client. You will refine therapeutic communication skills with all interactions.

Target Learning Outcomes

Competencies

2. Demonstrate appropriate written, verbal, and nonverbal communication in a variety of clinical contexts
3. Integrate knowledge of social, mathematical, and physical sciences, pharmacology, and disease processes while participating in clinical decision making
4. Provide patient centered care under supervision by participating in the nursing process across diverse populations and healthcare settings
7. Use information and technology to communicate, manage data, mitigate error, and assist with decision-making

Performance Standards

You will demonstrate your competence:

- o in a clinical setting.
- o working with clients, peers, and staff.
- o by reflecting on your use of skills.

Criteria

Competency 2.

provide accurate, concise, and relevant information to patients, families, and team members

use therapeutic communication to express respect, patience and sensitivity

demonstrate appropriate non-verbal communication strategies

adapt communication strategies based on patients' age, developmental level, disability, and/or culture

complete documentation according to agency guidelines (format, timing, abbreviations, etc.)

use appropriate terminology, spelling and grammar in written communications

evaluate the effectiveness of therapeutic interactions

use therapeutic communication techniques to assist patient/families in attaining healthcare goals

Competency 3.

apply theoretical knowledge to assist in the care of patients

maintain a questioning and open mind to consider new approaches, ideas and best practices

provide rationale for decisions used in the provision of safe, quality care

perform mathematical calculations correctly

explain patient medication information including classification, indication, action, dosage, side effects, interactions, compatibilities and nursing implications

differentiate care across the lifespan

integrate patients' health status to assessment findings, medications, laboratory and diagnostic test results, medical and nursing interventions

Competency 4.

collect assessment data using correct techniques for health assessment and validate findings with instructor
use effective interview techniques in data collection
use multiple sources in collecting data
identify patient support systems
recognize and report abnormal data and changes in patient condition to the instructor and the nurse
differentiate between relevant and irrelevant data
validate basic nursing decisions with instructor
adapt priorities based on diverse patient care needs
provide holistic care in an organized and timely manner
perform nursing skills competently and efficiently
promote independence in patient self-care activities
utilize the nursing process and safety principles in the administration of medications and interventions
use principles of teaching and learning when reinforcing healthcare teaching
contribute to the development of a care plan for patients with basic needs
utilize principles of prioritization and delegation in caring for multiple patients
anticipate changes in health status based upon assessment data
use critical thinking processes in making patient care decisions

Competency 7.

document complete, accurate, pertinent information in a timely manner using electronic or agency standard documentation systems
incorporate information from professional sources to assist in providing safe patient care
adhere to security measures to protect the confidentiality of all health information
use technology to provide quality safe patient care

Learning Objectives

This learning plan addresses the following learning objectives to help you master the competency:

- a. Utilize therapeutic communication skills with health care providers, instructors, and clients.
- b. Complete accurate and pertinent documentation using nursing process and technology available to the agency.
- c. Identify assets and limitations in personal communication.
- d. Utilize channels of appropriate communication to resolve conflict.

Learning Activities

- ____ 1. ATTEND clinical
- ____ 2. EXPLORE agency care plan use
- ____ 3. DISCUSS an agency nursing care plan that you have reviewed during your clinical practice during post clinical conference.
- ____ 4. COMPLETE Weekly Self-Assessment on Instructor Feedback Form.

Assessment Activities:

- ____ 1. PARTICIPATE in Paramedic to ADN Clinical Learning.
- ____ 2. COMPLETE and SUBMIT Paramedic to ADN Patient Data Pack & Weekly Self-Assessment on Instructor Feedback Form.
- ____ 3. COMPLETE and SUBMIT Major Care Plan & BPS Assessment on due date provided by instructor.
- ____ 4. COMPLETE and SUBMIT Perioperative Paper on due date provided by instructor.

Learning Plan 3

The Manager of Care

Overview

In this learning plan you will work collaboratively with other members of the health care team to respond to clients and families with complex needs. Managing multiple needs for a group of clients, through the use of delegation, priority setting and organizational skills will be emphasized.

Target Learning Outcomes

Competency

6. Collaborate as an active member of the multidisciplinary health care team to provide effective patient care throughout the lifespan

Performance Standards

You will demonstrate your competence:

- o in a clinical setting.
- o working with clients, peers, and staff.

Criteria:

incorporate multiple methods of communication
report complete, accurate, pertinent information to instructor and staff
convey mutual respect, trust, support, and appreciation for other members of the health care team
assist others to ensure safe and effective care
seek information from other healthcare team members
organize patient care team activities to meet patient needs
demonstrate flexibility in adapting to changing situations
contribute to the healthcare team in the provision of patient-centered care
evaluate the effectiveness of your own role within the team
apply conflict resolution and problem solving skills as appropriate
communicate patient values, preferences, and expressed needs to other members of the healthcare team
direct tasks in accordance with the state Nurse Practice Act

Learning Objectives

This learning plan addresses the following learning objectives to help you master the competency:

- a. With guidance, establishes priorities of care for a group of patients based on patient needs utilizing available resources as needed.
- b. With supervision, organizes the duties and tasks for the day, and adjusts organization as patient needs change.
- c. Incorporates cost-effective behavior into nursing practice.
- d. Delegate tasks based on the Nurse Practice Act and agency guidelines.
- e. Supervise and evaluate the activities of assistive personnel.
- f. Provide feedback regarding performance of delegated acts.

Learning Activities

- _____1. ATTEND clinical.
- _____2. MANAGE multiple complex clients in collaboration with health care team utilizing appropriate priority setting and delegation skills.
- _____3. IDENTIFY and DISCUSS cost saving strategies utilized within the health care setting during post clinical conference.
- _____4. EXPLORE the case management /discharge planning/utilization review roles.
- _____5. COMPLETE a self-assessment as manager of care/team leader.
- _____6. COMPLETE Weekly Self-Assessment on Instructor Feedback Form.

Assessment Activities:

- _____1. PARTICIPATE in Paramedic to ADN Clinical Learning.
- _____2. COMPLETE and SUBMIT Paramedic to ADN Weekly Self-Assessment on Instructor Feedback Form.
- _____3. COMPLETE and SUBMIT Team Leader Paper on due date provided by instructor.

**BOARD OF NURSING
MEETING MINUTES
SEPTEMBER 12, 2013**

PRESENT: Julie Ellis, Carol Ott, Gretchen Lowe, Jeffrey Miller, Lillian Nolan, Rachelle Lancaster

ABSENT: Julia Nelson, Maria Joseph

STAFF: Dan Williams, Executive Director; Nicholas Tank, Bureau Assistant; and other
Department Staff

CALL TO ORDER

Gretchen Lowe , ViceChair, called the meeting to order at 8:03 a.m. A quorum of six (6) members was present.

ADOPTION OF AGENDA

MOTION: Rachelle Lancaster moved, seconded by Lillian Nolan, to adopt the agenda as published. Motion carried unanimously.

REPORT OF PRACTICE COMMITTEE

COMMITTEE MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to adopt Position Statements 13, 14 as modified, 15, and 17. Motion carried unanimously.

COMMITTEE MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to remove Position Statements 18 and 19. 19 will be revised and reconsidered at the next Board of Nursing meeting. Motion carried unanimously.

COMMITTEE MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to have DSPS Staff forward any received practice questions to the Chair of the Practice Committee starting in September 2013 and progressing to February 2014. Motion carried unanimously.

MOTION: Julie Ellis moved, for the adoption of the Practice Committee's recommendations. Motion carried unanimously.

REPORT OF EDUCATION AND LICENSURE COMMITTEE

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to recognize the appearance of Dr. Susan Bonis, Greg Brandner, Peter Pavone to address the Board on behalf of Bryant and Stratton. Motion carried unanimously.

COMMITTEE MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to requests that Bryant and Stratton continue to refine the decision making document submitted for the September meeting to include evidence of clear authority for development implementation and evaluation of the program by the EA including decision making on admission and progression policy and curriculum. Motion carried unanimously.

COMMITTEE MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to recognize the appearance of Elizabeth Markham and Joan Neave to address the Board on behalf of Herzing College – Brookfield/Kenosha. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to approve Herzing College – Brookfield/Kenosha’s bachelor nursing program. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to recognize the appearance of Kay Tupala to address the Board on behalf of Northeast Wisconsin Technical College. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to table Northeast Wisconsin Technical College’s request for authorization to admit students for their Paramedic-to-ADN Program. The Board requests more refined syllabi to be resubmitted to the Board by the next Board meeting and that the updated 1114 Form be included. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to recognize the appearance of Bill Hartman to address the Board on behalf of Rasmussen College Ocala School of Nursing. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to table the approval of Rasmussen College Ocala School of Nursing pending EAB approval. Motion carried unanimously.

COMMITTEE MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to recognize the appearance of Sally Lundeen, Kim Litwack, Aaron Brower to address the Board on behalf of University of Wisconsin-Milwaukee. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to approve University of Wisconsin-Milwaukee's request for program change ADN-to-BSN Completion (Flexible Options) Program. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to commit the board to a 5 minute break starting at 10:10 A.M. and ending at 10:15 A.M. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, to include two Nurse Educators and DSPS Staff to visit the site for the purposes of a Site Survey. Motion carried unanimously.

MOTION: Carol Ott moved, for the adoption of the Education and Licensure Committee's recommendations. Motion Carried unanimously.

APPROVAL OF MINUTES OF AUGUST 8, 2013

MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to approve the minutes of August 8, 2013 as published. Motion carried unanimously.

ADMINISTRATIVE MATTERS

MOTION: Jeffrey Miller moved, seconded by Rachelle Lancaster, that Jeffrey Miller, Julia Nelson, and Lillian Nolan be appointed to the Screening Panel for October. Motion carried unanimously.

LEGISLATION/ADMINISTRATIVE RULE MATTERS

MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, that the Legislative Committee reviews the possibility of amendments to N 8. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to inform the Deans of the Schools of Nursing in Wisconsin on the potential change in N441 related to job readiness and taking NCLEX prior to graduation. The letter from NCSBN, the Pro and Con Strategy document related to job readiness, will be included in the notification to the Deans. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, recommends the DSPS to wait until after the next Board of Nursing meeting to provide the Board of Nursing an opportunity to draft a written position related to the Job Readiness Initiative as it relates to Nursing. Motion carried unanimously.

MOTION: Carol Ott moved, seconded by Lillian Nolan, that the Board of Nursing will seek Legislative support to amend 440.15 and 440.03 to make an exception and to require finger printing as a requirement for licensure or endorsement for nurses. Motion carried unanimously.

SPEAKING ENGAGEMENT REQUEST

MOTION: Carol Ott moved, seconded by Lillian Nolan, to designate Rachelle Lancaster to attend the ANEW meeting to represent the Board of Nursing related N1, various rule changes, the Jobs Initiative, the state of the simulation and the state of the Transition to Practice study and the state of the NCSBN Study. Motion carried unanimously.

CLOSED SESSION

MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to convene to closed session pursuant to Wisconsin State statutes 19.85(1)(a)(b)(f) and (g) for the purpose of conducting appearances, reviewing monitoring requests, requests for licensure, deliberate on stipulations, administrative warnings, proposed decisions and orders, consulting with Legal Counsel and Division of Legal Services and Compliance case status reports. Gretchen Lowe read the language of the motion. The vote of each member was ascertained by voice vote. Roll Call Vote: Rachelle Lancaster-yes; Gretchen Lowe-yes; Julie Ellis-yes; Lillian Nolan-yes; Jeffrey Miller-yes; and Carol Ott-yes. Motion carried unanimously.

The Board convened into Closed Session at 12:00 p.m.

DELIBERATION OF PROPOSED FINAL DECISIONS AND ORDERS

Jeffrey Miller left the meeting at 3:45 P.M. and returned via telephone at 4:10 P.M.

MOTION: Rachelle Lancaster moved, seconded by Lillian Nolan, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in case number 13 NUR 205 and 13 NUR 443 Lindsay F. Mohrbacher, and 13 NUR 110 Kristy L. Reese Motion carried unanimously by 2/3rds vote of the board.

MOTION: Lillian Nolan moved, seconded by Rachelle Lancaster, to table the Findings of Fact, Conclusions of Law, Stipulation and Order in the matter of disciplinary proceedings against 12 NUR 607 and 13 NUR 300 Jessica L. Bergum. Motion carried unanimously.

MOTION: Lillian Nolan moved, seconded by Rachelle Lancaster, to adopt the Findings of Fact, Conclusions of Law, Stipulation and Order in case number 12 NUR 384 Jose M. Botello, 12, NUR 384 Marie A. Kvalheim, 12 NUR 472 Robert C Black, 12 NUR 513 Bobbi J. Lange Fogle, 12 NUR 544 Danielle E. Hanson, 13 NUR 056 Marilyn A. Freund, 13 NUR 058 Sandra Olson, 13 NUR 109 Naomi J. Laser, 13 NUR 277 Karen E. Jester, and 13 NUR 312 Susan K. Schafer. Motion carried unanimously.

CREDENTIALING RECONSIDERATION

Mark T. Keller; 13 NUR 406 – Denial Reconsideration

MOTION: Jeffrey Miller moved, seconded by Carol Ott, to rescind the denial and grant the right to sit for examination. If applicant has passed the examination he will be granted a license when all other requirements have been met. Motion carried unanimously.

Brian M. Holzhauser; 13 NUR 418 – Denial Reconsideration

MOTION: Lillian Nolan moved, seconded by Rachelle Lancaster, to rescind the denial and grant the right to sit for examination. Motion carried unanimously.

CREDENTIALING MATTERS

Angela Palesse – R.N. Licensure by Examination Application

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to grant Angela Palesse's request to sit for examination once all other requirements are met. Motion carried unanimously.

Christopher Williams – R.N. Licensure by Examination Application

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to grant Christopher Williams' request to sit for examination once all other requirements are met. Motion carried unanimously.

David Wolk – R.N. Licensure by Examination Application

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to table David Wolk's request to sit for examination pending receipt of further information. The Board will reconsider his request upon receipt of additional information. Motion carried unanimously.

Jay Reiners – L.P.N. Licensure by Examination Application

MOTION: Rachelle Lancaster moved, seconded by Lillian Nolan, to grant Jay Reiners' request to sit for examination once all other requirements are met. Motion carried unanimously.

Mylea Wirkus – R.N. Licensure by Examination Application

MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to grant Mylea Wirkus' request to sit for examination once all other requirements are met. Motion carried unanimously.

Whitney Lemke – R.N. Licensure by Examination Application

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to grant Whitney Lemke's request to sit for examination once all other requirements are met. Motion carried unanimously.

MONITORING

Jennifer Flegel, R.N. – Requesting Reinstatement

MOTION: Rachelle Lancaster moved, seconded by Jeffrey Miller, to deny the request of Jennifer Flegel for full reinstatement of her license to practice Nursing.
REASON FOR DENIAL: Board is seeking an established pattern of sobriety which may require evidence up to 5 years as anticipated by the original order. Motion carried unanimously.

MOTION: Rachelle Lancaster moved, seconded by Jeffrey Miller, to grant removal of work reports, direct supervision, and decrease drug screens to 14 urine samples and one hair sample per year. Motion carried unanimously.

Angela M. Leonard, R.N. – Requesting Termination of Direct Supervision Requirement

MOTION: Julie Ellis moved, seconded by Rachelle Lancaster, to grant full licensure to Angela M. Leonard. Motion carried unanimously.

Cathy Butterbrodt-Oines – Requesting Reinstatement

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to grant the request of Cathy Butterbrodt-Oines for reinstatement of her license to practice Nursing. Motion carried unanimously.

Susan Chen, R.N. – Requesting Reinstatement

MOTION: Lillian Nolan moved, seconded by Rachelle Lancaster, to grant the request of Susan Chen for reinstatement of her license to practice Nursing. Motion carried unanimously.

Randy Cornell, R.N. – Requesting Termination of Therapy

MOTION: Jeffrey Miller moved, seconded by Rachelle Lancaster, to grant the request of Randy Cornell for termination of therapy. Motion carried unanimously.

Elizabeth Forward, R.N. – Requesting Reduction in Frequency of Screens and Number of AA/NA Meetings

MOTION: Jeffrey Miller moved, seconded by Rachelle Lancaster, to grant the request of Elizabeth Forward for reduction in frequency of screens to 14 urine samples per year and one hair sample per year. The Board denies the request to reduce the number of AA/NA meetings. **REASON FOR DENIAL:** Due to termination of therapy respondent will require the ongoing support of AA to prevent relapse. Motion carried unanimously.

Diane Hollick, R.N. – Requesting Termination of Therapy or Reinstatement

MOTION: Carol Ott moved, seconded by Rachelle Lancaster, to grant the request of Diane Hollick for termination of therapy. Motion carried unanimously.

Kathleen Lemke, APNP. – Requesting Reinstatement

MOTION: Carol Ott moved, seconded by Rachelle Lancaster, to grant the request of Kathleen Lemke for reinstatement of her license to practice Nursing. Motion carried unanimously.

Julie Lewis, R.N. – Requesting Reinstatement

MOTION: Jeffrey Miller moved, seconded by Rachelle Lancaster, to deny the request of Julie Lewis for reinstatement of her license to practice Nursing. **REASON FOR DENIAL:** The Board of Nursing requires a Fitness to Practice by a board approved psychiatrist. Motion carried unanimously.

Judi Signe Olson, R.N. – Requesting Reinstatement

MOTION: Julie Ellis moved, seconded by Carol Ott, to deny the request of Judi Signe Olson for reinstatement of her license to practice Nursing. **REASON FOR DENIAL:** Unsatisfactory Work Report. Motion carried unanimously.

Daniel Peters, R.N. – Requesting Stay of Suspension

MOTION: Carol Ott moved, seconded by Lillian Nolan, to grant the request of Daniel Peters for Stay of Suspension. Motion carried unanimously.

Kelly Schleusener, R.N. – Requesting Suspension of Screens or Reduction in Frequency of Screens

MOTION: Jeffrey Miller moved, seconded by Rachelle Lancaster, to grant the request of Kelly Schleusener for reduction of screens to 14 urine samples and one hair sample a year. Motion carried unanimously.

Jeanne Weingart, R.N. – Requesting Stay of Suspension

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to grant the request of Jeanne Weingart for Stay of Suspension. Pursuant to the original order, she will be granted a limited license requiring direct supervision and work reports for a minimum of two years with opportunity to petition the board for full reinstatement after two years. As part of the direct supervision, a copy of the original order dated July 21, 2011 and the order granting the stay shall be provided to any direct supervisor. Motion carried unanimously.

ADMINISTRATIVE WARNINGS

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to issue an administrative warning for Case Number # 13 NUR 202 (K.M.Y.) and # 13 NUR 206 (A.L.B.). Motion carried unanimously.

CASE CLOSINGS

MOTION: Rachelle Lancaster moved, seconded by Lillian Nolan, to close case number #13 NUR 134 (C.B.) for Prosecutorial Discretion (P1) Motion carried unanimously.

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to close case number# 13 NUR 308 (C.C.) for No Violation (NV). Motion carried unanimously.

MOTION: Lillian Nolan moved, seconded by Carol Ott, to close case number # 12 NUR 597 (only respondent (A.N.) for Insufficient Evidence (IE). Motion carried unanimously.

RECONVENE TO OPEN SESSION

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to reconvene into open session. Motion carried unanimously.

The Board reconvened into Open Session at 4:40 p.m.

VOTING ON ITEMS CONSIDERED OR DELIBERATED ON IN CLOSED SESSION

MOTION: Rachelle Lancaster moved, seconded by Carol Ott, to affirm all motions made in closed session. Motion carried unanimously.

Lillian Nolan left the meeting at 4:45 P.M.

REPORT OF LEGISLATION AND RULES COMMITTEE

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Jeffrey Miller, to table all items for the Legislation and Rules Committee other than agenda item (F) for the next Board of Nursing Meeting. Motion carried unanimously.

COMMITTEE MOTION: Rachelle Lancaster moved, seconded by Jeffrey Miller, to be able to share with the ANEW group that the focus of the rewrite of N1 be on pre-licensure programs only. Motion carried unanimously.

MOTION: Jeffrey Miller moved, for the adoption of the Legislation and Rules Committee's recommendations. Motion Carried unanimously.

BOARD STRATEGIC PLANNING AND ITS MISSION, VISION, AND VALUES

MOTION: Rachelle Lancaster moved, seconded by Jeffrey Miller, to request DSPPS Staff to research the state of the science on relapse potentials and amount of time for sobriety to be attained and what the surrounding states impairment order lengths of time are and supporting research by the December 2013 Board of Nursing meeting. The Board contact will be Jeffrey Miller. Motion carried unanimously.

ADJOURNMENT

MOTION: Carol Ott moved, seconded by Rachelle Lancaster, to adjourn the meeting. Motion carried unanimously.

The meeting adjourned at 4:59 p.m.

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 10/2/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: WI Board of Nursing			
4) Meeting Date: 10/10/13	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? BON jurisdiction relating to School approval - Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <div style="background-color: yellow; height: 20px; width: 100%;"></div>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Sharon Henes Administrative Rules Coordinator		2) Date When Request Submitted: <i>October 1, 2013</i>	
		Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: Board of Nursing			
4) Meeting Date: 10 October 2013	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Legislative and Rule Matters – Discussion and Consideration 1. AB292/SB251 Update	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by _____ (name) <input type="checkbox"/> No	9) Name of Case Advisor(s), if required:	
10) Describe the issue and action that should be addressed:			
11) Authorization			
<i>Sharon Henes</i>		<i>1 October 2013</i>	
Signature of person making this request		Date	
Supervisor (if required)		Date	
Bureau Director signature (indicates approval to add post agenda deadline item to agenda)		Date	
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Bureau Assistant prior to the start of a meeting.			

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To: Educational Administrators for schools of nursing in the state of Wisconsin:

Greetings from the Wisconsin Department of Safety and Professional Services (DSPS).

As you know, DSPS is responsible for ensuring the safe and competent practice of licensed professionals in Wisconsin. The department licenses and regulates more than 200 types of professional credentials. Across the professions there are various requirements for licensure usually including; graduation from a program, filling out an application, and taking an exam.

DSPS is proposing a change to current law to allow applicants across all professions to begin the licensure process prior to graduation or completion of a program. **This change in process will still maintain that an applicant will not receive licensure until proof of graduation has been received.** In essence, the standards and conditions for licensure would remain the same, the change would allow the applicants more flexibility.

This change in process will allow applicants to establish themselves within the Wisconsin workforce earlier than the current process. As an example, the current credentialing process generally involves the following post-graduation steps:

- 1) Applicant graduates from program
- 2) Applicant applies to DSPS for a professional credential
- 3) After DSPS review of the application, the applicant is allowed to schedule and take a licensure exam
- 4) Applicant waits for DSPS to receive the exam scoring, process the application, then issue a license

In some cases the credentialing process can take up to 3 months or longer, depending on the volume of applicants at any one time. This waiting period after graduation means that a new graduate is unable to work as a licensee in his/her profession. From the nursing perspective, Wisconsin applicants can receive a *temporary* nurse license while waiting to take the exam. This is an extra expense to the applicant and the employer as it requires the employer to put in place 'designated supervision'.

DSPS is keenly aware that a nursing school program may be directly affected by the pass/fail of the NCLEX by a first time exam taker. This proposed change for the nursing credential process would involve limiting an applicant to sit for the NCLEX no earlier than 30 days prior to graduation, similar to what the Kansas Board of Nursing process entails. The Kansas Board allows applicants to take the NCLEX prior to graduation if a school provides the Board with a document stating that the student is approved to take the NCLEX. The Kansas Board describes their process as "a win/win for students and facilities and public protection is maintained."

In summary, this job initiative will safeguard the public and the student, while allowing applicants to complete the requirements in a timeframe best for them and to quickly enter the workforce. If you wish to provide comment for DSPS consideration, please respond by September 27th, 2013. Thank you.

Dan Williams
Executive Director
Division of Policy Development
WI Department of Safety & Professional Services
(608)267-7223
dan1.williams@wisconsin.gov

From: Maryann Alexander
Sent: Wednesday, September 11, 2013 10:03 AM
To: Williams, Dan - DSPS
Cc: Kathy Apple
Subject: Pros.cons.strategies for WI licensure changes.2013

Hi Dan,

Here are some pros/cons and suggestions for strategies for the governor's proposal to allow students to take the licensure exam prior to graduation. Please feel free to contact me if you have questions or you need any additional information.

Maryann Alexander, PhD, RN, FAAN
Chief Officer, Nursing Regulation
NCSBN

Pro: Possible advantages to allowing candidates to take exam whenever they choose

1. Flexibility. Individual can take exam at their convenience and when he/she feels prepared. May help students getting married, taking trips, etc. immediately following graduation. Some candidates delay taking the exam for several months or more after graduation because of these events. This offers them the option of taking the exam prior to graduation when they may be best prepared and less distracted.
2. May accelerate the licensure process and get nurses into the workforce quicker.
3. The Kansas BON has done something similar and with a few safeguards that have been put in place, they describe this as "a win/win for students and facilities and public protection is maintained."
4. Hospitals and other employers will find this advantageous. They no longer will have to worry about hiring someone who subsequently does not pass the NCLEX. Eliminates the need for temporary licensure.

CON: Possible unintended consequences of taking the exam prior to graduation

1. The exam is not designed to be taken without completion of the nursing program. It measures minimum competency at the time of graduation.
2. Cost: Taking the exam costs \$200. If a student takes it without completing his/her education and is not prepared to pass it, he/she has a high chance of failure and has needlessly spent their money.
3. School pass rates may be affected if students take the exam before completing the education program and fail the exam.
4. Taking the exam multiple times may over expose test items.
5. Students may lose confidence in their ability to pass the exam, if they take it before completing their education and fail. This may affect their ability to pass the exam when they are ready.

6. Taking the exam prior to 30 days before graduation will not have benefits. Prior to the month before graduation or program completion, the student is unprepared to take the exam. It is likely he/she will fail and have to retake the exam at a later date, paying additional testing fees. Even if the student passes the exam prematurely, the license cannot be issued until he/she graduates from the program.

Restricting the time frame to 30 days prior to graduation, facilitates passage of the exam as well as licensure and according to NCSBN statistics, Wisconsin does not need more than 30 days to process a license.

Strategies

We recommend the BON support the governor's initiative, but recommend some minor stipulations that will safeguard the public as well as the student.

1. If the proposed legislation goes into effect, the BON should require, either by rule or policy, that the dean or director of the nursing education program must sign a form indicating the student is ready to take the NCLEX. To view the form used by the Kansas BON go to:

<http://ksbn.org/forms/Test%20Before%20Transcript.pdf>.

The Kansas BON does not license the individual until they receive an official transcript from the nursing education program indicating the candidate has graduated from the program. Candidates for licensure must meet all other requirements for licensure as in the proposed Wisconsin legislation.

2. If possible, narrow the time frame to allowing candidates to take the exam up to 30 days prior to graduation.
3. We recommend the Wisconsin BON speak with the Kansas BON to learn how Kansas has successfully implemented these changes being proposed by the governor of Wisconsin.

9/27/2013

To: Members of the State Board of Nursing

From: Carol Ott, PhD, RN
Chairperson, Education and Licensure Committee

Re: Interview with Mary Blubaugh, Friday, September 27, 2013
Executive Administrator-Kansas Board of Nursing

According to Mary Blubaugh, the Kansas Board of Nursing initiated the early NCLEX initiative based on the fact that upon graduation, students were issued a 90 day permission to practice nursing while waiting to take NCLEX. The state did not issue a temporary license but called this 90-day time period "graduate status." During this 90 day period, 15% of students did not pass NCLEX. The Kansas BON felt it was unsafe to have those 15% who did not pass NCLEX providing nursing care to patients during the 90-day time frame. Thus, the 90 day graduate status was eliminated and now all new graduates need to be licensed prior practicing nursing.

There were a number of initiatives developed to speed up the process of graduates obtaining licensure including the following:

1. Schools of nursing were given the option to offer the early NCLEX option. Schools do not have to participate. However, those schools that do participate develop their own criteria. Some schools set the standard based on a number of criteria including but not limited to cutoff scores on a standardized predictor test given in the final semester of the program, grade point average, and clinical performance.
2. The Kansas BON requires that the school signs off on a student taking early NCLEX.
3. Even if a student passes NCLEX, a license will not be granted until proof of graduation is established as evidenced by the degree posted on the transcript.
4. The Kansas BON developed a mechanism to speed up the process of licensing after taking NCLEX. The time from taking NCLEX to issuance of a license is as soon as one day later. This is partly due to the development of an electronic transcript for processing of student transcripts.

Since initiating this process three years ago, pass rates in the state have not dropped. The overall state pass rate in 2010 was 83% (year of change in NCLEX test), 2011 was 85%, and 2012 was 88%. There have been no complaints to the BON since implementation.

Respectfully submitted,

Carol Ott



2013 BILL

1 **AN ACT** *to repeal* 449.05 (intro.), 451.06 (2), 452.09 (3) (e), 454.07 (3), 454.24 (3)
2 and 456.04 (intro.); *to renumber* 442.04 (4) (a), 449.05 (1m), 449.05 (2m),
3 451.06 (1), 456.04 (1), 456.04 (2), 456.04 (3) and 456.04 (4); *to renumber and*
4 **amend** 441.04, 441.06 (1), 441.07 (1), 441.10 (1), 441.10 (3) (a), 442.04 (4) (bm),
5 442.04 (4) (c), 442.04 (5), 449.04 (1), 450.03 (2), 450.04 (3) (intro.), 450.04 (3) (a),
6 450.04 (3) (b) and 456.03; *to amend* 39.393 (1) (c), 253.10 (7), 441.15 (3) (a)
7 (intro.), 441.16 (2), 445.045 (1) (g), 449.04 (title), 449.055 (5) and 459.26 (3); *to*
8 **repeal and recreate** 441.07 (title); and *to create* 440.071, 441.07 (1c), 441.10
9 (3) (a) 6. and 456.03 (5) of the statutes; **relating to:** examination requirements
10 for various professional credentials and powers of the Board of Nursing.

Analysis by the Legislative Reference Bureau

Under current law, the Department of Safety and Professional Services (DSPS) and various boards under DSPS administer Wisconsin's professional credentialing laws. For many credentials, DSPS or the relevant board requires that a candidate for a credential complete postsecondary education or other training to be eligible to sit for the examination for the credential.

BILL

Under this bill, DSPS or a board may not require a person to complete any postsecondary education or other program before the person is eligible to take an examination for a credential, except that an applicant for licensure as a registered nurse or licensed practical nurse must receive approval from the applicant's school of nursing in order to take the licensure examination before graduation. The bill creates an exception from that prohibition for the examination for a real estate appraiser certification or license issued by the Real Estate Appraisers Board.

Also under current law, the Board of Nursing (board) has the authority to conduct disciplinary proceedings and to revoke, limit, suspend, or deny the renewal of a license or certificate granted by the board. Under this bill, the board may also deny an initial license or certificate subject to certain rules.

For further information see the *state* fiscal estimate, which will be printed as an appendix to this bill.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

1 **SECTION 1.** 39.393 (1) (c) of the statutes is amended to read:

2 39.393 (1) (c) A program in this state that confers a 2nd degree that will make
3 the person eligible to sit for examination licensure under s. 441.04 441.06 or 441.10.

4 **SECTION 2.** 253.10 (7) of the statutes is amended to read:

5 253.10 (7) AFFIRMATIVE DEFENSE. No person is liable under sub. (5) or (6) or
6 under s. 441.07 (1) (1g) (f), 448.02 (3) (a), or 457.26 (2) (gm) for failure under sub. (3)
7 (c) 2. d. to provide the printed materials described in sub. (3) (d) to a woman or for
8 failure under sub. (3) (c) 2. d., e., f., fm., or g. to describe the contents of the printed
9 materials if the person has made a reasonably diligent effort to obtain the printed
10 materials under sub. (3) (e) and s. 46.245 and the department and the county
11 department under s. 46.215, 46.22, or 46.23 have not made the printed materials
12 available at the time that the person is required to give them to the woman.

13 **SECTION 3.** 440.071 of the statutes is created to read:

14 **440.071 No degree completion requirement to sit for examination. (1)**
15 Except as provided under sub. (2), the department or a credentialing board or other

BILL

1 board in the department may not require a person to complete any postsecondary
2 education or other program before the person is eligible to take an examination for
3 a credential the department or credentialing board or other board in the department
4 grants or issues.

5 (2) This section does not apply to an examination for a real estate appraiser
6 certification under s. 458.06 or license under s. 458.08.

7 **SECTION 4.** 441.04 of the statutes is renumbered 441.06 (1) (a) and amended
8 to read:

9 441.06 (1) (a) ~~Requisites for examination as a registered nurse. Any person who~~
10 ~~has graduated~~ The applicant graduates from a high school or its equivalent as
11 determined by the board, ~~does.~~

12 (b) The applicant does not have an arrest or conviction record, subject to ss.
13 111.321, 111.322 and 111.335, ~~holds.~~

14 (c) The applicant holds a diploma of graduation from an accredited school of
15 nursing and, if the school is located outside this state, submits evidence of general
16 and professional educational qualifications comparable to those required in this
17 state at the time of graduation ~~may apply to the department for licensure by the~~
18 ~~board as a registered nurse, and upon payment of.~~

19 (d) The applicant pays the fee specified under in s. 440.05 (1) ~~shall be entitled~~
20 ~~to examination.~~

21 **SECTION 5.** 441.06 (1) of the statutes is renumbered 441.06 (1) (intro.) and
22 amended to read:

23 441.06 (1) (intro.) ~~An~~ Subject to s. 441.07 (1g), the board shall grant a license
24 as a registered nurse to an applicant for licensure as a registered nurse who complies
25 with all of the following requirements of this subchapter ~~and satisfactorily passes an:~~

BILL

1 (e) The applicant passes the examination shall under s. 441.05 to receive a
2 license as a registered nurse in this state. The applicant may not take the
3 examination before receiving a diploma under par. (c) unless the applicant obtains
4 a certificate of approval to take the examination from the school of nursing the
5 applicant attends and submits that certificate to the board prior to examination.

6 **(1m)** The holder of such a license as a registered nurse under the laws of
7 another state or territory or province of Canada may be granted a license as a
8 registered nurse in this state without examination if the holder's credentials of
9 general and professional educational qualifications and other qualifications are
10 comparable to those required in this state during the same period and if the board
11 is satisfied from the holder's employment and professional record that the holder is
12 currently competent to practice the profession. The board shall evaluate the
13 credentials and determine the equivalency and competency in each case. The
14 application for licensure without examination shall be accompanied by the fee
15 prescribed in s. 440.05 (2).

16 **SECTION 6.** 441.07 (title) of the statutes is repealed and recreated to read:

17 **441.07 (title) Disciplinary proceedings and actions.**

18 **SECTION 7.** 441.07 (1) of the statutes is renumbered 441.07 (1g), and 441.07 (1g)
19 (intro.), as renumbered, is amended to read:

20 441.07 (1g) (intro.) ~~The board may, after disciplinary proceedings conducted~~
21 ~~in accordance with~~ Subject to the rules promulgated under s. 440.03 (1), the board
22 may deny an initial license or revoke, limit, suspend, or deny the renewal of a license
23 of a registered nurse, a nurse-midwife, or a licensed practical nurse, may; deny
24 an initial certificate or revoke, limit, suspend, or deny the renewal of a certificate to
25 prescribe drugs or devices granted under s. 441.16; ~~or may reprimand a registered~~

BILL

1 nurse, nurse–midwife, or licensed practical nurse, if the board finds that the person
2 applicant or licensee committed any of the following:

3 **SECTION 8.** 441.07 (1c) of the statutes is created to read:

4 441.07 (1c) Subject to the rules promulgated under s. 440.03 (1), the board may
5 conduct investigations and hearings to determine whether a person has violated this
6 chapter or a rule promulgated under this chapter.

7 **SECTION 9.** 441.10 (1) of the statutes is renumbered 441.10 (3) (a) 1. and
8 amended to read:

9 441.10 (3) (a) 1. ~~‘Prerequisites for examination as licensed practical nurses.’~~
10 ~~A person who~~ The applicant is 18 years of age or older, ~~does.~~

11 2. The applicant does not have an arrest or conviction record, subject to ss.
12 111.321, 111.322 and 111.335, ~~has.~~

13 3. The applicant has completed 2 years of high school or its equivalent as
14 determined by the board ~~and holds.~~

15 4. The applicant holds a diploma of graduation from an accredited school for
16 licensed practical nurses approved by ~~that~~ the board, ~~may apply to the board for~~
17 ~~licensing as a licensed practical nurse, and, upon payment of the examination.~~

18 5. The applicant pays the fee specified in s. 440.05 (1), ~~shall be entitled to take~~
19 ~~an examination.~~

20 (ag) Any school for licensed practical nurses, in order to be accredited, must
21 offer a course of not less than 9 months.

22 **SECTION 10.** 441.10 (3) (a) of the statutes is renumbered 441.10 (3) (a) (intro.)
23 and amended to read:

24 441.10 (3) (a) (intro.) ~~On complying with this subchapter relating to applicants~~
25 Subject to s. 441.07 (1g), the board shall grant a license as a licensed practical nurse

BILL**SECTION 10**

1 ~~to an applicant for licensure as licensed practical nurses, and passing an~~
2 ~~examination, the applicant shall receive a license as a licensed practical nurse. who~~
3 ~~satisfies all of the following conditions:~~

4 ~~(ar) The holder of the a license under this subsection is a “licensed practical~~
5 ~~nurse” and may append the letters “L.P.N.” to his or her name. The board may~~
6 ~~reprimand or may limit, suspend, or revoke the license of a licensed practical nurse~~
7 ~~under s. 441.07.~~

8 **SECTION 11.** 441.10 (3) (a) 6. of the statutes is created to read:

9 441.10 (3) (a) 6. The applicant passes the examination under sub. (2) for
10 licensure as a licensed practical nurse in this state. The applicant may not take the
11 examination before receiving a diploma under subd. 4. unless the applicant obtains
12 a certificate of approval to take the examination from the school of nursing the
13 applicant attends and submits that certificate to the board prior to examination.

14 **SECTION 12.** 441.15 (3) (a) (intro.) of the statutes is amended to read:

15 441.15 (3) (a) (intro.) ~~The Subject to s. 441.07 (1g), the board shall grant a~~
16 ~~license to engage in the practice of nurse–midwifery to any person licensed as a~~
17 ~~registered nurse under this subchapter or in a party state, as defined in s. 441.50 (2)~~
18 ~~(j), who does all of the following:~~

19 **SECTION 13.** 441.16 (2) of the statutes is amended to read:

20 441.16 (2) ~~The Subject to s. 441.07 (1g), the board shall grant a certificate to~~
21 ~~issue prescription orders to an advanced practice nurse who meets the education,~~
22 ~~training, and examination requirements established by the board for a certificate to~~
23 ~~issue prescription orders, and who pays the fee specified under s. 440.05 (1). An~~
24 ~~advanced practice nurse certified under this section may provide expedited partner~~
25 ~~therapy in the manner described in s. 448.035.~~

BILL

1 **SECTION 14.** 442.04 (4) (a) of the statutes, as affected by 2013 Wisconsin Act 21,
2 is renumbered 442.04 (5) (a).

3 **SECTION 15.** 442.04 (4) (bm) of the statutes is renumbered 442.04 (5) (b) 3. and
4 amended to read:

5 442.04 (5) (b) 3. ~~A person may not take the examination leading to the~~
6 ~~certificate to practice as a certified public accountant unless the~~ The person has
7 completed at least 150 semester hours of education with an accounting concentration
8 at an institution, and has received a bachelor's or higher degree with an accounting
9 concentration from an institution, except as provided in par. (c).

10 **SECTION 16.** 442.04 (4) (c) of the statutes is renumbered 442.04 (5) (c) and
11 amended to read:

12 442.04 (5) (c) If an applicant has a bachelor's or higher degree from an
13 institution, and satisfies the other conditions under par. (b), but does not have an
14 accounting concentration required in par. ~~(bm)~~ (b) 3., the examining board may
15 review such other educational experience from an institution as the applicant
16 presents and, if the examining board determines that such other experience provides
17 the reasonable equivalence of an accounting concentration required in par. ~~(bm)~~ (b)
18 3., the examining board shall approve grant a certificate as a certified public
19 accountant to the applicant for examination.

20 **SECTION 17.** 442.04 (5) of the statutes is renumbered 442.04 (5) (b) (intro.) and
21 amended to read:

22 442.04 (5) (b) (intro.) The examining board may not grant a certificate as a
23 certified public accountant to any person other than a person who is satisfies all of
24 the following conditions:

- 25 1. The person is 18 years of age or older, ~~does.~~

BILL

1 2. The person does not have an arrest or conviction record, subject to ss.
2 111.321, 111.322, and 111.335,~~and, except.~~

3 4. Except as provided in s. 442.05, the person has successfully passed an
4 examination in such subjects affecting accountancy as the examining board
5 considers necessary. ~~The examining board may not grant the certificate unless the~~
6 applicant has

7 5. The person has at least one year of public accounting experience or its
8 equivalent, the sufficiency of the experience or the equivalency to be judged by the
9 examining board.

10 (d) The examining board shall ensure that evaluation procedures and
11 examinations under this subsection are nondiscriminatory, relate directly to
12 accountancy, and are designed to measure only the ability to perform competently
13 as an accountant. The examining board may use the examination service provided
14 by the American Institute of Certified Public Accountants.

15 **SECTION 18.** 445.045 (1) (g) of the statutes is amended to read:

16 445.045 (1) (g) The person must have successfully passed a comprehensive
17 examination conducted by the examining board as required by s. 445.04. ~~The~~
18 ~~examination may be taken at any time after completion of the college and mortuary~~
19 ~~school instruction and regardless of the age of the applicant.~~

20 **SECTION 19.** 449.04 (title) of the statutes is amended to read:

21 **449.04** (title) **Examination and licensure.**

22 **SECTION 20.** 449.04 (1) of the statutes is renumbered 449.04 (1) (intro.) and
23 amended to read:

BILL

1 449.04 (1) (intro.) ~~Licenses~~ The examining board may grant a license to engage
2 in the practice of optometry ~~shall be issued only to persons~~ a person who pass
3 satisfies all of the following conditions:

4 (c) The person passes an examination approved or conducted by the examining
5 board. ~~An applicant who qualifies under s. 449.05 may take any examination~~
6 ~~approved or administered by the examining board upon payment of~~

7 (d) The person pays the fee specified in s. 440.05 (1).

8 **SECTION 21.** 449.05 (intro.) of the statutes is repealed.

9 **SECTION 22.** 449.05 (1m) of the statutes is renumbered 449.04 (1) (a).

10 **SECTION 23.** 449.05 (2m) of the statutes is renumbered 449.04 (1) (b).

11 **SECTION 24.** 449.055 (5) of the statutes is amended to read:

12 449.055 (5) The person satisfies the requirements under s. ~~449.05~~ 449.04 (1)
13 (a) and (b).

14 **SECTION 25.** 450.03 (2) of the statutes is renumbered 450.03 (2) (intro.) and
15 amended to read:

16 450.03 (2) (intro.) ~~The~~ Except as provided in s. 450.10, the board shall issue a
17 license as a pharmacist to any person who ~~files satisfactory proof of qualifications~~
18 ~~under s. 450.04 (3), passes~~ does all of the following:

19 (c) Passes the examination under s. 450.04 ~~and pays.~~

20 (d) Pays the fee specified in s. 440.05 (1), ~~except as provided under s. 450.10.~~

21 **SECTION 26.** 450.04 (3) (intro.) of the statutes is renumbered 450.04 (3) and
22 amended to read:

23 450.04 (3) Every candidate for examination for licensure as a pharmacist shall
24 submit an application on a form provided by the department and pay the fee specified

BILL

1 in s. 440.05 (1) at least 30 days before the date of examination. ~~Every candidate shall~~
2 ~~also submit proof to the board that he or she:~~

3 **SECTION 27.** 450.04 (3) (a) of the statutes is renumbered 450.03 (2) (a) and
4 amended to read:

5 450.03 (2) (a) Has received a professional degree from a pharmacy program
6 approved by the board; ~~and,~~

7 **SECTION 28.** 450.04 (3) (b) of the statutes is renumbered 450.03 (2) (b) and
8 amended to read:

9 450.03 (2) (b) Has completed an internship in the practice of pharmacy or has
10 practical experience acquired in another state ~~which~~ that is comparable to that
11 included in an internship and ~~which~~ that is approved and verified by the board or by
12 the agency ~~which~~ that is the equivalent of the board in the state in which the practical
13 experience was acquired.

14 **SECTION 29.** 451.06 (1) of the statutes is renumbered 451.06.

15 **SECTION 30.** 451.06 (2) of the statutes is repealed.

16 **SECTION 31.** 452.09 (3) (e) of the statutes is repealed.

17 **SECTION 32.** 454.07 (3) of the statutes is repealed.

18 **SECTION 33.** 454.24 (3) of the statutes is repealed.

19 **SECTION 34.** 456.03 of the statutes is renumbered 456.03 (intro.) and amended
20 to read:

21 **456.03 Licenses.** (intro.) An applicant for a license as a nursing home
22 administrator who does all of the following and has successfully complied with ~~the~~
23 any other requirements for licensure under this chapter ~~and passed the examination~~
24 shall be granted a license by the examining board, certifying that the applicant has
25 met the requirements of the laws and rules entitling the applicant to serve, act,

BILL

1 practice, and otherwise hold himself or herself out as a duly licensed nursing home
2 administrator;

3 **SECTION 35.** 456.03 (5) of the statutes is created to read:

4 456.03 (5) Passes the examination under s. 456.05.

5 **SECTION 36.** 456.04 (intro.) of the statutes is repealed.

6 **SECTION 37.** 456.04 (1) of the statutes is renumbered 456.03 (1).

7 **SECTION 38.** 456.04 (2) of the statutes is renumbered 456.03 (2).

8 **SECTION 39.** 456.04 (3) of the statutes is renumbered 456.03 (3).

9 **SECTION 40.** 456.04 (4) of the statutes is renumbered 456.03 (4).

10 **SECTION 41.** 459.26 (3) of the statutes is amended to read:

11 459.26 (3) An individual is not eligible for examination unless he or she has
12 satisfied the requirements for licensure under s. 459.24 (2) (a) to (d) or (3) (a) to (d)
13 and, at least 30 days before the date of examination, submits an application for
14 examination to the department on a form provided by the department and pays the
15 fee specified in s. 440.05 (1).

16 (END)

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 10/2/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: WI Board of Nursing			
4) Meeting Date:	5) Attachments: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Job Initiative Program – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p style="margin-left: 40px;">➤ MOTION: Rachelle Lancaster moved, seconded by Julie Ellis, recommends the DSPS to wait until after the next Board of Nursing meeting to provide the Board of Nursing an opportunity to draft a written position related to the Job Readiness Initiative as it relates to Nursing. Motion carried unanimously.</p>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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Governor Scott Walker Secretary Dave Ross

BOARD OF NURSING
ROOM 121A, 1400 EASY, WASHINGTON AVENUE, MADISON WI
CONTACT: DAN WILLIAMS (608) 266-2112
OCTOBER 10, 2013

Notice: The following agenda describes the issues that the Board plans to consider at the meeting. At the time of the meeting, items may be removed from the agenda. Please consult the meeting minutes for a description of the actions and deliberations of the Board. A quorum of the Board will be present during the committee meetings.

PRACTICE COMMITTEE

2:00 P.M.

CALL TO ORDER – ROLL CALL

OPEN SESSION: Practice Committee – Julie Ellis (Committee Chair), Jeffrey Miller, Lillian Nolan, Maria Joseph

- A. **Approval of Agenda(841-842)**
- B. **Approval of the Practice Committee Minutes of September 12, 2013(843-844)**
- C. **Public inquiries to DPS and the Board of Nursing – Discussion and Consideration(845-846)**
- D. Public Comments

ADJOURNMENT OF PRACTICE COMMITTEE MEETING

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PRACTICE COMMITTEE
BOARD OF NURSING
MEETING MINUTES
SEPTEMBER 12, 2013

PRESENT: Julie Ellis, Jeffrey Miller, Lillian Nolan,

ABSENT: Maria Joseph

STAFF: Dan Williams, Executive Director; Nicholas Tank, Bureau Assistant; and other Department Staff

CALL TO ORDER

Julie Ellis, Chair, called the meeting to order at 8:04 a.m. A quorum of three (3) members was present.

ADOPTION OF AGENDA

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to adopt the agenda as published. Motion carried unanimously.

APPROVAL OF MINUTES OF AUGUST 8, 2013

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to approve the minutes of August 8, 2013 as published. Motion carried unanimously.

POSITION STATEMENTS: 13, 14, 15, 17, 18, AND 19

MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to adopt Position Statements 13, 14 as modified, 15, and 17. Motion carried unanimously.

MOTION: Jeffrey Miller moved, seconded by Lillian Nolan, to remove Position Statements 18 and 19. 19 will be revised and reconsidered at the next Board of Nursing meeting. Motion carried unanimously.

DSPS RESPONSES TO FAQ OR PRACTICE QUESTION INQUIRIES

MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to have DSPS Staff forward any received practice questions to the Chair of the Practice Committee starting in September 2013 and progressing to February 2014. Motion carried unanimously.

ADJOURNMENT

MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to adjourn the Practice Committee meeting. Motion carried unanimously.

The meeting adjourned at 8:48 a.m.

**State of Wisconsin
Department of Safety & Professional Services**

AGENDA REQUEST FORM

1) Name and Title of Person Submitting the Request: Dan Williams		2) Date When Request Submitted: 10/2/13 Items will be considered late if submitted after 4:30 p.m. and less than: <ul style="list-style-type: none"> ▪ 10 work days before the meeting for Medical Board ▪ 14 work days before the meeting for all others 	
3) Name of Board, Committee, Council, Sections: WI Board of Nursing – Practice Committee			
4) Meeting Date: 10/10/13	5) Attachments: <input type="checkbox"/> Yes <input type="checkbox"/> No	6) How should the item be titled on the agenda page? Public inquiries to DSPS and the Board – Discussion and Consideration	
7) Place Item in: <input checked="" type="checkbox"/> Open Session <input type="checkbox"/> Closed Session <input type="checkbox"/> Both	8) Is an appearance before the Board being scheduled? If yes, who is appearing? <input type="checkbox"/> Yes by <input checked="" type="checkbox"/> No	9) Name of Case Advisor(s), if required: N/A	
10) Describe the issue and action that should be addressed: <p style="margin-left: 40px;">➤ COMMITTEE MOTION: Lillian Nolan moved, seconded by Jeffrey Miller, to have DSPS Staff forward any received practice questions to the Chair of the Practice Committee starting in September 2013 and progressing to February 2014. Motion carried unanimously.</p>			
11) Authorization			
Signature of person making this request		Date	
Supervisor (if required)		Date	
Executive Director signature (indicates approval to add post agenda deadline item to agenda) Date			
Directions for including supporting documents: 1. This form should be attached to any documents submitted to the agenda. 2. Post Agenda Deadline items must be authorized by a Supervisor and the Board Services Bureau Director. 3. If necessary, Provide original documents needing Board Chairperson signature to the Executive Assistant prior to the start of a meeting.			

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Education and Licensure Committee Corner

The Education and Licensure Committee is responsible for enforcing section 441.01 of the Wisconsin statutes related to minimum standards for schools of professional and practical nursing. The rules that have been enacted for oversight of nursing programs for this section are found in Chapter N 1, Program Approval for Schools of Nursing. These rules were written in 1983 and are currently undergoing revision. This process involves a review of our current rules, model rules from the National Council of State Boards of Nursing (NCSN), and rules from the states surrounding Wisconsin.

Program Approval

In Wisconsin, there are 42 approved professional schools of nursing and practical nursing schools. Since 2011, the Board of Nursing (BON) initially approved the following prelicensure professional nursing programs: Marantha Baptist Bible College, Wisconsin Lutheran College, Herzing University-Brookfield and Kenosha, and Rasmussen College-Green Bay. There are five new prelicensure professional nursing programs that are in various phases of program approval; Lac Courte Oreilles Ojibwa Community College, Rasmussen College-Wausau, Herzing University -Madison, Northeast Wisconsin Technical College paramedic to ADN program and Cardinal Stritch University--BSN program. There are two LPN programs in the authorization to plan phase; Chippewa Valley Technical College and Deaconess School of Nursing-Milwaukee. A school survey was conducted by BON representatives to investigate student complaints that resulted in rule violations to N 1.06. The program is working to correct the violations.

NCLEX scores for Continuing Approval

The statistical process used to determine school pass rates on the National Council Licensure Examination (NCLEX) as a requirement for continuing approval of programs under N 1.04 was suspended. This decision was based on statistical consultation, survey results, and NCSBN consultation. Results of a survey conducted of 28 states and by the Education and Licensure Committee indicated that 80 percent of the states surveyed used a cutoff scores of 75 or 80 percent. While the rules to N 1.04 are being revised, a success rate by the programs' graduates on the NCLEX of less than 80% on an annual basis over a 2-year period is considered a criteria for BON review.

Criminal Fingerprint Background Check for Initial Licensure

The role of the state BON is to protect the public and ensure that those who are licensed are qualified and safe to practice. Because nurses work with vulnerable populations, it is in the interest of public safety to review nurse licensure applicants past criminal behavior in determining whether they should be granted a license to practice nursing in the state of Wisconsin. As part of the application process for licensure in Wisconsin, new graduates are required to self-disclose whether they have a criminal background. The state of Kansas

implemented fingerprinting in 2009. Since implementation of this law, results indicate that 15 percent of applicants had a criminal history. Of those with a criminal history, 29 percent failed to disclose this information on their initial application (Blubaugh, M, 2012).

Not all applicants with a criminal history are denied licensure. The BON uses information to make the most informed decision to determine if the criminal behavior is directly related to the practice of nursing (e.g., sexual offense, attempted murder, armed robbery, cruelty to animals). Thirty-six states require finger-print based criminal background checks and more states have legislation pending. All states surrounding Wisconsin have mandatory fingerprinting; Minnesota, Michigan, Iowa, and Illinois. The BON passed a motion at the September meeting to seek an amendment to current law to require mandatory criminal background checks for initial nursing licensure only.

The National Council of State Boards of Nursing (NCSBN) and the American Nurses Association (ANA) supports fingerprint-based criminal background checks. Currently, the BON is working with the Wisconsin Nurses Association to gain support for this legislation. In all states with fingerprint checks, the applicant pays the cost of the background check that range from \$30 to \$75. The FBI's Integrated Automated Fingerprint Identification Systems is able to crosscheck states to find criminal histories that a search of one state alone could miss.

References:

Blubaugh, M (2012). Using electronic fingerprinting for criminal background checks. *Journal of Nursing Regulation*, 50-52.

Council of State Government (2012). Resolutions Supporting Criminal Background Check for Nurses Applying for State Licensure. www.csg.org.

Carol Ott, PhD, RN
Chairperson, Education and Licensure Committee

Julie L. Ellis PhD RN GCNS, Practice Committee Chair, Wisconsin State Board of Nursing



Greetings! I have been a member of the Wisconsin State Board of Nursing of for 1.5 years. A few months ago, I assumed the role of Chair of the Practice Committee, a subcommittee of the State Board of Nursing. I am also a faculty member at Columbia College of Nursing. I have an ICU background, having worked in ICUs at both University Hospital in Madison, and in northern rural Wisconsin, and I have years of experience in long term care and nursing administration. In addition, I am an ANCC certified geriatric clinical nurse specialist .

The Practice Committee considers practice issues as they relate to nursing regulation. In the recent past, the Board has considered such varied practice issues as RN administration of Propofol in outpatient settings, to delegation questions in school nursing. Often nurses can find answers to practice questions by reviewing Chapter 441, the Wisconsin State Nurse Practice Act. <http://docs.legis.wisconsin.gov/statutes/statutes/441.pdf>.

In addition, practice questions can be sent by nurses and others in Wisconsin, to the Department of Safety and Professional Services (DSPS), the state governmental umbrella agency in which the various licensing Boards are housed. DSPS keeps the Board of Nursing apprised of types of questions that are sent to the agency and consults with the Practice Committee on issues of particular concern.

Board meetings are held on the second Thursday of the month at 1400 E. Washington Avenue, Madison, Wisconsin. The Practice Committee meeting occurs in the morning and is open to the public.

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