

**Lake Superior College**  
**Associate Degree**  
**Practical Nursing Diploma**



**Accreditation Commission for**  
**Education in Nursing**  
**Self-Study Report**

**Fall 2017**



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**SECTION ONE:**  
**EXECUTIVE SUMMARY**

## **Section One: Executive Summary**

### **EXECUTIVE SUMMARY**

#### General Information:

1. Lake Superior College (LSC) is seeking reaccreditation for our Associate in Science Nursing and Practical Nursing Diploma programs. LSC is located in Duluth, Minnesota. The self-study report has been prepared for the fall 2017 accreditation cycle with a site visit scheduled for October 25-27, 2017.
2. LSC is the governing organization for the Practical Nursing Diploma Program. The nursing program has only one location.

Lake Superior College  
2101 Trinity Ave  
Duluth, MN 55811-3349

3. The Chief Executive Officer of Lake Superior College is Dr. Patrick Johns, President, Ph.D.
4. The Higher Learning Commission, a commission of the North Central Association of Colleges and Schools, has accredited LSC since 8/7/98. The last reaffirmation of accreditation occurred in 2014-2015. The next reaffirmation is in 2022-2023.

5. The Associate of Science and Practical Nursing Programs at Lake Superior College are located at:

2101 Trinity Road  
Duluth, MN 55811-3349

6. The Nurse Administrator of the nursing programs is Deborah Amys, MA, RN. She possesses her Masters of Arts in Nursing.

Deborah Amys, MA, RN

Director of Nursing  
(218) 733-7696 – direct office phone  
(218) 733-7703 – fax number  
(218) 1-800-432-2884, ext. 7696  
[d.amys@lsc.edu](mailto:d.amys@lsc.edu)

7. The Minnesota Board of Nursing (MBON) has granted approval of the Associate Degree Nursing and Practical Nursing Programs at LSC. The MBON granted continuing approval to Lake Superior College's Associate Degree Nursing Program on February 4, 2016. The MBON granted continuing approval to Lake Superior College's Practical Nursing Program on April 5, 2012 in accordance with Minnesota rule 6301.2360 subparts 2 and 3. Subsequent Board approval to follow the fall 2017 ACEN accreditation site visit. (Appendix A)

Contact information for the MBON follows:

Minnesota Board of Nursing  
2829 University Ave. SE #200  
Minneapolis, MN 55414-3253  
612-317-3000

8. The self-study report is written to the 2017 ACEN Standards and Criteria.

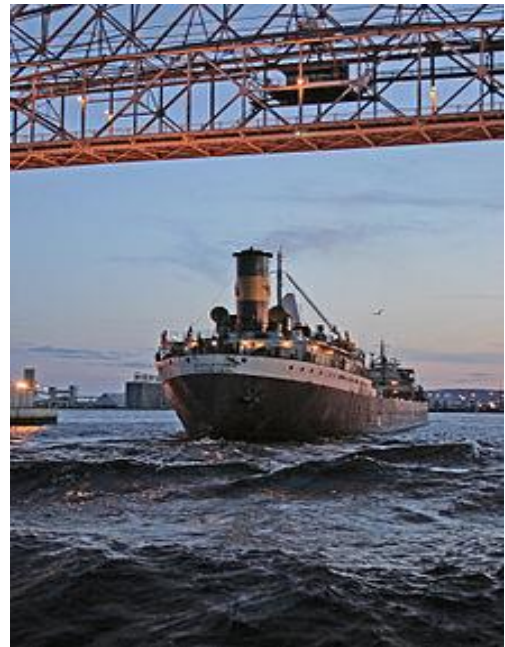
## Introduction

### Geography

Lake Superior College (LSC) is located in northeastern Minnesota in the City of Duluth, the fourth largest city in Minnesota and a community of approximately 86,000 residents and within a 30 mile radius the population is 184,134. Duluth, also known as the "San Francisco of the Midwest," is well known as a sprawling hillside town, overlooking Lake Superior and the St. Louis River.



Due to its proximity to water, Duluth first developed as a mining, lumber, and shipping town. Today, Duluth industries include tourism, healthcare, financial/banking, mining, paper, communications, education and shipping.



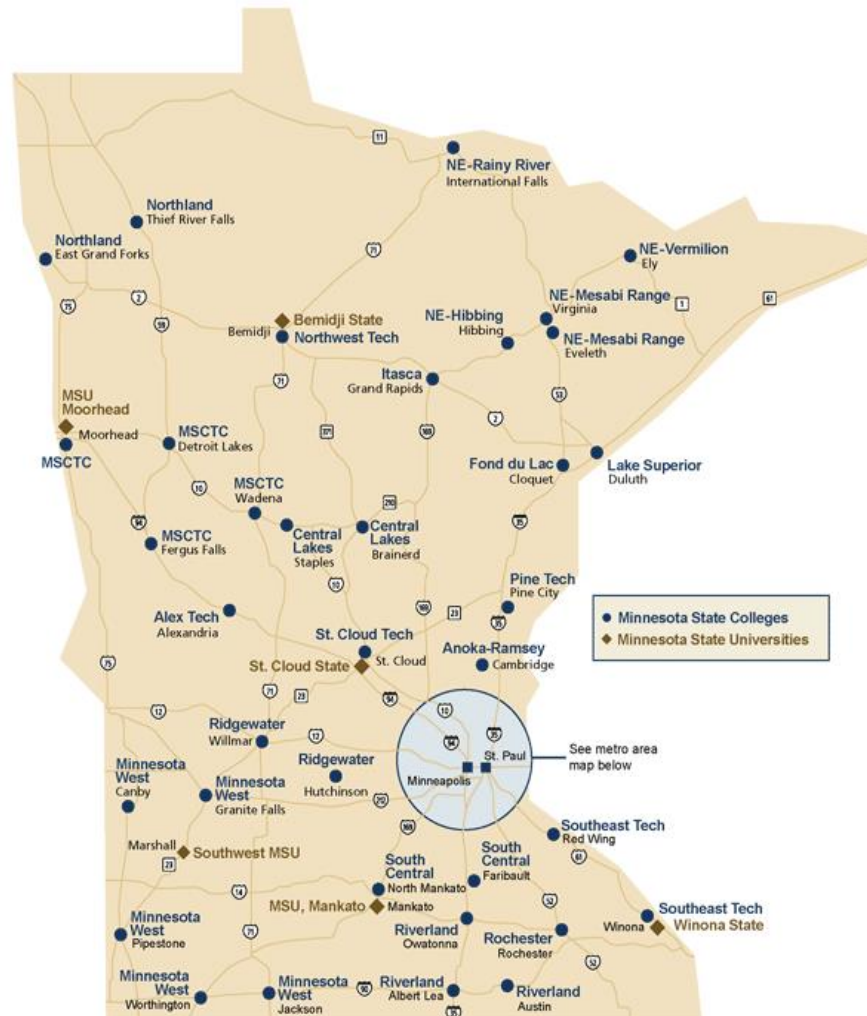
The Lake Superior College campus is situated on a wooded campus that overlooks Duluth's famous harbor and the St. Louis River Valley. It features award-winning architecture, comfortable classrooms, up-to-date technical labs and beautiful study and library facilities. The campus has a natural setting that includes an urban forest, award-winning nature trails, disc golf course and a designated trout stream. The college offers more than 70 certificates, diplomas and degrees with the second lowest tuition in the state of Minnesota. Although LSC has the feel of a small community college, it serves over 4,500 students, with approximately 1,200 students graduating yearly.



### Governance

Minnesota State (MN State) is the governing board for LSC. The law creating the system was passed by the Minnesota Legislature in 1991 and went into effect July 1, 1995. Instead of three separate governing boards and three chancellors as it was prior to 1995, there is now one board and one chancellor for the entire system. With its 30 colleges institutions, including 25 two-year colleges and 7 state universities, the MN State system is the largest single provider of higher education in the state of Minnesota and fourth in the nation. The colleges and universities operate 54 campuses in 47 Minnesota communities and serve nearly 400,000 students a year. Overall, the system produces about 34,700 graduates each year. The system also serves 157,000 students in non-credit courses. In addition to credit-based courses, the system offers 15,380 customized training programs that serve over 126,000 students from 2,000 Minnesota businesses each year.

MN State offer the lowest tuition in Minnesota with LSC having the second lowest tuition in the state system.



## History of LSC

In 1995, LSC originated, as a merger of the Duluth Community College Center (DCCC) and the Duluth Technical College (DTC). Prior to 1995 these two Colleges were independent of each other and were housed on separate campuses. DTC has existed under various names since 1945 when the first courses were offered for World War II Veterans. The college was operated as part of the Duluth Independent School District 709 until the 1995 merger, and rests on the site where the technical college was built in 1968 by the School District. DTC has offered a variety of technical programs in health, business and industrial trades as well as training opportunities to business and industry clients throughout its history.

Duluth Community College Center (DCCC) was an outgrowth of Hibbing Community College, which was at that time a part of the Arrowhead Community Region. In 1984, Hibbing Community College extended its Allied Health programs to the Duluth region. These Allied Health programs included Nursing and Radiology. Over the next 11 years, the DCCC grew to include a large variety of Liberal Arts and Science courses, several Associate of Arts degrees and transfer

credits to four-year institutions. DCCC was housed at the Marshall School site on Rice Lake Road until it moved to the site of the former DTC. In fall 1996, after a \$10.8 million expansion project, LSC opened their new doors to the Duluth community. Since then, LSC has added two new state-of-the-art buildings, one being the Health and Science Building, which opened in January 2012.

### Tracks

Lake Superior College offers four different nursing tracks: practical nursing, military medic LPN bridging program, professional nursing, and advanced standing LPN to RN. An informal survey of our practical nursing students in 2008 revealed that 97% of the students polled would have chosen a generic RN nursing program if one had been available. A similar survey of PN mobility students showed that 92% of those polled would have chosen an RN generic nursing program had it been available. Thus LSC started a generic ADN program in January 2009. In 2011, we reduced the number of Practical Nursing students from 60 in the fall and 40 in the spring to only 30 students every fall. Many of the students from this program plan to continue their education in nursing by applying to the Advanced Standing LPN Track program.

The Associate of Science Degree in Nursing Program has a generic track and an LPN to RN track. The generic track consists of 4 semesters, with a class of 60 students after students complete pre-program requirements. In January of 2009, 43 students were accepted as it was our first class. However, since 2012, we have admitted 60 students every semester as we reduced the number of students in the practical nursing program and phased out the former AD mobility program.

The LPN to RN program has been in existence since 1984 and accepted its last class in fall 2011. In our current program, LPN's are allowed advanced standing in the Associate of Science Degree in Nursing. Thirty students are admitted each spring. All students entering this program will have the same pre-requisites as in the generic program with the added requirement of having successfully passed NCLEX-PN.

### Students

Table 1: LSC Nursing Student Demographics

#### **ADN FY 15-17 DEMOGRAPHIC DATA**

Based on enrollment in ADN 1400, 1415, 1530, and 2400 between Fall 2014 (FY15) and Spring 2017 (FY17)—as specified.

<b>GENDER</b>	<b>2015</b>		<b>2016</b>		<b>2017</b>	
Female	121	81%	124	86%	105	75%
Male	28	19%	20	14%	34	24%
Unknown	1	1%	0	0%	1	1%
Totals	150	100%	144	100%	140	100%

<b>AGE</b>						
25 or less	63	42%	74	51%	63	45%

26-30	42	28%	38	26%	25	18%
31-40	30	20%	24	17%	35	25%
41-50	12	8%	5	3%	15	11%
51-60	3	2%	3	2%	2	1%
Over 60	0	0%	0	0%	0	0%
Totals	150	100%	144	100%	140	100%

ETHNICITY						
American Indian or Alaska Native	4	3%	3	2%	1	1%
Asian	3	2%	1	1%	1	1%
Black or African American	4	3%	1	1%	3	2%
Hispanic of any race	3	2%	1	1%	2	1%
Nonresident Alien	2	1%	0	0%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%
Two or more races	6	4%	2	1%	1	1%
White	126	84%	136	94%	127	91%
Unknown race and ethnicity	2	1%	0	0%	5	4%
Totals	150	100%	144	100%	140	100%

#### PN FY 15-17 DEMOGRAPHIC DATA

Based on enrollment in NUPN 1400 between Fall 2014 (FY 15) and Fall 2016 (FY17) —as specified.

GENDER	2015		2016		2017	
Female	30	94%	25	93%	21	84%
Male	2	6%	2	7%	4	16%
Unknown	0	0%	0	0%	0	0%
Totals	32	100%	27	100%	25	100%

AGE						
25 or less	15	47%	23	85%	14	56%
26-30	6	19%	2	7%	6	24%
31-40	6	19%	1	4%	4	16%
41-50	3	9%	1	4%	1	4%
51-60	1	3%	0	0%	0	0%
Over 60	1	3%	0	0%	0	0%
Totals	32	100%	27	100%	25	100%

ETHNICITY						
American Indian or Alaska Native	0	0%	1	4%	1	4%

Asian	0	0%	1	4%	1	4%
Black or African American	2	6%	0	0%	1	4%
Hispanic of any race	0	0%	1	4%	0	0%
Native Hawaiian or Other Pacific Islander	0	0%	0	0%	0	0%
Nonresident Alien	0	0%	1	4%	0	0%
Two or more races	0	0%	1	4%	0	0%
White	30	94%	22	81%	22	88%
Unknown race and ethnicity	0	0%	0	0%	0	0%
Totals	32	100%	27	100%	25	100%

Lake Superior College – Office of Accreditation, Research, and Assessment-DML -3/22/17. Source: Minnesota State Operational Data

Table 2: LSC Nursing Student Full- and Part-Time:

<b>AS Nursing</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Full-time	101	73	45
Part-time	114	178	195
<b>Practical Nursing</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Full-time	29	24	24
Part-time	3	2	1

### Faculty

LSC nursing faculty represents the many facets of healthcare and nursing, from perinatal and pediatrics, cardiac and medical/surgical, to ICU and ER nursing. They better the community and healthcare at large through volunteer work, paid work as an RN, and dynamically integrating best practices into nursing education in order to train the best nurses possible.

Faculty members are blessed with the opportunity to teach in all four of the nursing tracks. All 12 full-time faculty have their master's degree in nursing. LSC has 9 part-time faculty members for fall 2017. Of these 9 faculty members, 8 have a masters and one with a minimum of a bachelor's in nursing. One part-time faculty member has a master's degree in exercise physiology, one has a master's in education, and one has a BS in nursing.

### History of the Department of Nursing

Lake Superior College has a long history in educating future nurses. Lake Superior College arose from the merger of the Duluth Community College Center (DCCC) and the Duluth Technical College in 1995. The Duluth Community College Center first admitted students in 1984 as an extension of the Hibbing Community College. This campus offered a PN mobility program which was later transferred to the LSC campus with the merger.

The practical nursing program was started in September of 1948 with 16 students as a cooperative venture between Miller Memorial Hospital and the Duluth Board of Education. It was named the Miller Memorial Hospital School of Practical Nursing. This was during the post-war era when vocational schools started to be developed. The school was described as a twelve month program with emphasis placed on the "principles and practice of bedside nursing, body structure and

functions, nutrition in health and disease, home management and elementary psychology.” Admission requirements included a minimum age of 17 up to 40 years of age, high school graduation (preferred), physical exam and personal interview. Tuition was \$25.00; meals, uniforms, laundry of uniforms and text books were provided; and students were paid a stipend of \$10 per month.

In 1949, the name of the school was changed to the School of Practical Nursing, sponsored by the Miller Memorial Hospital and the Duluth Board of Education. There were two class starts per year, one each September and February. The school received provisional accreditation from the Minnesota Board of Nursing (MBON) for one year; therefore, the first class of students were eligible to take the examination for practical nurse licensure. Full accreditation was received in February of 1950. In 1950, the Duluth Public Schools established the Duluth Area Vocational Technical Institute (DAVTI), administered by the Duluth School Board in cooperation with the Minnesota Department of Education.

In 1982, the nursing education schools in Northeastern Minnesota joined together to form the Itasca Nursing Education Consortium (INEC), funded with grants from the Blandin Foundation in Grand Rapids, MN. The desire of the consortium was to develop a model of an articulated nursing education program similar to the one developed by the Aggasiz Region Nursing Education Consortium (ARNEC) in Northwestern Minnesota, formed in 1973. The purpose was to develop an articulated nursing program among the institutions, so that the student could move seamlessly through the levels of nursing education, stopping out at any level and enter back in as desired. This effort was time intensive and required funding for faculty release time for participation in the process. A model was set for the Arrowhead region for a seamless transition from CNA through graduate nursing.

With the 1995 merger of Duluth Technical College and the Duluth Community College Center, which formed Lake Superior College, the College established its own second-year AD nursing program. The most recent program change occurred with the mandated state-wide change from quarters to semesters.

Lake Superior College’s practical nursing program received initial approval from the Minnesota Board of Nursing in 1950 and received continuing approval in 2015 after receiving initial ACEN accreditation status (Resource room: LSC PN Continuing Approval). Lake Superior College is seeking ACEN reaccreditation for the practical nursing program. The practical nursing diploma Program is 3 semesters, which includes all program requirements for a total of 40 credits (Appendix A – PN Program Guide Sheets).

LSC’s Associate of Science Nursing Degree received initial approval from the Minnesota Board of Nursing in December 2008 and continuing approval 2016 (Resource room: LSC AD Continuing Approval). LSC is seeking ACEN re-accreditation. Initial ACEN accreditation granted fall 2012.

The AS generic professional nursing program is 4 semesters after meeting pre-program requirements and is a total of 64 credits. All MN State AD programs are 64 credit AS degrees. The AS Advanced Standing LPN Track program is 3 semesters after completing the pre-program requirements and is also 64 credits. Students entering this track are granted 8 credits from a practical nursing program completion and requires a valid, unencumbered MN Practical Nursing License. The first semester includes three courses that promote successful transition to their new RN role: “Medical/Surgical Interventions”, “Health Assessment”, and “Professional

Nursing Concepts". The last two semesters are identical to the generic professional nursing program with the exception of ADN2440 Clinical Management with Integrated Theory. (Appendix A: AS Nursing Program Guide Sheets. Appendix B: Mini Syllabi).

The graduating LSC Practical Nursing students have enjoyed the nearly seamless transition to the Professional Nursing degree offered through LSC and all our AS nursing graduates have the opportunity to pursue a BSN at 7 MN State Universities and the College of Saint Scholastica here in Duluth. In fall 2011, Bemidji State University began offering a program on LSC Campus for RN's to complete a Bachelors in Nursing. Admission to this program has been highly sought after by our AD graduates.

## **SUMMARY OF STANDARDS AND CRITERIA:**

### **1. Mission and Administrative Capacity**

**1.1:** The Mission statements and philosophy statements of MN State, LSC and the nursing programs are congruent. The student learner outcomes are provided for students at orientation in the nursing student policy handbook. The LSC mission and vision statement can be found online at <http://www.lsc.edu/Mission/>. The mission and vision statement for MN State can be found at <http://www.mnscu.edu/board/policy/1a01.html>.

**1.2:** Nursing program faculty and nurse administrator are involved in governance of the nursing programs through regular staff meetings, curriculum review, faculty search committees, advisory meetings and work on ACEN accreditation. The nursing faculty is also involved with various other campus committees. Students are involved in governance through student council, student representation at faculty and advisory committee meetings, and Nursing Club here on campus.

**1.3:** The LSC nursing program has an active advisory committee that meets twice a year and can be called on for further guidance as needs arise. The advisory committee reviews the curriculum, policies and concerns as well as keeping us updated on healthcare trends. End-of-program student learning outcomes and program outcomes are shared at advisory committee meetings.

**1.4:** LSC has developed strong partnerships with the local hospitals, clinics, nursing homes and various other health care agencies, as evidenced by participation on our advisory committee. Other partnerships exist that support the nursing education unit such as Minnesota Health Force, Minnesota Nursing Directors meetings and the Directors of Health programs at LSC.

**1.5:** The director of the nursing department holds a master's degree in nursing. Deborah Amys MA, RN is the current Director of Nursing Programs.

**1.6:** Deborah Amys came to her position with both clinical and academic experience including past experience as the nursing departments clinical coordinator. Deborah completed the MBON orientation for new directors the year hired as director.

**1.7:** The clinical coordinator, Amy Goman MSN, RN is academically and experientially qualified.

**1.8:** The director of nursing has the authority and the responsibility for the development and administration of the nursing program. The director is full time and has adequate time and resources to fulfill the role responsibilities. Administration at LSC is very supportive of the director of nursing programs role as evidenced by sufficient manpower, physical space and budget.

**1.9:** The director of nursing programs has the authority to prepare and administer the program budget and advocates for equity within the unit and among other units of the governing organization. Nursing faculty is involved with the administration of the budget at faculty meetings.

**1.10:** Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with the policies of MnSCU and LSC. The nursing education unit has additional policies which are specific to the student learner outcomes and various clinical setting requirements. These additional policies are found in the Nursing Student Handbook. <http://blogs.lsc.edu/nursing/>

**1.11:** LSC's nursing department does not offer any online nursing courses.

## **2. Faculty and Staff**

**2.1:** 100% of full-time (12) faculty members possess a Masters in Nursing.

**2.2:** 100% of part-time instructors (9) hold a baccalaureate degree in nursing, six hold a master's of nursing/NP and two hold a master's in other fields.

**2.3:** All nursing courses are taught by nursing faculty members.

**2.4:** LSC does not utilize preceptors.

**2.5:** The number and utilization of faculty ensure that the program outcomes are achieved. LSC is constantly reviewing the number and utilization of faculty to meet our needs. LSC hired two new faculty members for fall 2017.

**2.6:** Faculty performance reflects scholarship and evidence-based teaching and clinical practices. The faculty diligently collaborated to redesign the PN and ADN programs and based it on evidence-based teaching and clinical practices. The faculty also attends seminars, conferences and pursues post-graduate course work. Many faculty members have taken advantage of sabbatical opportunities.

**2.7:** The number, utilization, and credentials of staff and non-nurse faculty are sufficient to achieve the program goals and outcomes. LSC has one full-time College Lab Assistant. The nursing department has a full-time support staff that is the administrative support for all Allied Health and Nursing. The health department also has support from the administrative assistant to the Dean of Allied Health and Nursing.

**2.8:** Faculty are oriented and mentored in their areas of responsibilities by the Director of Nursing Programs and the Clinical Coordinator. Starting fall 2013, LSC has developed an official mentoring program that pairs new faculty with seasoned faculty for the first semester. New faculty are paired with other instructors teaching the same lab or clinical.

**2.9:** Faculty evaluations occur with the same criteria and frequency as other faculty at LSC. Full-time and part-time non-probationary faculty are evaluated every five years, probationary faculty members are evaluated every semester.

**2.10:** Faculty engage in ongoing development and receive support for instructional and distance learning at LSC from the Technology Support Center. The technology department offers individual and group sessions for those interested in either developing or enhancing on ground and/or online courses.

### **3. Students**

**3.1:** The nursing program at LSC uses both the college-wide policies and policies specific to the nursing student. The college wide policies are available online and the nursing policies are handed out to students during orientation and are available online. The nursing program policies are more stringent than the college wide policies due to clinical safety and site requirements. All policies are consistently and non-discriminately enforced.

**3.2:** The goal of LSC's nursing program is to provide clear and consistent information intended to inform the public including the accreditation status. This information can be found online at <http://blogs.lsc.edu/nursing/> and the LSC webpage.

**3.3:** Changes in policies, procedures, and program information are clearly communicated to students via e-mail and the nursing department's website.

**3.4:** Student services are commensurate with the needs of students pursuing and completing a degree in either practical nursing or ADN nursing. Admissions, financial aid, business office, technology support, and disability services are available to students on campus, via telephone and the internet.

**3.5:** Student educational records are maintained according to the governing organizational guidelines. Students have access online to their degree audit report (DARS) at any time through a secured student log in site.

**3.6:** Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements are maintained by the financial aid department in compliance with the Minnesota Government Data Practice Act.

**3.6.1:** A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is required for students to view online prior to obtaining loans.

**3.6.2:** Students are informed of their ethical responsibilities regarding financial assistance through online loan counseling and the online exit loan counseling found at <https://studentloans.gov/myDirectLoan/index.action> on the LSC website.

**3.6.3:** Financial aid records are maintained in compliance with the policies of LSC, the state of MN, and federal guidelines.

**3.7:** Records reflect that the program complaints and grievances receive due process and include evidence of resolution. The Director of Nursing Programs has a log of all petitions, complaints, and grievances related to the nursing program. All other petitions, complaints, and grievances are recorded with the Dean of Allied Health & Nursing.

**3.8:** Orientation to technology is provided on D2L to all students. Nursing students are also oriented to the technology at two of the local hospitals prior to clinical. Further assistance can be obtained at the Technology Support Center.

**3.9:** Information for students in distance education is clear, accurate, and consistent. The Technology Support Center is available via email, phone, and drop in. The information on the Technology Support Center is available on the LSC website.

#### **4. Curriculum**

**4.1:** The curriculum incorporates established contemporary practices, professional standards, guidelines, and competencies based on:

- NLN competencies and core values
- QSEN
- LSC college-wide outcomes.

The end-of-program student learning outcomes and organizational framework are on the LSC nursing website and in the nursing student handbook. <http://blogs.lsc.edu/nursing/>

**4.2:** The end-of-program student learning outcomes are used to organize the curriculum, guide in the delivery of instructions and directs all learning activities throughout all LSC's nursing programs. All EPSLO's are evaluated during the clinical evaluation process and in every nursing class. As of June 2017, the curriculum committee has developed a revised plan to evaluate, analysis, and implement ESLO's.

**4.3:** Through an active curriculum committee, LSC nursing faculty design and revise curriculum. Faculty continually reviews the curriculum for rigor and currency at faculty meetings. Input into curriculum, including rigor and currency also is addressed through our nursing simulation and test review committees.

**4.4:** General education courses enhance professional nursing knowledge and practice of all LSC's nursing students. Carefully chosen general education courses support the curriculum's conceptual framework and ensure nursing students have a broad knowledge base upon which to build.

**4.5:** The curriculum includes cultural, ethnic, and socially diverse concepts that are threaded throughout the entire curriculum of all the nursing programs. The nursing programs provide many assignments and opportunities for students to experience regional, national, and global perspectives.

**4.6:** The curriculum and instructional processes reflect educational theory. The faculty has incorporated many new concepts into the program after attending conferences, seminars, or graduate courses. Articles that reflect educational theory, interdisciplinary collaboration, research, best practices, and evidence-based practice are shared at faculty meetings and are often the basis for a change in curriculum. The nursing faculty and director of nursing programs, collaborate with other disciplines on campus such as math, science, English, and the social science departments to assure a strong foundation of general education, vital for success in the nursing program.

**4.7:** The EPSLO's, competencies, and achievements are evaluated in multiple ways. Evaluation methodologies include classroom tests, discussions, clinical paperwork, papers, concept maps, critical thinking assignments, and simulation.

**4.8:** The AS professional nursing program is a 4 semester 64 credit (after pre-program requirements) associate of science degree. All AS nursing degrees in the MN State system are 64 credits. The AS professional nursing track is also 64 credits in 3 semesters after completing pre-program requirements. The program length for the Practical Nursing Diploma Program is 2 semesters, which follows one semester of program pre-requisites, for a total of 3 semesters. This length for all our nursing programs is not only congruent with the attainment of EPSLO's but is also consistent with the policies of LSC, MN State, MBON, and best practices.

**4.9:** The clinical sites and practice learning environments used for the nursing students provide excellent learning environments and a wide variety of experiences. LSC maintains updated contracts with all clinical facilities with specific expectations for all parties and ensures the protection of students. Many of the facilities used for clinical also have members serving on the LSC Nursing Advisory Committee. The Advisory Committee and clinical facilities update faculty in current best practices and nationally established patient health and safety goals.

**4.10:** Written contracts are in place for all clinical practice agencies. The contracts are current, specify expectations for all parties, and ensure the protection of students.

**4.11:** Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the EPSLO's.

## **5. Resources**

**5.1:** LSC administration is supportive of the nursing program and provides fiscal resources that are sufficient to ensure the achievement of the program outcomes. Nursing faculty and staff are empowered to identify the program's fiscal resource needs and the nursing program is allowed to take the lead in setting the nursing non-personnel budget.

**5.2:** LSC has classrooms, labs, and offices sufficient to meet the needs of faculty, staff, and students. The nursing program moved into the new Health and Science building in January 2012. Our labs have been equipped with up-to-date equipment and we have been allowed the budget to purchase supplies as needed.

**5.3:** Learning resources and technology have been selected by the faculty and are comprehensive, current and accessible to faculty and all students. The technology includes Library, Desire to Learn (D2L), simulation and Kaplan which are reviewed regularly by faculty. Students and faculty are oriented to resources and technology.

**5.4:** The LSC nursing department does not offer any online or alternative methods of delivery.

## Outcomes: Practical Nursing

**6.1:** The nursing department has developed a written plan for systematic evaluation of the EPSLO's. The evaluation process is ongoing and includes a plan for analysis of assessment data along with a plan for implementation of identified needed changes.

**6.2:** Program demonstrates evidence of graduates' achievement on licensure examination.

Year	LSC's Pass Rate	National Pass Rate
2017	100%	83.13%
2016	100%	83.70%
2015	88.89%	81.89%
2014	82.35%	82.16%

**6.3:** Program demonstrates evidence of students' achievement in completing the nursing program. Completion ratio's did decline in 2015 but are starting to rebound.

PN Completion Ratios:

- 2016 – 70.83% (21/27)
- 2015 – 68.97% (20/29)
- 2014 – 72.72% ((16/22)

**6.4:** Program demonstrates evidence of graduates' achievement in job placement.

### MN State Graduate Job Placement History

Year	Employment rate (%)
2015	83.3%
2014	100%
2013	100%

## Outcomes: AS Nursing

**6.1:** The nursing department has developed a written plan for systematic evaluation of the EPSLO's. The evaluation process is ongoing and includes a plan for analysis of assessment data along with a plan for implementation of identified needed changes.

**6.2:** Program demonstrates evidence of graduates' achievement on licensure examination.

Year	LSC's Pass Rate	National Pass Rate for all US Associate Degrees
2017	96.59%	85.86%
2016	93.02%	81.68%
2015	82.68%	82.0%

2014	69.49%	79.27%
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**6.3:** Program demonstrates evidence of students' achievement in completing the nursing program. Completion ratio's did decline with the increased program rigor but are starting to rebound.

AS Nursing Completion Ratio:

- Spring 2016 – 64.4% (38/59)
- Fall 2015 – 70.18% (40/57)
- Spring 2015 – 67.27% (37/55)
- Fall 2014 – 83.61% (51/61)
- Spring 2014 – 85.45% (50/57)

AST Nursing Completion Ratio:

- Spring 2016 – 70.83% (17/24)
- Spring 2015 - 68.97% - (20/29)
- Spring 2014 – 92.86% (26/28)

**6.4:** Program demonstrates evidence of graduates' achievement in job placement.

#### MN State Graduate Job Placement History

Year	Employment rate (%)
2015	98.6%
2014	94.7%
2013	89.5%

### **ANALYSIS AND SUMMARY OF STRENGTHS AND AREAS NEEDING DEVELOPMENT:**

<b>Areas needing development</b>
<ul style="list-style-type: none"> <li>• Feel we are outgrowing our lab space</li> <li>• Need a simulation coordinator with our new simulation course and labs</li> <li>• Need more open lab times, including evening hours</li> <li>• Student mentoring program puts an increased amount of work on the faculty</li> <li>• Need for more master's prepared adjunct faculty</li> <li>• Release time for clinical coordinator decreased at a time that student numbers have been increasing</li> <li>• TCCP (The Clinical Coordination Partnership) has increased the work load and responsibilities of the clinical coordinator</li> <li>• TCCP has been monetarily costly to the nursing program</li> <li>• Small program budget decreases in the last few years consistent with the decreases of the same percentage across the campus</li> <li>• Maintaining accreditation</li> <li>• Faculty stretched with overload due to inadequate staffing and ability to find master's prepared nurses; however the overload has been decreasing</li> <li>• Faculty feel stretched with non-classroom responsibilities, mainly due to accreditation process, updates, curriculum revision and implementation, and mentoring program</li> </ul>

## Strengths of the Nursing Programs

- Faculty committed to student success
- Energetic faculty
- Supportive administration
- Strong relationships with clinical partners
- Nationally accredited nursing programs
- New faculty mentoring program
- Active nursing club
- Open labs developed to allow student lab practice time. Labs, when possible, open into the evening hours
- Lab assistant
- Student mentoring program
- Clinical experiences are in long-term care, acute care, community and assisted living settings
- Simulation course added to AS program which provides the students the ability to delegate, prioritize and function independently while managing patient care within the scope of practice
- Adequate budget to meet program needs
- MN nurse practice act for RN and PN
- NCLEX-RN pass rates above the national average for the last two years
- NCLEX-PN pass rates consistently above the national average
- EMR training at both acute care sites
- Clinical coordinator strengthens and supports the relationship between LSC and our clinical partners
- Clinical coordinator that arranges clinical experiences as well as EMR training
- Technical support
- Critical thinking and problem solving is emphasized throughout the AD curriculum
- Clear student expectations
- Rigorous and structured curriculums
- Nursing committees: curriculum, test and simulation
- New AS Nursing curriculum with course leveling from semester 1 to 4 (or 1-3 in AST program)
- Leveling from semester I to semester II in PN program
- Online text books for AD program
- Online resources for all nursing programs
- Integrated nationally normed testing throughout AD curriculum
- Exit HESI exam for PN program
- Clinical post conference schedules which guide instructors to meet same objectives consistently
- New faculty scheduled in lab to be mentored by seasoned faculty
- Assign a faculty member as lead instructor for clinical courses
- Tuition at LSC remains 2<sup>nd</sup> most affordable in MN State Colleges
- Verbal recognition, respect, and appreciation of LSC students and faculty from clinical sites
- Meets the needs of the community by graduating highly skilled PN and RN graduates

- Standing articulation agreements with MN State Universities (7), College of St. Scholastica, and Chamberlain University.
- Student representatives present at faculty meetings, advisory and curriculum committee meetings
- Med-surgical content is threaded throughout AD curriculum
- Pharmacology is now integrated into an AD course and remains threaded throughout the curriculum
- Pharmacology in the PN program threaded throughout two semesters with a base in first semester medication course
- Enhanced admission requirement (TEAS exam) and competitive entry
- Strong advisory committee with bi-annual meetings
- Increased strength in job market with many of our students getting hired before graduation
- AD program switched to a 64 credit AS degree from a 69 credits AAS program keeping it in line with all other 2 year MN State nursing programs
- Improved faculty office space
- Due process and faculty vote on student petition process

### **Future Plans:**

The nursing faculty is energetic, devoted, cohesive, and has a passion for nursing education. Given a task, they accomplish it in a very short time frame. Many still either work or volunteer in the health care field. They desire to provide the best nursing education available and readily embrace evidence-based teaching and learning strategies and actively search for methods to make the academic experience an outstanding one.

Realizing we have accomplished a lot in the last few years, we acknowledge that we also have further quality improvement tasks to complete and dreams to accomplish:

- Scholarship
  - Attain Certified Nurse Educators (CNE) Certification-one faculty has obtained CNE status since initial accreditation and others are starting to work towards this goal
  - Continue to review evidence-based nursing journal articles regarding teaching and learning strategies
- Curriculum
  - Evaluate new AS curriculum for continued rigor
  - Get our Military Medic LPN bridging program off the ground
- Simulation
  - Continue training on the new 3G SimMan
  - Develop standard simulation scenarios for each clinical/lab
  - Develop interdisciplinary simulations with other health programs on campus-worked with Respiratory Therapy program spring 2017 during simulation
  - Explore the possibility of establishing a simulation lab coordinator
- Test evaluation
  - Ensure that test questions are aligned to unit and course objectives
  - Continue evaluating course exams

- Re-evaluate the test blueprint for evaluation of exam questions in regards to leveling, item analysis and validity
- Explore new hardware/software options such as Scantron equipment and D2L in order to promote an efficient means for item analysis

**SECTION TWO:**  
**STANDARDS 1-5**

## **Section Two: Standards 1-5**

### **STANDARD 1: MISSION AND ADMINISTRATIVE CAPACITY**

#### **PN and AS Nursing**

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

#### **1.1: The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.**

The Mission statements and philosophy statements of Minnesota State (MN State), LSC, and the Nursing Programs are congruent.

Mission and Vision Statements:

#### **Minnesota State**

##### System Vision

It is the core value of the Minnesota State Colleges and Universities to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

##### System Mission

The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner to choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

#### **LSC**

##### Mission

Lake Superior College provides high quality, affordable higher education that benefits diverse learners, employers, and the community. LSC's academic, technical, continuing education, and workforce development offerings prepare learners for the rapidly changing global community. Our services support learning, and our partnerships connect the college and its learners to a broader spectrum of community life.

Our mission is characterized by:

- A strong sense of community
- Trust, respect, and integrity
- Personal attention
- Accountability
- Innovation and flexibility
- Life-long learning and personal growth

## Vision

Lake Superior College (LSC) continues as an area leader in higher education learning opportunities by delivering excellent instruction, innovative programming, and dedicated service in an engaging, comfortable environment. Lake Superior College will excel in student development and community responsiveness.

## Values

The LSC community affirms the worth and dignity of each individual and promotes equity of access and opportunity. These principles form the foundation of our values. These values are:

- Accessible and lifelong learning opportunities,
- Equity and diversity
- Pursuit of excellence
- Innovation and initiative
- Sense of community
- Academic freedom and free inquiry
- Integrity
- Values all its stakeholders

<http://www.lsc.edu/about-lsc/mission-vision/>

## **Nursing Programs**

### Mission

Lake Superior College Nursing Education Unit is committed to preparing safe, competent entry level nurses who will be accountable for their clinical decisions, nursing actions, and professional behavior.

### Philosophy

It is the belief of the Lake Superior College Nursing Education Unit that nursing is both a science and an art with distinct knowledge, skills, values and ethics. The practice of nursing must reflect these values and ethics as well as evidence-based practice and critical thinking in order to provide safe, competent and compassionate nursing care to all individuals across the lifespan and the wellness/illness continuum.

These core principles are necessary in order to adapt to the diverse and ever-changing roles of the nurse in a variety of health care settings and to provide care to clients with diverse social and cultural backgrounds.

The nursing process, critical thinking and evidence-based practice are the cornerstones of nursing education and practice. These principles will be integrated into each level of nursing education using a variety of teaching, learning and assessment activities.

The nursing student handbook can be found at: <http://blogs.lsc.edu/nursing/>

The following table displays congruency between the mission statements of MN State, LSC and the Nursing Program Outcomes.

Table 3: Congruency of Mission, Philosophy, Values, and Nursing Program Outcomes

Area of congruency College Wide Outcomes	MN State Mission & Values	LSC College Mission, Purposes & College Values	Nursing Program Mission/Philosophy	End-of-Program Student Learner Outcomes/Program Outcomes
<p><b><u>Professional and Personal Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>Professional demeanor</li> <li>Initiative and accountability</li> <li>Adherence to organizational expectations</li> <li>Self-development and lifelong learning</li> </ul>	<p><b>Mission:</b> ...to ensure access to an extraordinary education for all Minnesotans</p> <p><b>Vision:</b> ...to create a better future for themselves, for their families, and for their communities.</p>	<p><b>LSC Mission:</b></p> <ul style="list-style-type: none"> <li>Trust, respect, and integrity.</li> <li>Personal Attention</li> <li>Accountability</li> <li>Life-long learning and personal growth</li> </ul> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>Committed to excellence in teaching as reflected in hiring practices, access to fiscal resources and technology, and the provision of professional development opportunities.</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Accessible and lifelong learning opportunities.</li> <li>Values the pursuit of excellence, innovation and initiative.</li> <li>Values integrity.</li> <li>Values all its stakeholders</li> </ul>	<p><b>Mission:</b> Accountable for their clinical decisions, nursing actions and professional behavior.</p> <p><b>Philosophy:</b> The practice of nursing must reflect these values and ethics as well as evidence based practice and critical reasoning in order to provide safe, competent and compassionate nursing care to all individuals across the lifespan and the wellness/illness continuum.</p>	<p><b>AS Program:</b></p> <ul style="list-style-type: none"> <li>1-6</li> </ul> <p><b>PN Program:</b></p> <ul style="list-style-type: none"> <li>1-6</li> </ul> <p><b>Program Outcomes:</b> Completion Rate, NCLEX Pass Rates, Job Placement</p>
<p><b><u>Foundational Knowledge of the Intellectual, Social, and Natural World, Through study in:</u></b></p> <ul style="list-style-type: none"> <li>Career-focused programs</li> <li>Liberal arts</li> <li>Sciences</li> </ul>	<p><b>Mission:</b> ...to meet Minnesota's workforce and community needs ...</p> <p><b>Vision:</b> ...to create a better future for</p>	<p><b>LSC Mission:</b></p> <ul style="list-style-type: none"> <li>Innovation and flexibility</li> <li>Accountability</li> <li>Life-long learning and personal growth</li> </ul> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>Encourages the free exchange of ideas and beliefs and promotes innovation.</li> <li>Provides programs and courses that: enable transfer</li> </ul>	<p><b>Mission:</b> Committed to preparing safe, competent entry level nurses.</p> <p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>Nursing is both a science and art with distinct knowledge, skills, values and ethics.</li> <li>The nursing process, critical reasoning and</li> </ul>	<p><b>AS Program:</b></p> <ul style="list-style-type: none"> <li>2, 3, &amp; 4</li> </ul> <p><b>PN Program:</b></p> <ul style="list-style-type: none"> <li>2, 3, &amp; 4</li> </ul> <p><b>Program Outcomes:</b> Completion Rate, NCLEX Pass Rates</p>

Area of congruency College Wide Outcomes	MN State Mission & Values	LSC College Mission, Purposes & College Values	Nursing Program Mission/Philosophy	End-of-Program Student Learner Outcomes/Program Outcomes
	themselves, for their families, and for their communities.	<p>to other colleges and universities, lead to career opportunity or enhancement, enable continuing education and personal enrichment opportunities.</p> <ul style="list-style-type: none"> <li>Is committed to the integration of general education as appropriate.</li> <li>Establishes collaborative partnerships.</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Equity and diversity</li> </ul>	<p>evidence based practice are the cornerstones of nursing education and practice.</p> <ul style="list-style-type: none"> <li>These principles will be integrated into each level of nursing education using a variety of teaching, learning and assessment activities.</li> </ul>	
<p><b><u>Intellectual and Practical Skills, including:</u></b></p> <ul style="list-style-type: none"> <li>Critical and creative thinking</li> <li>Information literacy</li> <li>Inquiry and analysis</li> <li>Quantitative literacy</li> <li>Synthesis and application</li> <li>Teamwork and problem solving</li> <li>Written and oral communication</li> </ul>	<p><b>Mission:</b> ...to ensure access to an extraordinary education for all Minnesotans</p> <p><b>Vision:</b> ...to create a better future for themselves, for their families, and for their communities.</p>	<p><b>LSC Mission:</b></p> <ul style="list-style-type: none"> <li>Personal attention</li> <li>Innovation and flexibility</li> <li>Accountability</li> <li>Life-long learning and personal growth</li> </ul> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>Encourages the free exchange of ideas and beliefs and promotes innovation.</li> <li>Embraces assessment and continuous quality improvement through a college-wide plan designed to measure and improve student academic achievement and institutional effectiveness.</li> <li>Is committed to the integration of general education as appropriate.</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Academic freedom and free</li> </ul>	<p><b>Mission:</b> Committed to preparing safe, competent entry level nurses who will be accountable for their clinical decisions, nursing actions and professional behavior.</p> <p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>Nursing is both a science and art with distinct knowledge, skills, values and ethics.</li> <li>The nursing process, critical reasoning and evidence based practice are the cornerstones of nursing education and practice.</li> <li>These principles will be integrated into each level of nursing education using a</li> </ul>	<p><b>AS Program:</b></p> <ul style="list-style-type: none"> <li>2, 3, 4, &amp; 6</li> </ul> <p><b>PN Program:</b></p> <ul style="list-style-type: none"> <li>2, 3, 4, &amp; 6</li> </ul> <p><b>Program Outcomes:</b> Completion Rate, NCLEX Pass Rates</p>

Area of congruency College Wide Outcomes	MN State Mission & Values	LSC College Mission, Purposes & College Values	Nursing Program Mission/Philosophy	End-of-Program Student Learner Outcomes/Program Outcomes
		inquiry	variety of teaching, learning and assessment activities.	
<p><b><u>Social Responsibilities, including:</u></b></p> <ul style="list-style-type: none"> <li>• Awareness and practice of sustainability</li> <li>• Civic involvement</li> <li>• Ethical reasoning and action</li> <li>• Intercultural competence</li> </ul>	<p><b>Mission:</b> ...to ensure access to an extraordinary education for all Minnesotans</p> <p><b>Vision:</b> ...to create a better future for themselves, for their families, and for their communities.</p>	<p><b>LSC Mission:</b></p> <ul style="list-style-type: none"> <li>• A strong sense of community</li> <li>• Personal attention</li> </ul> <p><b>Purposes:</b></p> <ul style="list-style-type: none"> <li>• Provides programs and courses that enrich the social and cultural growth of learners, promote ethical and responsible citizenship</li> <li>• Establishes collaborative partnerships</li> </ul> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Equity and diversity</li> <li>• Pursuit of excellence, innovation and initiative.</li> <li>• A sense of community</li> <li>• All its stakeholders.</li> </ul>	<p><b>Mission:</b> Accountable for their clinical decisions, nursing actions and professional behavior.</p> <p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• Adapt to the diverse and ever-changing roles of the nurse in a variety of health care settings and to provide care to clients with diverse social and cultural backgrounds.</li> </ul>	<p><b>AS Program:</b></p> <ul style="list-style-type: none"> <li>• 1 &amp; 5</li> </ul> <p><b>PN Program:</b></p> <ul style="list-style-type: none"> <li>• 1 &amp; 5</li> </ul> <p><b>Program Outcomes:</b> NCLEX Pass Rates</p>

The mission and philosophy, values, student learning outcomes, and programs outcomes of the nursing program remain congruent with the LSC and MN State. The nursing programs mission and philosophy statement have been reviewed with each curriculum update. PN – 2012 and AS – 2014. LSC is currently in the process of revising the campus mission and philosophy statements but changes are anticipated to not be substantive. The nursing program will review and analyze the updated mission and philosophy once adopted by LSC.

**1.2: The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.**

Faculty employed at MN State facilities are covered under the Minnesota State College Faculty contract (MSCF) (Resource room: MSCF Master Agreement MN State 2015-2017). The following governance committees are required by the MSCF contract:

1. Statewide Meet and Confer Committee: Under article 7 of the MSCF contract the statewide Meet and Confer Committee is addressed. Section 6 states: "The MSCF shall establish a committee of no more than 8 members to meet and confer with the Chancellor and, if requested, the Chair of the Minnesota State Colleges and Universities Board of Trustees. This meet and confer shall be for the purpose of discussion and the mutual exchange of ideas regarding statewide matters which are considered significant by the MSCF or the employer (MN State)." Faculty members are kept informed of such meetings through the LSC MSCF president.

Article 8 section 1-3 pages 9-11.

[http://www.minnstate.edu/system/hr/labor\\_relations/documents/2015\\_2017\\_MSCF\\_Contract.pdf](http://www.minnstate.edu/system/hr/labor_relations/documents/2015_2017_MSCF_Contract.pdf)

2. LSC Faculty Shared Governance Council: Article 8, Section 1. Faculty Shared Governance Council, Subd. 1. Purpose of the council states: "The Employer (LSC) and the MSCF recognize that the faculty has a direct interest in college issues including, but not limited to, long and short range planning, priorities in the deployment of financial resources, acquisition and use of existing physical and human resources, institutional self-study, marketing, public relations, and recruiting activities. The parties agree that the council is established to make recommendation to the College on the following topic areas: Personnel, Student Affairs, Facilities, Fiscal Matters and General Matters. All faculty members are encouraged to attend these meetings on campus at LSC.

3. Academic Affairs and Standards Council (AASC): Article 8, Section 2. Academic Affairs and Standards Council of the MSCF contract, states, "Faculty have fundamental and unique responsibility in matters affecting the academic well-being of the state colleges. The parties agree that the faculty hold the critical role in academic decision-making at the college. In order to ensure such role, the parties agree to establish and Academic Affairs and Standards Council to which management and faculty will bring all proposals regarding academic affairs and standards". Changes or additions to a programs outcomes, course outcomes and program planners go through a series of steps prior to presenting at the Academic Affairs and Standards Council at LSC. These steps include a department approval followed by approval of MSCF at a meeting. The director of nursing programs

brings curriculum changes to the health directors for approval and supports the changes to the Academic Affairs and Standards Council. Fall 2012 the Practical Nursing program went through AASC for new curriculum approval. Spring 2015 the AS Nursing curriculum went through AASC approval process.

All faculty members are encouraged to attend MSCF meetings. Currently, one nursing faculty member serves as the campus president for MSCF and has participated in state meetings for MSCF.

Nursing faculty members have ongoing active involvement with the long range planning for the campus as a whole. Excluding the Director of the Nursing Programs, 72.7% (8/11) of full-time faculty members represented the nursing education unit on a campus committee or task force during 2016-2017. Faculty have demonstrated a strong commitment to the nursing programs as demonstrated by their participation in nursing faculty meetings, advisory committee meetings, open house, health career day and participation in nursing committees. In 2016-2017, 90.9% (10/11) full-time faculty participated in at least one nursing committee. One new hire will join a committee in 2017-2018. Please refer to Faculty Profile and faculty CV's. (Appendix C: Faculty Profile. Appendix D: Faculty Curriculum Vitae's).

The Director of Nursing participates in many campus wide committees as well as participates in many statewide committees. The Director is an active committee member for 6 college wide committees and 2 state wide committees. (Appendix D – Curriculum Vitae Deb Amys).

Nursing students at LSC are represented by the Lake Superior College Student Senate (LSCSS). "LSC Policy 2.1, Campus Student Associations, authorizes the Lake Superior College Student Senate to be the official student body representation of Lake Superior College, Duluth Minnesota. The mission of the LSCSS, per the Lake Superior College Institutional Effectiveness Plan, is to conduct research to better understand student stakeholder needs, represent and advocate for the Lake Superior College student body through shared governance, and be helpful and provide leadership to students and stakeholders. The purpose of the LSCSS is to work to improve the quality of education and to assist in the development of student activity. Nursing students are encouraged to be members of this governing organization. Information on this organization can be found in the student portal under the tab "Student Senate".

<http://www.lsc.edu/policies/2-1-campus-student-associations/>

Student volunteer class representatives are invited to faculty meetings, advisory committee meetings, and curriculum meetings. Each student representative also has an alternate chosen so should they be unable to attend a meeting, the alternate is to attend. Directions for student participation in faculty meetings can be found in the nursing student handbook pg. 12-13. Student participation has brought richness and diversity of perspectives to the meetings and has produced change within the program. Students have had input into changing the dress code and reviewed text book option as examples of student involvement.

**1.3: The assessment of end-of-program student learning outcomes and program outcomes is shared with communities of interest, and the communities of interest have input into program processes and decision-making.**

Lake Superior College has a strong and longstanding commitment to our community. The LSC nursing program has an active advisory committee that meets twice a year and can be called on for further guidance as needed. The nursing advisory committee meets as one unit for all the nursing programs. Advisory committee membership includes a representative from many of the clinical sites utilized by the LSC nursing students, current nursing student representation, and former student representation. (Resource room: list of advisory committee members)

The advisory committee is informed of end-of-program student learning outcomes. Each spring the advisory committee also reviews parts of the nursing student handbook such as dress code and regularly reviews role-specific graduate competencies for currency.

At each advisory committee meeting, the members share updates from individual clinical sites including new trends and future employment. The advisory committee reviews curriculum, student learning outcomes, nursing policies and concerns. (Resource room: advisory committee minutes. Advisory committee minutes from 2014-2017 available on D2L)

<http://www.mnscu.edu/board/policy/330.html>

<http://www.mnscu.edu/board/procedure/330p1.html>

Nursing students have input into decision-making and program processes through the Clinical Site Evaluation filled out at the end of clinical. Students consistently respond "strongly agreed" or "agreed" that we should continue to utilize a particular clinical unit. The nursing department is however exploring alternative options for clinicals in long term care. For these sites, the surveys, while improving, still show students are dissatisfied with the current placement. (Resource room: Clinical Site Evaluation results and also available in D2L in surveys and minutes from faculty meeting 8/16/17)

#### **1.4: Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.**

##### Clinical Partners

Lake Superior College has developed strong and longstanding partnerships with local hospitals, clinics, nursing homes and a variety of other health care agencies, which is demonstrated by their continued participation on the nursing advisory committee and through donation of supplies.

##### Academic Partnerships

LSC has an educational partnership with The College of St. Scholastica (CSS) and Bemidji State University (BSU) for completion of a baccalaureate in nursing. BSU started offering a BS in nursing degree on LSC campus, which started fall 2011 with great success. Our AS nursing graduates are now also part of a state wide articulation agreement with 7 state University nursing programs.

##### Nursing Club

LSC has a very active Nursing Club that is involved in a multitude of school and community events. The Nursing Club has been involved in activities such as blood drives, performing vision and kidney screenings, and local food shelves. In 2016-2017 alone, the Nursing Club has participated in 7 on-campus events and 16 off-campus events. The LSC Nursing Club is accessible to the students on Facebook in order to network and promote service to the college and community. Table 4 lists nursing club activities.



Table 4: Nursing Club Activities

**Nursing Club Activities**

**2014 Activities: Spring**

Pres: XXXX and XXXX

Vice Presidents: XXXX

Secretary: XXXX

<b>On Campus</b>	<b>Community</b>
2/25 Student Success Day	2/25-2/26 Energy Conference-BP's
3/5 Health Fair	3/1 Women's Expo at the DECC-BP's
Parking lot Cleanup	5/17 National Kidney Week
	KEEP Kidney Screening
	5/2 4 Corners Health Fair
	5/4 MS Walk
	5/17 National Kidney Association Walk-at LSC

**2014 Activities: Fall**

Pres: XXXX and XXXX

VP: XXXX

Secretary: XXXX

<b>On Campus</b>	<b>Community</b>
8/24 Welcome Week booth	9/9 KEEP HealthyKidney Screening-Mn. Power
10/31 Halloween Party	(received Plaque award from National Kidney Foundation)
10/7 Parking Lot Garbage pick-up	
10/9 Vision Screenings at Pike Lake School	

**2015 Activities: Spring**

Co-Presidents: XXXX and XXXX

VP: XXXX

Secretary: XXXX

<b>On Campus</b>	<b>Community</b>
2/24/15 Student Success Day Display	2/4/15 Chum event at Steve O'Neil's Apts
3/3/15 Health Fair Table Skirting Set-up	2/24-25/15 BP Clinic at DECC
3/4/15 LSC Health Fair	2/28/15 MN Student Nurse Annual Conference
3/31/15 LSC Blood Drive	3/7/15 BP's at Duluth Women's Expo
4/17/15 LSC Open House: display and lab	3/12/15 Bowling Meet and Greet
TBA: LSC Parking lot cleanup	3/29/15 Diabetes walk at Miller Mall
4/30/15: Club of the Year Award	4/17/15 RSI disability dance
	TBA Superior, WI kindergarten Roundup
	5/19 Kindergarten activity-Homecroft

**2015 Activities: Fall**

Co-Presidents: XXXX

VP: XXXX

Secretary: XXXX

Facebook: XXXX

<b>On Campus</b>	<b>Community</b>
8/26: Welcome collegiate soccer to LSC	9/2-4, 9-2: Vision screening and training: Great Lakes Elementary School
9/30: SSD: Nursing club display and lab	8/26: vision screening training: School District of Superior Admin building
10/21 Career Night	10/3: Breast Cancer Walk
11/13 Open House	10/21: Career Night (Open House)
	1027: Pathways to careers at DECC
	9/28-29 Memorial Blood Drive
	10/8/13 Superior Middle School Vision Screening
	10/15 Northern Lights Middle School Screening

	10/27 Lake Superior Elementary Vision Screening
	11/17 Memorial Blood Center Sign up

**2016 Activities: Spring**

Presidents: XXXX: XXXX took over ½ way through semester

VP: XXXX -withdrew from position

XXXX

Secretary: Open

Facebook: XXXX

<b>On Campus</b>	<b>Community</b>
2/23 Student Success Day-CAM's	Polar Bar Plunge
2/23 Student Success Day-talk about Nursing Program to prospective students	2/20 MN Nursing Association Meeting
Sweat shirt order-bookstore	Fond Du Lac
4/22 LSC Open House	2/27 & 2/28 Kindergarten Roundup Cooper Elementary
April Food Drive for LSC Food Shelf	5/2 & 5/3 Kindergarten Roundup Great Lakes Elementary
April: Sign up donors for Memorial Blood Bank	4/20 & 4/21 Kindergarten Roundup Northern Lights Elementary
6/15 Scrub Camp w/Middle Schoolers	5/2 Active Shooter Exercise Essentia

**Nursing Club Fall 2016**

**Officer: XXXX President**

**XXXX Vice President**

**XXXX Secretary**

10/25 Health Care Career Night	10/1 UMD Breast Cancer Walk
10/05 Student Success Day	10/11 Vision Screening Superior School District
	10/20-21 Vision Screenings 11/2-3 Vision Screenings at Bayview (Proctor)
	Nov/Dec-help with Bentleyville Setup
	Harbor House (Shayne to follow up)-fell through
	11/24 Serving Food for Thanksgiving Day with Chum

**Nursing Club Spring 2017**

**Officer: XXXX, President**

On-Campus	Community
2/6 Blood drive sign-up	3/31 Taste at Fitgers
2/14 Student Success Day: BP's	4/8 Birth and Baby Fair-stuff bags
2/22 Health Fair Greeters and Club Table	4/11 Empty Bowl-w/Second Harvest
4/21 Open House	3/11 Women's Expo
2/28 Mardi Gras Photo booth	3/14 Ruby's Pantry-Hermantown
5/17 Clothing Drive for Ecuador Orphanage	4/11 Ruby's Pantry-Hermantown
7/18 & 19 Middle Scrubs Camp	6/18-19 Scrubs Camp
	8/4-5 Music on the Hill (first aid)
	8/4-5 Music on the Hill (first aid)

### NLN

Faculty has maintained partnerships with NLN membership and active participation with Health Force Minnesota. All full-time and part-time faculty members are members of NLN. Membership is supported through the nursing education unit's budget and encouraged by administration.

### HealthForce Minnesota

Health Force Minnesota has been active in many areas regarding nursing education in Minnesota. Three faculty recently participated in the HealthForce sponsored conference with ACEN (May 16, 2017) and 6 faculty attended a two day simulation conference (May 17-18, 2017)

### MN State

The Director of Nursing Programs has maintained a strong partnership with other directors of nursing in MN State having attended most directors meetings and keeps in contact through regular emails and phone calls. The director of nursing meetings provide support for all the directors. Each meeting offers opportunities to discuss concerns, the future of nursing education in Minnesota, and meet with MBON as needed. The Director of Nursing Programs has recently served a 2 year commitment as co-chair. Within the last 2 years meetings have included leadership topics and in-services for the directors.

### **1.5: The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.**

Deborah S. Amys, MA, RN is the current Director of Nursing Programs of the Lake Superior College Associate Degree and Practical Nursing Programs. Amys took over as director of nursing programs in May 2011. She received her MA from the College of St. Scholastica as a Clinical Nurse Specialist with a nursing education focus. She has been a faculty member since 1988 teaching first in the Practical Nursing Program and later in the AD Nursing programs.

### **1.6: The nurse administrator is experientially qualified, meets governing organization and state requirements, and is orientated and mentored to the role.**

Deborah S. Amys, Director of Nursing Programs, has 29 years in nursing education with the last 6 years in the position of director. Deborah Amys has taught in all programs and levels within the nursing programs throughout the years. She meets all governing and state requirements in the role as director of nursing programs.

The Director of Nursing Programs represents LSC at MN Association of Associate Degree and Practical Nursing Program directors meetings that are held up to 4 times a year. Participation in these meetings connects LSC with the entire state and provides mentoring and guidance to new directors within the state. Directors can send out emails asking questions/advice of all the state MN State directors or has access to personal phone contact with any of the state directors and the MBON.

The current director of nursing programs attended the MBON "Orientation for New Nursing Program Directors" in October 2011 after assuming the role of director in May 2011. The former director of nursing programs returned to faculty for one year and acted as a mentor during the transition.

**1.7: When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.**

LSC has a clinical coordinator, Amy Goman, who holds a Master's degree in nursing from the University of North Dakota. Amy teaches part-time in the nursing programs and up until the spring of 2014 worked part-time at a local hospital.

The clinical coordinator has 4 release credits each semester. Her responsibilities include, assisting in clinical/course scheduling, submitting clinical requests and arranging clinical computer orientations. The role does not include increased responsibility for program coordination other than clinical. (Resource room: Clinical coordinator responsibilities)

**1.8: The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.**

Deborah S. Amys, Director of Nursing Programs, has the authority and responsibility for the development and administration of the nursing programs (Appendix E: Nursing Department Organizational Chart). Organizational charts for LSC can be found at: <http://www.lsc.edu/about-lsc/organizational-chart/> . The Director of nursing programs is responsible for assisting the Dean of Allied Health and Nursing to develop classroom and clinical teaching assignments. The responsibilities also include developing and maintaining the budget, program records, MBON reports, advisory committee activities, and the day-to-day operations. There is adequate time and resources to fulfill the role responsibilities as the Director of Nursing Programs is full-time and does not include a teaching assignment (Resource room: Director of Nursing Programs job description).

The Director of Nursing Programs represents LSC at MN Association of Associate Degree and Practical Nursing Program Directors meetings. These meetings take place four times a year. The Director also represents the nursing education unit with the MBON and ACEN.

**1.9: The nurse administrator has the authority to prepare and administer the program budget with faculty input.**

With faculty input, the Director of Nursing Programs has the authority to prepare and administer the program budget and also advocates for equity within the unit and among other units of the governing organization.

Examples of faculty input include decisions regarding:

- Equipment needs
- Equipment wishes
- Educational support materials

The budget is prepared by the Director of Nursing Programs and reviewed by the Dean of Allied Health and Nursing and Vice President of Academic Affairs. The nursing program has enjoyed the ability to purchase new and updated lab equipment for over \$53,000 this last spring for such lab equipment.

The nursing budget is a topic of many nursing faculty meetings throughout the year. On the faculty survey question addressing fiscal resources, 100% faculty in 2011 responded they are "completely satisfied" or "sufficiently satisfied." The same survey given in the spring of 2013 had the faculty satisfaction drop to 66.66% (6/9) and again in 2017 with results dropping further to 36.4% (4/11). Due to changes in 2012-2013 in purchasing of equipment. Up until 2012, departments could purchase equipment using their own budgets if the item was \$5,000 or less. In 2012 this changed to \$1,000 or less could be spent out of individual program budgets for equipment and increased to \$2,000 in 2014. Campus wide equipment and technology committees were established with one nursing faculty representative on each of the committees. Faculty are concerned with outgrowing the lab space. They also expressed a desire for increased lab resources, simulation center, and simulation coordinator. (See faculty minutes dated 8/16/17 for faculty discussion on survey)

In 2016-2017, nursing was approved for over \$53,000.00 in new equipment purchases over and above the allotted nursing budget. In addition, \$3,000.00 was added to the nursing budget at the end of the fiscal year. (Resource room: Faculty survey and D2L in survey results)

**1.10: Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.**

The nursing education unit follows the same governing organization policies and guidelines as all faculty members with a few differences. Policies for college faculty are found on the LSC website in the employee portal under the tab of Policies. <http://www.lsc.edu/policies/>

The nursing education unit has additional policies which are specific to the student learner outcomes and various clinical setting requirements. An example of a difference in the Nursing Programs policies from the college wide policy involves the MN and National background investigations, updated immunizations, and current Minnesota nursing licensure. These additional policies are found in the Nursing Faculty Handbook. (Resource room: Nursing Faculty Handbook and D2L site). Refer to standard 3.1 in self-study for further information on policies.

**1.11: Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.**

Distance learning, as defined by the nursing education unit, is any course offered 100% off campus not including clinical courses. For the remainder of the report this definition will serve as the definition for distance learning. LSC's nursing programs do not offer any online courses.

## **STANDARD 2: FACULTY AND STAFF**

### **PN and AS Nursing**

Qualified and credentialed faculty are sufficient in number to ensure the end-of-program student learning outcomes and program outcomes. Sufficient and qualified staff are available to support the nursing program.

Full- and part-time faculty include those individuals teaching and/or evaluating students in didactic, clinical, and/or laboratory settings.

### **2.1: Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

100% (12/12) full-time faculty members at Lake Superior College have a minimum of a Master's degree in Nursing or NP and two also hold DNP's. This meets the requirements of the governing organization, the state, the MBON, and the governing organization's accrediting agency. Of the 12 full-time faculty members, 3 work exclusively in the AD program and 9 are shared.

The Minnesota Board of Nursing (MBON) rules require the director and faculty members to be registered professional nurses, and only RN's may assume the responsibility of teaching and evaluating student's understanding of nursing theory and practice. Further, each registered nurse faculty member must hold a professional nursing license and Minnesota current registration renewal certificate. The MBON requires 24 hours of continuing education every two years to maintain licensure. Nursing faculty meet this requirement by attending conferences, educational in-services, professional seminars and hospital updates. The Director of Nursing Programs and all faculty meet the MBON rules. Verification of current licensure is completed yearly by the Administrative Assistant to the Dean of Allied Health and Nursing and the Director of Nursing Programs. MBON rules 6301.2340 Required Criteria for Nursing Education Programs <https://www.revisor.mn.gov/rules/?id=6301.2340> .

MBON rules as of June 2011 state the director of nursing holds a graduate degree from a regionally or nationally accredited college or university recognized by the United State Department of Education or by a comparable organization if the baccalaureate or graduate level degree is from a foreign country. The director holds a master's in nursing. The MBON rule governing faculty is as follows: ensure practical nursing program faculty have a baccalaureate or graduate degree in nursing. Ensure professional nursing program faculty have a graduate degree for full-time faculty and the majority of part-time faculty hold a graduate degree. All degrees for both faculty levels are to be from regionally or nationally accredited college or university recognized by the United States Department of Education or by a comparable organization if the baccalaureate- or graduate-level degree is from a foreign country. All full-time faculty hold a master's in nursing. To qualify for a full-time position, the faculty member must meet minimum qualifications for the credential field and successfully complete probationary status. Probationary status is three years or six semesters before becoming a full-time faculty member.

Full-time faculty hired since 2006 are required by MN State to complete coursework in Teaching and Learning Competencies. Exceptions are made for faculty members who have documented graduate course equivalency. This requirement needs to be completed within the probationary period and is monitored by HR. This requirement assures that all full-time faculty have successfully completed the following four courses: course construction, teaching/instructional methods, student assessment/evaluation and the philosophy of community and technical college education.

[Http://www.cfc.mnscu.edu/fields/Code/credentials.php?action=view&cid=186](http://www.cfc.mnscu.edu/fields/Code/credentials.php?action=view&cid=186)

All instructors are expected to maintain expertise in their areas of responsibility by attending conferences, educational in-services, professional seminars and hospital updates. All instructors are to maintain an unencumbered MN nursing license. (See faculty profile and CV's in Appendix C & D)

**2.2: Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

100% of part-time faculty hold a minimum of a baccalaureate degree with a Major in nursing. LSC currently has 9 part-time faculty members. Six part-time faculty hold a master's in nursing or NP degree, two holds master's in other fields. The last part-time instructor has a baccalaureate degree in nursing and has a long standing history as a clinical/lab faculty member here at LSC. She meets the governing organizations and the MBON requirements for part-time faculty. Of the 9 part-time faculty members, 6 work exclusively in the AD program and 3 are shared.

All instructors are expected to maintain expertise in their areas of responsibility by attending conferences, educational in-services, professional seminars and hospital updates. All instructors are to maintain an unencumbered MN nursing license. (See faculty profile and CV's in Appendix C & D)

**2.3: Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.**

All nursing courses at LSC are taught by a nursing faculty member.

**2.4: Preceptors, when utilized, are academically and experientially qualified, orientated, mentored, and monitored, and have clearly documented roles and responsibilities.**

LSC's Nursing programs do not utilize preceptors. All classes, labs, and clinicals are directly supervised and evaluated by the nursing faculty.

**2.5: The number of full-time faculty is sufficient to ensure that the end-of-program student learning outcomes and program outcomes are achieved.**

The program maintains faculty-to-student ratios that optimize achievement of student learner outcomes. Class size is determined through Academic Affairs & Standards Council. Clinical/lab faculty-student ratio is 1:10 with the exception of

NUPN1520 PN Technical Skills II which is 1:12, NUPN1568 PN Clinical IV and ADN2600 Clinical capstone which are both 1:15 ratio. Classroom faculty-student ratio is 1:30. The ratios in the clinical/lab and classroom are sufficient to ensure adequate teaching/learning opportunities, effective evaluation of student performance, and safe patient care.

Nursing faculty operate under the Minnesota State College Faculty Association (MSCF) master agreement with Minnesota State which describes work assignments for full-time faculty as averaging forty hours per week in carrying out professional responsibilities. In addition to teaching responsibilities, components of a faculty member's work assignment include professional development, service to the college, course evaluation, classroom preparation, student advising, committee assignments, classroom research and community service. Also per the MSCF master agreement, faculty is obligated to five (5) office hours per week. Part-time faculty are responsible for similar duties on a pro-rated basis.

A full-time faculty assignment is made up of either fifteen (15) credits or twenty (20) contact hours per semester, whichever comes first. The assignments may include a mix of theory instruction, skills lab, clinical or release credit. Part-time faculty assignments are based on program needs and can vary from semester to semester. (Resource room: Faculty Assignments)

In 2014-2015, 22.7% (5/22) full and part-time faculty were over the 15 credits/semester or 20 hours/week for a total of 22.5 hours, and in 2015-2016, 31.5% (7/22) faculty members were over the standard hours or credits by a total of 26 hours.. The percentage of overload decreased 2016-2017 to 25% (6/24) but the actual overtime hours was only 9.5 for the year. Some of the overload can be attributed to running two AD nursing programs and "teaching out" our old AAS curriculum. Also one formally full-time faculty was on sabbatical and then on phase out retirement only working half time.

For fall 2017 the current staffing plans have only 5 hours total of overload for all the faculty. We are hiring two full-time faculty members and our phase out faculty member has retired. There will be one full-time faculty member on sabbatical for the entire 2017-2018 academic year. Even with the overloads, the faculty and director of nursing programs believe the curriculum design and faculty utilization support the achievement of student learning outcomes and program learning outcomes.

## **2.6: Faculty (full-and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.**

We, the Nursing Education Unit of Lake Superior College, define scholarship as academic work performed by the nursing faculty that not only advances the profession and science but also provides relevant social service and caring. Our interpretation of scholarship is congruent with the mission of both the nursing program and Lake Superior College. Furthermore, we endorse AACN's definition of scholarship (1999), NLN Competencies for Nurse Educators (2004), Sigma Theta Tau International (1999), and the broad description of scholarship by Boyer (1990). Scholarship's foundational principles include discovery, teaching, application, and integration.

### Discovery

Nursing always starts with assessment, and therefore the role of discovery in scholarship is critical. Discovery requires observation and analysis of teaching and learning phenomenon. First, observation, which is conscientiously paying attention to how and why we teach the way we do and how the students respond to the teaching... are they learning and applying the material we are teaching? Second, analysis, which is interpreting our observations in light of both clinical and academic expertise and evidence-based nursing education practices.

The following examples demonstrate the scholarship of discovery:

- Reviewing and applying information from peer-reviewed publications, research, theory or essays
- Peer evaluation of teaching
- Use of evidence-based assessment and evaluation strategies

### Teaching

Since nursing is both an art and a science, so must the scholarship of teaching the profession of nursing. Teaching focuses on conveying knowledge and bridge building between the educators' clinical and academic expertise to the novice nursing students. Our academic environment aims to nurture and support the needs of the students, whose needs reach far beyond possessing mixed learning styles, but to students that comprise diverse social, economic, and experiential backgrounds. The scholarship of teaching is conducted through a combination of practices: application of clinical knowledge, integration of evidence-based teaching and learning strategies, innovation in teaching, evaluation, and program development, and professional role modeling.

The following examples demonstrate the scholarship of teaching:

- Reviewing and applying information from peer-reviewed publications, research, theory, or essays
- Peer evaluation of teaching and testing
- Invitation to review manuscripts
- Grant submission and/or awards to enhance practice
- Learning theory development
- Testing of educational learning styles
- Use of evidence-based assessment and evaluation strategies
- Positive student evaluations of teaching
- Recognition for innovation in teaching
- Application of technology to teaching and learning

### Application

In order to maintain and preserve scholarship in nursing, application of nursing practices is essential. Application requires the discovery of teaching and learning trends, the search for knowledge and problem-solving, identification of

learning, and dissemination of learning. Inherent in application is that the nurse educator is not content with only changing his/her own teaching practice but also communicates and share learning with the other nursing faculty. Application involves the cessation of practices that are not effective and the incorporation of innovative practices that have been proven successful. The nurse educator needs to be a change agent, always seeking to do what is best for the student's learning, the profession, and the community.

The following examples demonstrate the scholarship of teaching:

- Reviewing and applying information from peer-reviewed publications, research, theory, or essays
- Positive peer evaluation of teaching and testing
- Development of clinical knowledge and expertise
- Professional development
- Application of technology to teaching and learning
- Service to the community
- Reports of projects
- Development and enactment of policy changes

### Integration

Integrating scholarship into academics includes examining our observations and comparing those findings with the evidence-based literature. It involves building on our analyses, in order to determine why the patterns of learning or resistance to learning may exist. Integration also involves synthesis, whereby we put all of the analyzed pieces back together into comprehensible, meaningful, and useful interventions. When one understands both the patterns and the explanations for the patterns, the nurse educator can develop effective teaching methodologies that will positively impact learning and thereby impact the profession of nursing and promote more excellent caring for the community at large.

The following examples demonstrate the scholarship of integration:

- Reviewing and applying information from peer-reviewed publications, research, theory, or essays
- Positive peer evaluations
- Development and enactment of policy changes
- Reports of projects

### Summary

All four categories of scholarship promote the advancement of the student, the science, the profession, and the academician, which all contribute to the social relevance and service to the community. The commitment to scholarly activities is inherent, expected, role modeled, and disseminated to the nursing education unit. Through scholarship, we demonstrate that we have an investment in our profession and in improving student outcomes, which positively impacts healthcare outcomes.

**2.7: The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.**

One College Lab Assistant II, XXXX, is responsible for maintaining the lab and equipment, setting up the labs, assisting instructors with simulation equipment and ordering supplies for the lab. XXXX is a full-time employee who works during the academic school year. She does not supervise student practice, test out students or demonstrate skills. XXXX also manages and supervises open lab times and schedules during her scheduled hours.

One non-nurse full-time support staff, XXXX, works for both the Professional Nursing program and the Practical Nursing program. She is the administrative support for all allied health and nursing, spending approximately 75% of her time on nursing.

XXXX, administrative assistant to the Dean of Allied Health and Nursing, also provides support for nursing faculty in regards to professional development funds, leave of absence, immunization records, nursing licensure, and clinical contracts.

(Resource room: Job Description for support staff)

**2.8: Faculty (full-and part-time) are oriented and mentored in their areas of responsibilities.**

New faculty members are oriented by Human Resources (HR) for information specific to the college and by the Director of Nursing Programs for information specific to the nursing programs. Human Resources provide an orientation day for new hires at the start of each semester either face to face or online. In this face to face orientation, new nursing faculty meet other new faculty on campus which can provide support. HR hands out a New Hire Packet, which includes information on benefits, parking, email/network access, employee self-service directions, employee self-service website, and a new employee supervisory checklist. All new hires on campus, faculty and staff, view the "Employee Right to Know" video at this orientation and are directed to the site for mandatory online training.

This mandatory online training includes the following topics:

- Code of Conduct
- Employee Right to Know
- Public Jobs: Private Data
- Sexual Harassment Prevention.

As of fall 2013, an official new faculty mentoring program was initiated. All new full-time hires are matched with a full-time faculty member from the same department for one semester through an official mentoring program. However, our faculty are mentored for two years. Starting fall 2017, new part-time faculty members are also included in the official mentoring program.

New nursing faculty members meet with the Director of Nursing Programs to continue the orientation to the nursing department. A Nursing Student Handbook is provided at this time which covers topics such as LSC Nursing philosophy, conceptual framework, student learning outcomes, clinical and classroom conduct, and petition process. New faculty are then oriented to the role of nursing instructor at LSC with written resources provides. New faculty are also provided with the nursing faculty handbook. (Resource room: Faculty Manual).

New faculty are assigned to clinical and lab where other seasoned instructors can provide ongoing mentoring. Clinical assignments are made so new faculty are

at the same facility at the same time as a seasoned faculty member who is teaching the same clinical. This allows new faculty members a constant resource and support person. Seasoned faculty members will do a combined clinical orientation with a new faculty member, allowing the new faculty member to observe clinical orientation.

A seasoned faculty member is identified as a "Lead Instructor" for each clinical. The lead instructor has responsibilities for preparation and assistance prior to and throughout the clinical. One of the responsibilities involves making sure that part-time and new faculty have the materials and information needed as well as being the contact instructor for any faculty member teaching that same clinical.

New nursing faculty also have to attend an orientation at one or more clinical sites. Essentia and St. Luke's Hospital offer a fall orientation, computer training and skill review for new and returning nursing faculty. All new clinical faculty are encouraged to spend a day at clinical with another instructor if possible and to orientate themselves to the clinical floor that they are assigned. All instructors at both hospitals have completed the required orientations.

**2.9: Faculty (full- and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures, and demonstrates effectiveness in assigned area(s) of responsibility.**

Systematic assessment of all faculty is conducted by the Dean of Allied Health and Nursing. Methods of assessment include administrative classroom observation, student course evaluations, review of portfolio, and faculty development plan. Nursing faculty evaluations occur with the same criteria and frequency as other faculty at LSC. Full-time faculty are evaluated every five years, probationary faculty members are evaluated yearly. Completed evaluations are placed in faculty files in the office of the Dean of Allied Health & Nursing. Full-time faculty evaluations can be found in the office of the Dean of Allied Health & Nursing.

As of spring 2012, part-time faculty have been evaluated annually for two years after initial hire using student evaluations and classroom observation. After two years, adjunct faculty will follow the five-year rotation schedule as outlined for full-time unlimited faculty.

As part of the evaluation process, all full-time faculty complete and update a portfolio. Directions for developing the portfolio are found in the Faculty Evaluation Manual which is found on the LSC website.

Historically, course evaluations were in paper format and the instructor could select which courses would be evaluated. Tallying the results was found to be cumbersome. In the fall of 2011, administration switched to an all online course evaluation process with all courses being evaluated. Student feedback and responses are sent electronically to instructors for review.

LSC policy on faculty evaluation can be found at <https://portal.lsc.edu/wp-content/uploads/Faculty-Eval-Manual-December-2011.pdf>

**2.10: Faculty (full-and part-time) engage in ongoing development and receive support for instructional and distance technologies.**

All new hires are orientated to the technology for the LSC campus and electronic charting at our clinical facilities. The mentoring program initiated fall of

2013 has helped with the orientation to technology. The role of the clinical coordinator, lead instructor roles, and pairing new faculty with seasoned faculty in labs has continued to provide technological support for new hires.

All instructors at LSC can attend D2L technology updates offered in groups at various time throughout the school year and during the summer. Faculty also can request one on one time with the D2L specialist. Again, our own mentoring program within the nursing department also helps guide new faculty through D2L.

Nursing faculty are provided yearly updates at the two local hospitals utilized for our acute care clinicals.

## **STANDARD 3: STUDENTS**

### **PN and AS Nursing**

Student policies and services support the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.



### **3.1: Policies for nursing students are congruent with those of the governing organization as well as the state, when applicable, and are publicly accessible, non-discriminatory, and consistently applied; differences are justified by the end-of-program student learning outcomes and program outcomes.**

Policies for all students attending Lake Superior College can be found on the LSC webpage in the student portal under the heading of "Policies" <http://www.lsc.edu/policies/>. The policies are publically accessible, non-discriminatory, and consistently applied to all LSC students. These policies have been developed by Lake Superior College and MN State.

The nursing program at LSC has a Nursing Student Handbook which has differences when compared to LSC college wide policies. The Nursing Student Handbook has been developed by the nursing faculty and is reviewed annually in the spring semester with advisory committee input where needed. A copy of the Nursing Student Handbook is distributed to the students and reviewed at a mandatory orientation at the start of the program. Students sign that they have received a copy of the handbook which is placed in their folder in the nursing department. Updates are communicated to students via email, which is LSC's official means of communication. The Nursing Student handbook can be found at the following site. <http://blogs.lsc.edu/nursing/> (Resource room: Nursing Student Handbook and copy of paper that students received the handbook)

The Nursing Student Handbook contains specific program policies in addition to those of the general college. Some of these differences are due to Minnesota/Wisconsin law or clinical setting requirements. Minnesota/Wisconsin law requires a criminal background check for any person who provides services that involve direct contact with patients and residents at health care facilities. Students are informed upon application to the nursing program of this requirement and sign an Authorization for Release Form during the program orientation. All nursing students have completed the Minnesota Background check, National study, and Wisconsin check where needed. (Resource room: Authorization for Release Form)

As of January 2017, a new clinical requirement for Essentia Healthcare includes a national background study. This background study is only done at the start of the program and is not repeated unless the student stops out for more than 120 days.

The standard contract with clinical agencies called the Memorandum of Agreement is used by all Minnesota State colleges between the college and clinical facility. The Memorandum of Agreement between agencies has led to student requirements that are in addition to the general student population. These agreements include background checks/studies, physical exams, and immunizations. Students are informed of this policy upfront as it may result in not being allowed access to clinical and progression in the nursing program

A task force of representatives from nursing education in Minnesota developed technical standards for entry-level nursing programs. These technical standards are required abilities for effective performance in Minnesota State nursing education programs. The standards are compatible with the scope of practice as defined by the Minnesota State Board of Nursing and were adaptations made from the Core Performance Standards of the University of Arizona, Minnesota West Practical Nursing Program, and Iowa Community College. Students are informed of these standards via student services and are encouraged to contact Disability Services if they think they may require accommodations. (Resource room: Technical Standards for Entry-Level Nursing Programs).

Other differences in the Nursing Student Handbook include admission requirements, grades, repeating courses, academic termination, and immunization.

Table 5: Comparison of LSC Policies to the Nursing Student Policies and Rationale

College Policy	Nursing Student Policy	Rationale
<p><b>Admission to College</b></p> <p><a href="http://www.lsc.edu/policies/3-4-admissions/">http://www.lsc.edu/policies/3-4-admissions/</a></p> <p><a href="http://www.lsc.edu/policies/3-4-1-procedure-undergraduate-admissions/">http://www.lsc.edu/policies/3-4-1-procedure-undergraduate-admissions/</a></p>	<p><b>Admission to Nursing Programs</b></p> <p>See program guide sheets and admissions procedure</p>	<p>Stricter requirement to assure greater retention and NCLEX-PN/RN pass rates</p>
<p><b>Academic Grades</b></p>	<p><b>Academic Grades</b></p>	<p>More stringent grading to</p>

<a href="http://www.lsc.edu/policies/3-17-2-procedure-grading-system/">http://www.lsc.edu/policies/3-17-2-procedure-grading-system/</a>	Nursing Student Handbook p. 9-10	ensure NCLEX-PN/RN pass rates
<b>Repeating Courses/re-entry into program</b>  <a href="http://www.lsc.edu/policies/2-9-2-procedure-course-repeat/">http://www.lsc.edu/policies/2-9-2-procedure-course-repeat/</a>	<b>Repeating Courses</b>  Nursing Student Handbook p. 10	High risk for students being unsuccessful in future course work and ability to pass NCLEX-PN/RN
<b>Academic Termination</b>  <a href="http://www.lsc.edu/policies/2-9-1-procedure-academic-standing-financial-aid-satisfactory-academic-progress/">http://www.lsc.edu/policies/2-9-1-procedure-academic-standing-financial-aid-satisfactory-academic-progress/</a>  <a href="http://www.lsc.edu/policies/3-6-1-procedure-student-conduct/">http://www.lsc.edu/policies/3-6-1-procedure-student-conduct/</a>	<b>Academic Termination</b>  Nursing Student Handbook p. 8-10, 13-17, 22	High risk for students being unsuccessful in future course work and ability to pass NCLEX-PN/RN
<b>Immunizations and background check</b>  <a href="http://www.lsc.edu/policies/3-4-2-procedure-immunizations/">http://www.lsc.edu/policies/3-4-2-procedure-immunizations/</a>	<b>Immunizations</b>  Nursing Student Handbook p. 19-21	Immunization requirements for clinical are more stringent due to the Memorandum of Agreements

**3.2: Public information is accurate, clear, consistent, and accessible, including the program’s accreditation status and ACEN contact information.**

Program information is communicated to the public via the LSC website and the nursing web page. Information related to ACEN status, MBON approval, and general college accreditation is on the LSC webpage and in the Nursing Student Handbook. Accreditation status and MBON approval is also on all Nursing Guide Sheets. <https://degrees.lsc.edu/program-guides/#1485975242616-1476947a-eddf> This information can also be found on the LSC Nursing blog. <http://blogs.lsc.edu/nursing/>

**3.3: Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.**

Changes in program information are clear and consistently communicated to students via email which is the official means of communication at LSC. Nursing students sign an affidavit of receipt of the Nursing Student Handbook at a mandatory orientation at the start of the first nursing course. Students are informed that any changes to the nursing handbook will be communicated via email. The nursing handbook is reviewed every spring by the entire nursing faculty and at times with the advisory committee such as when we updated the uniform

spring 2016 that changed the clinical requirement for shoe wear. Students were all emailed on 2/12/16 with this change.

Also all students emailed on 9/28/16 regarding upcoming new requirement for a national background check that was starting in January 2017.

### **3.4: Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.**

Student Services offer a wide range of services, such as meeting financial, cultural, health, and social needs. They have a very engaged support staff. Support services are available regardless of enrollment in a traditional classroom or online. Student services includes academic and program advising, counseling, intercultural services, TRiO student support services, GPS LifePlan, Disability Services, Health Education Services, financial aid information, scholarships, LSC Foundation, and a Veterans Resource Center. Academic resources available to all students include the Learning Center/Tutoring, bookstore, Harold P. Erickson Library and the Technology Support Center. Information on all these services can be found on the LSC student website.

#### Advisors

The advisors at LSC provide students with assistance in degree requirements, course selection, registering, career, and education goals, choosing a course of study, the Minnesota Transfer Curriculum, and scholarship information. Counselors are professionally trained to provide students with support and guidance in the areas of academics, career planning and personal concerns. The counselors are able to provide students with short-term support for a variety of concerns and offer recommendations to community agencies and services for ongoing support. Academic advisors and counselors can be reached via phone, email and by drop in appointments.

Faculty contact the advisors and counselors with student concerns via the online Early Alert Form. Examples of concerns would be poor academic standing on tests and/or assignments and excessive absenteeism. Faculty can also contact a counselor with student personal concerns, such as homelessness, lack of food, family deaths, etc. Counselors contact the students to determine how they can best assist the students, and also follow up with the faculty member regarding the status.

#### LSC's Intercultural Center

LSC is richly blessed to have a very active and dynamic Intercultural Center, which serves as the catalyst to unite individuals from diverse backgrounds embracing the belief that they hold the power to create and support diversity in their communities. The mission is to provide a safe and welcoming environment for students, staff and community members to enhance their intercultural competency. The Intercultural Center broadens student experiences through activities and events that promote global awareness. The campus food shelf is also housed and run by the Intercultural Center.



TRiO Student Support Services (SSS) is one of the three TRiO programs originally funded under the Higher Education Act of 1965. The program's objective is to help students overcome class and social/cultural barriers to complete their college education. SSS is committed to helping first generation college students, low-income students, and students with disabilities achieve a bachelor's degree. SSS provides academic support and resources that enhance education success at no cost. Advisors and Counselors at LSC help direct qualifying students to this service. The application form can be found online at the TRiO site on the LSC website.



GPS LifePlan is another student service website available to all students, faculty, staff and guests. GPS stands for Goals, Plans and Success. The GPS LifePlan helps students set goals and design plans that will lead them to the success they desire. This program has the flexibility to be used by students of all ages and stages. The website offers 5 plans (career, education, finance, leadership and personal) that students can navigate through to help set their own personal life plan.

#### Disabilities

The devoted staff members in Disabilities design accommodation plans that meet the individual needs of each student. Each accommodation plan is arranged on a case-by-case basis. Services that are available based on documented needs include, but are not limited to: Adaptive equipment, advocacy training, assistive listening devices, auxiliary aids, early registration, enlargements, ergonomic tools, scribing services, sign language interpreters, testing accommodations, textbooks on tape, and community and campus resources and referrals. The Disability Services website provides forms, brochures and resources as well as contact information. The disability services staff can be reached via phone, email, fax, TTY and drop in or arranged appointments.

<http://www.lsc.edu/current-students/disability-services/>

#### Health Education Services

Health Education Services provides health education materials, health promotion events, referrals to local health care agencies, and health insurance information. They offer specific clinics throughout the year that include mantoux and flu shot clinics. The Health Education Services website has links to health topics such as fitness, mental health, nutrition, general health, drugs/alcohol, STD's, tobacco, sexual health, health insurance and influenza. Students who are off campus cannot partake in the health promotion events, Mantoux and flu shot clinics but the events are well advertised to those students could come to campus for specific events. The nursing programs have developed an excellent working

relationship with the Health Education services. For example, as part of a classroom project, the students set up informational tables during health clinics.

<http://www.lsc.edu/current-students/health-education-resources/>

#### Financial Aid

Financial aid information can readily be found by meeting face-to-face with counselors or by searching the LSC website. The financial aid offices are located in the Student Services area to help streamline the steps for new students. Online financial aid information and counseling is available to all students including those off campus. The LSC financial aid website has information on FAFSA, financial aid questions/answers, financial aid information, policies connected to financial aid, financial aid status, grants and scholarships, employment, forms, loans, and tools.

<http://www.lsc.edu/financial-aid/>

#### LSC Foundation

Like all foundations, the LSC Foundation exists to provide financial resources for the college, with a mission to empower students by removing financial barriers to their

educational goals, to strengthen LSC by providing financial resources for its people, programs and campus, and to serve as ambassadors linking college and community. The LSC Foundation website has information on scholarship opportunities, alumni association, events, board of directors, and staff. Students apply for scholarships online, which are offered both spring and fall semesters. In spring 2017 college-wide scholarships were awarded for an amount of just over \$50,000.



Lake Superior College  
**FOUNDATION**

### Veterans Resource Center



This center assists eligible student veteran, active duty personnel, dependents, reservists, and National Guard members with G.I. Bill benefits and questions regarding state and federal educational benefits program. There is an on-campus office that has limited office hours which are posted on the LSC website. Off campus students can call or email using the phone number and emails listed on the site. The Veterans Resource Center website does offer many links such as: assistance we provide, services/benefits, resources and other benefits.

### The Learning Center

The Learning Center provides free individual tutoring, study groups and other academic resources. Tutoring is provided by professional tutors and student peer tutors. Professional tutors hold a degree in the area in which they tutor while peer tutors are students who have excelled in the course(s) in which they tutor. The Learning Center is open Monday-Thursday 0700-1800, Fridays 0700-1600. Students can drop in or call ahead to make an appointment. The Learning Center website also offers links to tutors, workshops, study groups and other services. Students can use the service up to 15 hours per semester.

<http://www.lsc.edu/current-students/learning-center/>

### LSC's Bookstore

The LSC Store provides text books and instructor specific supplies needed for courses. They also have a variety of products such as backpacks, computer software, candy, cards, clothes and a limited supply of over the counter medication. The bookstore is open Monday-Friday 0730-1600. Online students or other students who are not able to come to the bookstore during posted hours can make special arrangements by calling. The bookstore website has links to online services, policies and hours. The online services provided by the bookstore include ordering books, selling books back, student online book swap, discount software, computer and software orders, Apple store and Adobe student software store. Through the online site, students are able to order their books and come to campus for pick up at a special window outside the bookstore.



### The Student Technology Support Center

The Technology Support Center (E1001) is a one-stop technology help center to assist students with all of their academic computer needs. They assist student with LSCnet Accounts Logins such as Email, e-campus, and Student Portal site. The Center also assists with Connect e-campus for online classes and provides software. An open computer lab (S2960) is an open computer lab for students that do not need assistance and want a quiet area for studying and taking tests. This lab is open Monday-Thursday 0730-1700 and Friday 0730-11. Off campus students can email or call the center for assistance. The Student Technology Support Center has a website that posts contact information, hours the on-campus site is open, services available, technology tips, and resources.

### The Harold P. Erickson Library

Erickson Library provides support for LSC nursing students and faculty in numerous ways. Patrons can access the library's physical space Monday-Thursday 0730-1900 and Friday 0730-1600 or search the library's vast online resources 24/7.

The library hosts quiet and community study areas, course reserves, computers, printers, and a training lab, along with a print collection.

Nursing students are welcomed and receive information about library services and resources during the first semester of the nursing programs. The students frequently utilize the library's reference staff, Course Reserves, and small group study rooms.

Online services offered by the library include access to thousands of scholarly journals through multiple health databases, suite of streaming media, ebooks, and reference materials including an online chat and library tutorial. The library's Nursing Help Guide directs students to program specific resources:  
<http://lsc.lib.mnscu.edu/subjects/guide.php?subject=nursing>>

**3.5: Student educational records are in compliance with the policies of the governing organization and state and federal guidelines.**

Lake Superior College has a policy on Data Privacy which is located on the website under policies <http://www.lsc.edu/policies/20-confidentiality-student-records/> . Faculty and staff at LSC take mandatory data privacy tutorials titled "Code of Conduct" and "Public Jobs: Private Data." All employees must also view the online video titled "Employee Right to Know". These are all available through the Human Resources website.

Nursing department educational records are kept in a locked file cabinet in a locked area outside office of the Director of Nursing Programs. Records maintained on students include clinical evaluation tools, completed skills sheets, affidavit of receipt of Nursing Handbook, and if necessary, student contracts. The student file also has three other signed waivers: Authorization for release of student information in regards to background checks, confidentiality of information with audio, visual and digital recording, confidentiality statement on confidentiality in regards to patients, families, volunteers, and fellow students obtained during their studies. These records are maintained for five years in accordance with MBON compliance and are then shredded.

The following student information is housed in a secure online state system called "Student Passport":

- SLH HIPAA training
- Student acknowledgement of HIPAA training – Essentia
- CPR & First Aid
- CNA or LPN certification
- Immunizations.

All student records are maintained in accordance with state and federal regulations.

### **3.6: Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.**

The financial Aid regulations are defined in the Federal Student Aid handbook and the MN State Aid Manual. The Financial Aid Management software program is set up such that aid is not disbursed to ineligible students that do not meet the eligibility requirements. Annual audits detect any shortfalls and provide for resolution of any know issues.

<http://ifap.ed.gov/fsahandbook/0910FSAHbkVol2.html>

<http://www.ohe.state.mn.us/pdf/FAManual/FullFAManual.pdf>

#### **3.6.1: A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.**

The Department of Education provides electronic communication to students completing the on-line loan application process. Entrance and Exit loan counseling are required at the initial loan request and at the time of graduation or if enrollment is less than half time. Students aggregate loan limits are monitored regularly by National Student Loan Database (NSLDS) and the College.

[http://www.nsls.ed.gov/nsls\\_SA/](http://www.nsls.ed.gov/nsls_SA/)

<http://www.lsc.edu/policies/5-12-20-procedure-return-title-iv-funds/>

**3.6.2: Students are informed of their ethical responsibilities regarding financial assistance.**

Financial aid policies are discussed during LSC’s general orientation and registration sessions and can be found on the LSC Financial Aid homepage. All students are required to complete LSC’s orientation process. Financial aid staff conduct sessions at Student Success Seminar courses (formally First Year Experience) to remind students about financial aid and their responsibility to be good stewards of the assistance they receive. One-on-one counseling sessions with students and parents address any ethical boundaries they may be crossing.

<http://www.lsc.edu/policies/5-12-20-procedure-return-title-iv-funds/>

<http://www.lsc.edu/policies/2-9-1-procedure-academic-standing-financial-aid-satisfactory-academic-progress/>

[www.fafsa.gov](http://www.fafsa.gov)

<https://studentaid.ed.gov/redirects/federal-student-aid-ed-gov>

<http://www.lsc.edu/financial-aid/>

**3.6.3: Financial aid records are maintained in compliance with the policies of the governing organization, state, and federal guidelines.**

Student financial aid files are retained for a minimum of five years. Records are available for State and Federal organizations to review to ensure compliance. Paper files older than 5 years are shredded due to the confidential information that is required to verify incomes and status. Expired electronic financial aid files are purged.

Table 6: Loan Default Rates for LSC:

Year	Default rate
2013	14.8%
2012	14.8%
2011	12.2%

<http://ifap.ed.gov/fsahandbook/attachments/0910FSAHbkVol2Ch9Recordkeeping.pdf>

<http://www.ohe.state.mn.us/pdf/FAManual/FullFAManual.pdf>

**3.7: Records reflect that program complaints and grievances receive due process and include evidence of resolution.**

LSC has an official student complaint and grievance procedure and records of complaints are maintained in the office of the Dean of Allied Health & Nursing. The PN program has had no official complaints or grievances for the last three years. There were 5 official AS complaints in 2016 but none of the complaints involved the

program or faculty. Three students registered complaints of a cheating episode and 2 complaints involved students registering complaints against each other about unprofessional behavior in an open lab. There was one official grade change petition in 2014.

All complaints and grievances were handled by the Dean of Allied Health & Nursing and the results are housed in the Deans office.

<http://www.lsc.edu/policies/3-8-1-procedure-student-complaints-grievances/> .

The nursing education unit has a separate petition procedure for those admitted to the nursing program and is found in the Nursing Student Handbook. (Resource room: Nursing Student Handbook pg. 12) These policies follow the format of the campus wide complaint procedure where the student is encouraged to first discuss the issue with the instructor, followed by the Director of Nursing Programs, and finally the Dean of Allied Health & Nursing. A Nursing Progression Committee is utilized only for occurrences within the nursing program such as a "No call, No show" for clinical where the policy in the nursing department is a no pass. Students have the right to appeal to the Nursing Progression Committee. Students also have the right to further appeal the decision through LSC's official complaint and grievance procedures.

### **3.8: Orientation to technology is provided, and technological support is available to students.**

Students are oriented during the first semester of the nursing program as needed. The Student Technology Support Center is available to students for drop in appointments or students can access the Support Center via email. The D2L site itself has links to e-campus mentors, D2L videos on "Using D2L Tools," and a link to help the student determine if "Is Online Learning Right for You?"

Student accounts are accessible from the LSC website. This feature titled "e-services", allows students to see current grades, transcripts, Degree Audit Reports (DARs), tuition, financial aid disbursement, class schedules, and class enrollment. Videos and tutorials are used to orient students to a student account and are covered in the Student Success Seminar course or at a student technology support center orientation.

All nursing students will experience some form of electronic medical record (EMR) while in the program. Both of the major hospitals utilized for clinicals now have EMR. Students receive orientation to the EMR from a faculty member or via online tutorials. Instructors also receive EMR training and updates as needed. Both local hospitals require instructors to have yearly updates on the EMR. Faculty must attend a computer training session once to establish competency and receive computer access.

Nursing students are oriented to the library technology by the librarian during their first nursing Semester. Students in NUPN1410 Adult Nursing I receive CINAHL training at the beginning of the semester by the Librarian. They are then given an assignment to complete using CINAHL and the library training which evaluates end-of-program student learning outcome (EP-SLO) number 2. Over 85% of the students have typically scored above 85% on this assignment with the exception of this last fall class where 84% (21/25) of the students received a score above 85%. We will continue to monitor this to evaluate if any future action is

required. Two students received 80%, one student did not submit and one student received 50% on the assignment.

AS will have a similar library orientation starting fall 2017 with an assignment to again measure EP-SLO #2.

**3.9: Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.**

LSC Nursing Programs do not offer any online or distance nursing courses.

## **STANDARD 4: CURRICULUM**

### **PN and AS Nursing**

The curriculum supports the achievement of the end-of-program student learning outcomes and is consistent with safe practice in contemporary healthcare environments across all three nursing tracks available at Lake Superior College (Associate Degree Nursing, Advanced Standing Track Associate Degree, and Practical Nursing).

#### **4.1: Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of-program student learning outcomes.**

Our programs prepare students for contemporary standards of practice by utilizing established professional standards and allowing those to guide the program. The faculty used the NLN competencies and core values, QSEN, and LSC's college-wide outcomes to develop the EPSLO's and guide the program. LSC Associate Degree and Practical Nursing End of Program Student Learner Outcomes:

1. Adapt to the diverse and ever-changing roles of the Associate or Practical Nurse in a variety of health care systems.
2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development at any point in the health/illness continuum.
3. Utilize the nursing process at the Associate or Practical Nurse scope of practice in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan.
4. Interact effectively with clients, peers, and members of other health care disciplines utilizing written and oral communication and by utilizing current technologies.
5. Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity.
6. Assess patterns and activities that may lead to unsafe practice.

The EP-SLO's are woven throughout the program, as illustrated in the course outcomes and conceptual framework grids, developed for each course. (Appendix F – Curriculum Grid Examples). Each nursing course has taken the course objectives and identified which End-of-Program Student Learner Outcomes, NLN competencies, QSEN, role-specific graduate competencies, and college wide outcomes are met. Each course grid identifies evaluative measurements of course outcomes and end of program student learner outcomes. (See Course outcomes and conceptual framework templates in the Professional Nursing and PN Nursing D2L shells. These will be available in resource room – course folders).

#### **4.2: The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.**

The end of program student learning outcomes were developed to:

- organize the curriculum

- guide the delivery of instruction
- direct learning activities

The end of program student learning outcomes have been evaluated in all courses throughout the program (See Appendix F - curriculum grids). The students self-evaluate their attainment of the EP-SLO at the end of the programs. With the exception of the December 2016 AS graduates, students have identified that they have met the EPSLO (Reference room: EPSLO surveys). End of Program Student learner outcomes are continually evaluated in all theory and clinical courses. Refer to the grids identified in standard 4.1.

As of June 2017, the curriculum committee will evaluate the EP-SLOs on a rotational basis. Starting with EP-SLO 1 and 2 for 2017-2018, followed by EP-SLOs 3 and 4 for 2018-2019, and EP-SLOs 5 and 6 for 2019-2020. (Refer to faculty meeting minutes 6-2017). (Appendix G - EP-SLO Evaluation Timetable)

Clinical evaluation tools evaluate all 6 end of program student learner outcomes. ELA which measures clinical performance has been met at the 95% benchmark of all students receiving a score of 3 in all evaluative categories. (Reference room: SEP for standards 1-5) (Appendix H - Clinical Evaluation Tool Examples).

#### **4.3: The curriculum is developed by the faculty and regularly reviewed for integrity, rigor and currency.**

The nursing program reviews curriculum currency with our advisory committee at our bi-annual meetings. (Resource room: Advisory Committee minutes also available in D2L site). Role specific Graduate Competencies lists were reviewed on February 11, 2016 at the advisory committee meeting. The advisory committee recommended adding content on rectal tubes and continued to support current lists.

Most exams are made up of NCLEX-style multiple choice, select all that apply and short answer questions. Test questions come from a variety of sources such as the text test bank, NCLEX board review books and questions written by faculty members. Faculty members routinely review didactic course exams for rigor by utilizing item analysis obtained from our ParScore system. The test review committee has established a testing policy that has been implemented by all faculty in all PN and AS didactic courses (See Test Review Committee minutes in Nursing Faculty D2L Shell).

In the clinical setting, students are assigned case studies, concept mapping and care plans with provided patient goals and nursing interventions, all which require the student to be active participants in their learning. Some clinical courses have simulation days built in that also require students to actively participate, utilize clinical reasoning skills, apply previously learned knowledge and skills, and integrate organizational and leadership skills and analysis of information all in a controlled, safe environment.

Desiring to engage in quality improvement, the faculty reviewed and edited the nursing committees present in the program in order to improve the learning of the student. The goal of these committees is to analyze the curriculum for rigor and currency. Committee reports are a part of all nursing faculty meetings. (See Committee Minutes in Nursing Faculty D2L Shell). The committees and names of faculty are identified below.

1. Simulation Committee
  - a. Tracy Moshier
  - b. Jacquie Semaan
  - c. Kristen Fenlason
  - d. Joel Krochalk
  - e. Wendy Hunter
  
2. Curriculum Committee
  - a. Anna Sackette-Urness
  - b. Tracy Moshier
  - c. Jacquie Semaan
  - d. June McLachlan
  - e. Wendy Hunter
  
3. Test Review Committee
  - a. Anna Sackette-Urness
  - b. Michelle MacDonald
  - c. Nik Zhelev
  - d. Sue Shelerud
  - e. Lynn Cain
  - f. Karlin Krebs

**Practical Nursing:**

In response to the update of the PN-NCLEX exam, a gap analysis was completed by the faculty summer of 2017 to ensure rigor, integrity and currency. (Resource room: PN-NCLEX gap analysis).

Academic rigor is assessed yearly with evaluation of the students' NCLEX-PN exam results. The most recent three years' results for students who passed on the first attempt are listed below:

- 2016: 100% (83.7% national)
- 2015: 88.89% (81.89% national)
- 2014: 82.16% (82.16% national)
- 3 year mean 90.35% for LSC

**Associate degree:**

The curriculum underwent a complete review and revision in spring of 2015. The implementation of the new curriculum will be complete fall semester 2017. The process began with review of mission and philosophy statements and review of end of program student learner outcomes. The end of program student learner outcomes guided the development of the curriculum. The program was reduced from 69 to 64 credits to be compliant with MnSCU 60/120 credit requirements. Credit ratio remains a 1:1 ratio for theory courses, and 1:2 for lab and clinical courses.

In response to the update of the RN-NCLEX exam, a gap analysis was completed by the faculty spring semester of 2017 to ensure rigor, integrity and currency. There were no gaps identified.

Academic rigor is assessed yearly with evaluation of the students' NCLEX-RN exam results. The most recent three years' results for students who passed on the first attempt are listed below:

- 2016: 93.02% (81.68% national)
- 2015: 82.68% (82% national)
- 2014: 69.49% (79.27% national)
- 3 year mean 81.73% for LSC

#### **4.4: The curriculum includes general education courses that enhance professional nursing knowledge and practice.**

General education courses utilized in all Nursing programs have been carefully chosen by the faculty. The general education PN Curriculum has not been revised since the last curriculum revision in 2012. PN graduates can use the general education courses in the PN program for the advanced standing LPN track.

The Associate Degree program revised curriculum in 2015 following a MN system wide mandate. The curriculum went from a 69 credit AAS degree to a 64 credit AS degree. With this change, the general education requirements increased to 30 credits (See D2L shell Professional Nursing – New Curriculum and Faculty Meeting minutes fall 2014-2015). The AS and the AST tracks have the same general education courses.

In a program exit survey on the student learning outcomes a question exists to address general education courses. The question reads as follows: "The general education courses enhanced your nursing knowledge and practice". For the PN program, the following data collected:

- Spring 2017, 93.3% (14/15) students scored this at or above "sufficiently achieved" which was above our ELA of 85%.
- Spring 2016, 93.75% (15/16) students scored this at or above "sufficiently achieved" which was above our ELA of 85%.
- Spring 2015, 100% (17/17) students scored this at or above "sufficiently achieved" which was above our ELA of 85%.

For the Associate Degree program, the follow data was collected:

- Spring 2017, 93.2% for AAS (41/44) and 83.3% for AST (10/12) students scored this at or above "sufficiently achieved" which was above our ELA of 85%.
- Spring 2016, 58.53% for AAS (24/41) students scored this at or above "sufficiently achieved". Results were discussed at 4/4/17 faculty meeting. Revised to administer survey during capstone orientation to increase participation. AST students were satisfied with general education courses. Only one comment about patho not being good online was noted.
- Spring 2015, 96.56% for AAS (28/29) 100% for AST (10/10) students scored this at or above "sufficiently achieved" which was above our ELA of 85%.

#### **4.5: The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.**

Culturally competent nursing care is a skill required of a graduate nurse in this era of globalization. The LSC faculty has woven cultural, ethnic and socially

diverse concepts throughout the AS and PN programs. The assignments listed below show diverse experiences from regional, national, and global perspectives.

NUPN 1440 Psychosocial Nursing – Culture Assignment

NUPN1500 Nursing Trends –Group/Panel Issues Assignment

NUPN 1540 Gerontology in Nursing – Self-Awareness Assignment and Gerontology Paper

All PN clinical courses – address cultural, ethnic and socially diverse concepts on assessment worksheets.

ADN 2415 (AS) Nursing Care of the Adult III and 2440 (AST) Clinical Management with Integrated Theory - Simulation scenarios

ADN 2431 (AS/AST) Behavioral Health Nursing – Culture Assignment

ADN 2432 (AS/AST) Behavioral Health Nursing Clinical – CHUM New Horizons Walk

ADN 2471 (AS/AST) Family Nursing – vSIM Scenarios

All ADN clinical courses – address cultural, ethnic and socially diverse concepts on assessment worksheets.

### Nursing Club

LSC's Nursing Club is also involved in cultural, ethnic and socially diverse concepts. The community work includes local and global activities. The Nursing Club has volunteered at a variety of on campus and community activities. For a comprehensive list of Nursing Club activities, see Table 4. We are so proud of our nursing student involvement within the community.

### End of Program Student Learner Outcome Survey

All students complete a survey at the end of the program that address end of program student learner outcomes. End of program student learner outcome #3 "Utilize the nursing process at the Professional Nurse/Practical Nurse scope of practice in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan." Scored at "completely achieved" or "sufficiently achieved".

#### PN

- Spring 2017 – 100% (19/19)
- Spring 2016 – 82.61% (19/23)
- Spring 2015 – 95.24% (20/21)

## ADN

- Spring 2017 – AAS 97.8% (45/46); AST 85.7% (12/14)
- Fall 2016 – AAS 77.78% (35/45)
- Spring 2016 – AAS 94.44% (34/36); AST 93.3% (14/15)
- Fall 2015 – AAS 90.62% (29/32)
- Spring 2015 – AAS 100% (39/39); AST 100% (17/17)
- Fall 2014 – AAS 95.6% (43/45)

### **4.6: The curriculum and instructional processes reflect educational theory, interprofessional collaboration, research, and current standards of practice.**

The curriculum and instruction process is based on Bloom's taxonomy, Benner's novice to expert, and Kolb's adult learning theory. Theory and psychomotor skills are introduced at a beginning level at the start of the program with progression towards higher levels of learning. The INACSL standards for simulation were adopted by faculty November 2016 along with Jefferies Simulation theory in the summer of 2017.

The programs were developed using best practices from NLN and QSEN standards. Our end of program student learner outcomes were based on these standards along with LSC's College-Wide Outcomes and our role-specific graduate competencies.

Research, evidence-based practice, and innovation are important to the nursing programs. The programs also use concept mapping, case studies, simulation, group learning, self-reflection, and SBAR. Skill based role specific graduate competencies include evidence based citations.

In the clinical setting, nursing students work with a wide range of other disciplines/departments. PN students have been paired with the AD advanced standing LPN to RN track students for two days of a clinical pediatric simulation and well child clinic. During these two days, the role of an RN and LPN are emphasized and practiced by the two separate groups working together. Due to required curriculum changes in the AS programs, AS students are now placed in the pediatric hospital setting. For future PN Pediatric Simulation days, the AS students will volunteer to fill interprofessional roles.

ADN 2415 and ADN 2440 include interprofessional collaboration with respiratory therapy students and potentially Medical Lab Technician students.

A goal for the Nursing Education Unit is to twice a year, review nursing education articles that reflect educational theory, interdisciplinary collaboration, research, best practice, and evidence-based practices. An example of how this was utilized was in fall 2016 where we reviewed and discussed a lateral violence (bullying) article "Teaching Cognitive Rehearsal as a Shield for Lateral Violence: An Intervention for newly licensed Nurses". Components of the article were embedded into ADN 2415 and ADN 2440 simulations and discussed during debrief.

### **4.7: Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.**

Multiple methods of evaluation are utilized by the nursing faculty to evaluate all six end of program student learner outcomes.

### Cognitive

In didactic courses, the faculty utilize NCLEX-style multiple choice, select all that apply questions and short answer questions as methods to evaluate the students learning in the cognitive domain. Test questions are written at all levels of Bloom's taxonomy and leveled throughout the programs. As the student progresses through the curriculum, the exams place a greater emphasis on the higher levels such as application, analysis, synthesis and evaluation. Theory classes also use group projects, discussions, presentations, and written assignments as part of the process to evaluate student learning. These types of assignments require the students to analyze, synthesize and evaluate information.

ADN didactic courses utilize nationally normed Kaplan Integrated Exams throughout the curriculum. PN students are tested utilizing HESI Exit Exam at the end of the program. For the last three years, PN students have scored above the expected level of achievement.

In the lab courses, the faculty utilize NCLEX-style multiple choice, select all that apply and short answer questions to test a large amount of information and are written at all levels of Bloom's taxonomy. Lab courses have a component of instructor demonstration, student practice and student return demonstration. Lab return demonstrations require students to progress to the imitation and manipulation levels of Bloom's taxonomy in the psychomotor domain. Prior to skill test outs in ADN 1421 Nursing Interventions I (AS), ADN 2420 Nursing Interventions II (AS) and ADN 1530 Medical/Surgical Interventions (AST), the students must complete Docucare and required worksheets. Prior to skill test outs in NUPN 1420 PN Technical Skills I and NUPN 1520 PN Technical Skills II, the students must complete Docucare and required worksheets. These sheets ask questions of the students that emphasizes knowledge, comprehension and application. (Resource room: Course folders)

### Psychomotor

Psychomotor skills in clinical have been leveled from the student novice to student expert level depending where the student is in the program. Beginning students will be at the student novice level while advance students attain the higher level of student expert. Evaluation of student progression is demonstrated in the clinical evaluation tool. Using a rubric, the student is given a grade for clinical performance. A student needs to obtain a "3" on a scale of 1-5 in all 5 areas on the evaluation tool to pass the clinical. (See Appendix E and Resource room: Clinical Evaluation Tool examples)

Students are then assigned "evaluation" days where they are graded using the evaluation form. Each clinical evaluation tool evaluates 5 areas:

- communication and documentation
- data collection and theory
- nursing care and safety
- medication administration
- professionalism and attitude

Psychomotor skills in lab courses are also developed and refined to move students from novice to proficient. Evaluation of student progression is demonstrated by student completion of role specific graduate competencies.

### Affective

The affective learning in nursing education is very important but often neglected domain to be evaluated. LSC utilizes student self-reflection in the clinical and simulation settings. Self-reflections are completed within 24 hours of the clinical or simulation event and are reviewed by the faculty.

### **4.8: The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing organization's accrediting agency.**

LSC's Practical Nursing Diploma Program is a 40 credit program, consisting of 30 program credits and 10 general education credits, for a total of 2 semesters, which culminates in a practical nursing diploma.

LSC's AS Professional Nursing program is a 4 semester 64 credit (after pre-program requirements) Associate of Science in nursing degree, consisting of 31 credits of general education credits along with 33 credits of nursing courses. The Nursing/Advanced Standing LPN Track Associate of Science degree program is also 64 credits and 3 semesters in length after Pre-program requirements. Students entering this program are granted 8 credits from a completed PN program, have 31 general education credits (same as generic AS program) and 25 nursing credits.

Under the semester system, one credit of theory is equivalent to 16 hours of class time over the course of the 16 week semester. Thus there is a 1:1 relationship between the credit value of a theory class and the number of classroom hours per week. One credit of lab or clinical is equivalent to 2 hours of class time per week for a total of 32 hours or a 1:2 relationship. (Resource room: credit breakdown information).

If LSC's program had a 1:3 ratio for clinical and labs, our program would be 39 credits for the PN program and 58.125 credits for the AS nursing program (both totals include the CNA course). (Resource room: comparison of LSC's AS and PN programs credit ratio of 1:2 versus 1:3).

### **4.9: Student clinical experiences and practice learning environments are evidence-based; reflect contemporary practice and nationally established patient health and safety goals; and support the achievement of the end-of-program student learning outcomes.**

Clinical experiences and practice environments are evidence based through the use of electronic learning platforms such as Lippincott's Clinical Advisor and electronic textbooks and resources associated with those e-books, Mosby's clinical skill, Micromedics, and Lexicomp. Students are instructed during clinical orientation, while in clinical practice they are required to use these resources, in addition to the policies and procedures of the facilities. Every clinical course and the simulation

courses utilize the Joint Commission National Patient Safety Goals. Safety goals included in clinical packets cover information for acute care, long term care and physician office procedures.

Practice learning environments for the students include the classroom, labs, simulation, and clinical sites. LSC is fortunate to have clinical opportunities at both acute care facilities in Duluth. Students receive experiences in medical/surgical acute care nursing, obstetrics and pediatrics (pediatrics is AS only). Programs use long term care facilities, and group homes. Our students are blessed with robust clinical experiences and have expressed overall satisfaction on the "Nursing Student Clinical Site Evaluation" survey with clinical sites with the exception of the December 2016 graduates. (Resource room: Listing of clinical agencies and survey results).

### Health and Science Building



Opened in January 2012, lab-lecture classes and most lecture classes are held in the Health and Science Building. The nursing department has access to three classrooms, which enables faculty to embed simulation and skills in the didactic setting.

Lab classes are held in a classroom that can hold over 60 students with an attached lab. The skills lab has 10 beds, all of which have computer access, allowing the students to utilize our EHR during skills courses and simulations. Attached to the lab are two private test-out rooms and a simulation room. The simulation room has an attached control room used for running simulation scenarios.

Currently the lab is used for lab skills classes, alternative clinical experiences and simulation.

Students are taught to follow patient health and safety goals throughout their clinical practice. The health and safety goals are practiced in all lab test outs and in clinical. Prior to the first clinical day, students review a packet of information created and provided by Essentia Health and St. Luke's Hospital (SLH) that highlights topics such as infection control, security, emergencies, and HIPAA. The

students then take a short test and sign a confidentiality form. (Resource room: Copy of St. Luke's Hospital Packet, Essentia's not available as it is all online) A copy of the signed consent and attendance record is sent to SLH. Documentation of participation for Essentia is stored in Student Passport.

Students are evaluated in every clinical in the areas of "Nursing Care and Safety" and "Medication Administration". A grade of "3" on a 1-5 Likert scale needs to be obtained in each of these areas to pass a clinical. (Appendix H - Clinical Evaluation Tool Examples).

The students are also taught to use ISBARR during lab simulations and are expected to use this form of communication in the clinical settings as well.

**4.10: Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students:**

All written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students. The contracts for clinical placement are standardized for all Minnesota State Colleges and Universities. (Resource room: clinical contracts).

**4.11: Learning activities, instructional materials, and evaluation methods are appropriate for all delivery formats and consistent with the end-of-program student learning outcomes.**

All learning activities, instructional materials and evaluation methods have been determined to be appropriate by the nursing faculty. The following data are incorporated throughout the curriculums, and evaluate the end of program student learner outcomes. (Resource room: Conceptual Framework Grid course folders, also in each course D2L shell)

- vSim
- Adaptive learning powered by PrepU
- Practice and interactive case studies
- Kaplan Focused Review exams
- Kaplan Nursing student success videos
- Kaplan Integrated exams
- HESI PN exit exam
- Lippincott PN-NCLEX Pass Point
- Kaplan Basic and Review books
- Simulation
- E-books
- Lippincott Advisor
- Stedman's online
- Video modules and quizzes
- Brightspace/D2L
- Davis Plus
- Skills demonstrations, practice and test outs
- Clinical evaluation tools
- Course quizzes and exams
- Harold P. Erickson Library

## STANDARD 5: RESOURCES

### PN and AS Nursing

Fiscal, physical, and learning resources are sustainable and sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes of the nursing program.

#### **5.1: Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.**

The LSC fiscal resources have sufficiently ensured the achievement of the end of program student learner outcomes. The fiscal resources are proportionate with the resources of the governing organization. Each academic year, the nursing programs receive fiscal resources from the operational budget which does not include salary/benefits. The Director of Nursing Programs and the faculty collaborate to determine program purchases. LSC's administration supports the nursing programs and provides fiscal resources adequate to meet the needs of the department. As a department we have been able to purchase state of art equipment as demonstrated by the simulation lab and computer equipment.

The campus decreased the amount programs could use from department budgets on equipment or technology to \$2,000 per item. Equipment/technology costing over \$2,000 has to go through a campus equipment or technology committee who ranked the entire campus equipment requests. In 2016-2017 the nursing department was approved for \$53,758.93 extra to purchase equipment and \$3,000 was added in May to the nursing budget. (Resource room: "Faculty satisfaction survey" and annual budgets).

Table 7: Annual Nursing Budget

Year	Amount
2017-2018	\$62,390.00 *separate administrative cost center for accreditation site visit costs
2016-2017	\$62,390.00 *extra \$3,000 added at end of year
2015-2016	\$117,117.00 (Kaplan included)
2014-2015	\$151.975.00 (lab kits)

Budget does show a significant decrease from 2014-2016. This can be explained as student fees for Kaplan and the lab had been purchased through department funds and students now purchase these items through the bookstore. No longer is a fee attached to a course to cover these charges. Overall budgets across all divisions and department were decreased a set percentage. Administration has a separate cost center to cover the 2017 ACEN site visit.

#### **5.2: Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.**

The nursing lab holds ten complete patient units with computer access at each bedside. The labs are also equipped with simulation technology such as a simulation manikin in each bed as well as a full adult, infant and maternity

simulator available in the simulation lab which is located within the nursing lab area. The lab has a simulation room with an attached control room and two private testing rooms which can be converted to simulation rooms as needed. The nursing lab is also equipped with a recording station as well as two large monitors to show the recorded materials or to view skill demonstrations. The nursing faculty has enjoyed the luxury of purchasing high tech nursing equipment and models as needed purchasing a 10 new Laerdal manikins, obesity suits, geriatric simulator, and pulse oximeter this last year alone - \$53,758.93 equipment purchased beyond the nursing budget. (Resource room: Nursing Lab equipment, media list, and NLN Scenario Med List)

Labs classes are scheduled with the lab space and the connecting classroom together. The lab space can easily accommodate 30 students at a time for demonstrations and practice. The connecting classroom can hold 60 students. Lab classes are scheduled with 20-30 students at a time with one instructor for every 10 students. Nursing also has access to H3212, which is the former Medical Assistant lab. This area is utilized for skill test out and medical office simulation.

Currently the nursing program has access to three classrooms in the Health and Science building, but also use classrooms throughout campus to teach didactic courses. All classrooms utilized by the nursing faculty are "smart" classrooms and contain state of the art teaching technology. The nursing faculty unit is engaged in campus wide committees and involved in the purchasing of equipment. We have two faculty who are involved in the Equipment and Technology campus wide committees. The Faculty Satisfaction Survey is administered every 2 years. (Resource room: Nursing Faculty Satisfaction Survey)

The Director of Nursing Programs has a private office along with seven full-time faculty members. The remaining full-time and part-time faculty members share office space, with one part-time faculty member having their own office.

Associate Degree Nursing students continue to be satisfied with the physical resources available to them at LSC, with an average score above the national average in both 2015 and 2017 on Noel-Levitz survey. Practical Nursing students have been below the national average in both 2015 and 2017. Informally gathered common reasons for dissatisfaction identified by students was lack of open lab time, or open lab time being cancelled. The lab had been fitted with all new computers fall 2014, and is on the list for updates again within the next year.

An open lab schedule is posted by our lab assistant every semester, where she or a faculty member will be present. Faculty members have been using their office hour time to monitor open labs especially over lunch periods. A student worker is assigned to monitor the H building to check students into even hour open lab times. Open lab times are in the evenings 3:00-8:00pm Monday through Fridays, depending on the nursing lab schedule.

Open lab attendance use numbers have been significant each semester. Total number of students utilizing the open lab times from spring 2016 through fall 2016 was 3,386.

### **5.3: Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.**

Harold P. Erickson Library

The campus library provides services to students, faculty and staff. The library employs two librarians who actively and passionately search for ways to improve the teaching and learning experience. The following list highlights the most common library services:

- research assistance
- collection development
- bibliographic instruction
- interlibrary loan
- access to hundreds of databases

The library provides access to electronic information systems, print materials (books, periodicals, etc.) audio, visual and computer resources. The electronic information system includes PALS, online CD-ROM databases, and internet resources. Instructional and research support services are also located in the library.



Library hours:  
Monday – Thursday 7:30 am to 7 pm  
Fridays 7:30 am to 4 pm  
Access to databases is available seven days/week, 24 hours/day.

Nursing students receive a formal library and research orientation in their first nursing course. The nursing lab also has computers available for students to research through the library's internet site.

The Harold P. Erickson Library hosts an exclusive nursing student website that has links to numerous databases such as CINAHL, Science Reference Center, Health Source Nursing/Academic Edition and EBSCO Mega File 9  
[http://libdata.lsc.edu/page.phtml?page\\_id=164](http://libdata.lsc.edu/page.phtml?page_id=164).

LSC nursing students expressed satisfaction with library services on the Noel-Levitz survey. On the Noel-Levitz survey, nursing students responded above the national average to questions related to library resources and services and the helpfulness of the library staff. (Resource room: Noel-Levitz survey results)

The library welcomes faculty input into the need for printed materials. Faculty methodically and purposefully searched for relevant materials to be included in the library collection. In spring 2017, the faculty reviewed the annual print subscription of journals to either add or delete journals. The library also provided faculty with a review of current available library resources (see faculty minutes 4/18/17). Outdated resources were removed; new copies were either provided by faculty or ordered by the Librarian. The health departments were on cycle this year to request library purchases. XXXX, from nursing, worked with the all the health departments and the nursing faculty to determine a list of new books and/or videos for the library to purchase spring 2017. On the 2017 faculty satisfaction survey, faculty were "completely or sufficiently" satisfied with the library resources, comprehensiveness, currency, and technology at 90-100%.

Students have expressed overall satisfaction with the library resources and feel the library staff are helpful and approachable on the Noel-Levitz survey in both 2015 and 2017 (Resource room: Noel-Levitz survey results).

Nursing students and faculty in the clinical setting also have access to the Medical libraries at Essentia Health and Saint Luke's Hospital and off-campus students have access at University of Minnesota-Duluth, The College of St. Scholastica, Duluth Public Library, and the University of Wisconsin-Superior.

### Technology

The Lake Superior College Technology Support Center is available to all students and provides assistance to students in all areas of technology used on campus. The technology Center assistance is available via email, phone and drop in. There are one large capacity computer labs as well as several smaller areas that provide computer access and assistance throughout the campus at the internet café, learning center, library, and intercultural center.

Faculty has technology support through Center for Faculty Intervention (CFI) and IT. The support is often individual and CFI offers a variety of updates and classes throughout the year.

Student satisfaction on the Noel-Levitz concerning computer labs being adequate and accessible still reflects a slight student dissatisfaction with the PN results decreasing slightly and the ADN program increasing slightly. We think this is in response to the slow nursing lab computers and technology disruption with the medication scanners attached to the lab computers. The nursing lab is scheduled for new computers within the next year. (Resource room: Noel-Levitz survey results)

### Learning Center

The LSC Learning Center is available to all nursing students. This resource provides a computer lab, quiet study areas, group study areas and access to professional and peer tutors in math, composition, writing, and the sciences. A nursing student provided medication math tutoring for nursing students 2016-2017.

**5.4: Fiscal, physical, technological and learning resources are sufficient to meet the needs of faculty and students engaged in alternative methods of delivery.**

LSC's nursing programs do not offer any alternative methods of delivery for nursing courses.

**SECTION THREE:**  
**STANDARD 6 OUTCOMES**

## **STANDARD 6: OUTCOMES – PN Program**

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

### **6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.**

Nursing faculty recognize the value of ongoing systematic evaluation of the nursing program. The Systematic Evaluation Plan (SEP) serves as a working template which faculty utilizes to measure and evaluate the degree to which end of program student learning outcomes (EPSLO), program outcomes and ACEN standards and criteria are achieved. Faculty actively engage in measuring and evaluating EPSLO's, program outcomes and ACEN standards and criteria at designated pre-determined intervals both formally and informally as needed. The SEP further serves to assure that curriculum and teaching methods remain:

- high quality
- relevant
- current
- evidence-based
- based on clinical standards

The SEP delineates a very specific entry to exit point path for achievement of end of program student learner outcomes and program outcomes and thus drives everything we do as a program. Program decisions are informed after thoughtful consideration of findings yielded through the process of systematic program evaluation.

For example one of the changes made to curriculum based on collected SEP data includes a declining course "Cultural Assignment" grades. After initiating the intervention the following year, student assignment scores improved. (Resource room - refer to standard 6 – SEP, EPSLO 3 & 5).

After successfully implementing Lippincott's PrepU in the Associate degree program, and a free trial run in spring 2016 in the PN program, Lippincott's PN-NCLEX Pass Point was added to the curriculum to help support student learning and provide increased access to NCLEX-PN style questions.

Another example of how we are utilizing SEP data involves the HESI exit exam. Noted spring 2017, there was a decline in the number of students who participated in this voluntary exam. Starting spring 2018, this exam will be connected to NUPN 1520 as an assignment.

Starting fall 2017, EPSLO's will be evaluated on a three year rotation, starting with EPSLO's #1 and #2. (Appendix E – EP-SLO Evaluation Timetable).

Fall 2016, the nursing program initiated mid-semester didactic course short standardized survey which gathers student feedback on meeting course outcomes and suggestions for improvement. Collected data is shared with the students along with adaptations to course presentation or teaching strategies. Every course objective is linked to an EPSLO, please refer to "Course grids" in each course folder.

The Practical Nursing program continues to successfully utilize a team approach to aligning semester curriculum. For example, when urinary system is

being covered in NUPN 1410 Adult 1 Nursing, we are also covering urinary skills in NUPN PN Technical Skills 1.

**6.2: The program demonstrates evidence of graduates’ achievement on the licensure examination.**

**The program’s most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.**

All graduating classes to date have exceeded the national average for successful pass rate on the NCLEX-PN exam. The following data show the pass rate for those graduating students for the last three years.

Table 8: NCLEX-PN Pass Rates

Year	LSC’s Pass Rate	National Pass Rate
2017*	100%	83.13%
2016	100%	83.70%
2015	88.89%	81.89%
2014	82.35%	82.16%

\* Through 2<sup>nd</sup> quarter data only

**6.3: The program demonstrates evidence of students’ achievement in completing the nursing program.**

Expected level of achievement reads: 70% of the students will complete the program in 150% of time from entering the program with the first nursing course. LSC’s practical nursing program has met expected level of achievement for program completion for the last 3 years. ELA decreased to 70% spring 2017 after faculty discussion reviewing LSC’s nursing trends and national trends.

Completion ratios declined slightly in 2015. In response to the decreasing completion ratios, a mentoring program was initiated fall 2016. No students required mentoring fall 2016. In spring 2017, two students were mentored and both successfully completed the program.

Admission procedure for entry into the PN program changed August of 2015. Admission is now competitive using a ranking system of GPA on select courses and a TEAS score. Note a slight increase in the completion ratio of the first competitive entry graduating cohort in 2016.

PN Completion Ratios:

- 2016 – 70.83% (21/27)
- 2015 – 68.97% (20/29)
- 2014 – 72.72% ((16/22)

**6.4: The program demonstrates evidence of graduates’ achievement in job placement:**

Job placement rates using MN State Graduate Job Placement History has ranged 83.3-100% from 20013-2015. 2016 data will be available shortly. The Graduate Job Placement History through MN State is a standardized collection and reporting on all programs throughout the state.

Table 10: MN State Graduate Job Placement History PN Graduates

Year	Employment rate (%)
2015	83.3%
2014	100%
2013	100%

## **STANDARD 6: OUTCOMES – ADN Program**

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

### **6.1 The program demonstrates evidence of students' achievement of each end-of-program student learning outcome.**

Nursing faculty recognize the value of ongoing systematic evaluation of the nursing program. The Systematic Evaluation Plan (SEP) serves as a working template which faculty utilizes to measure and evaluate the degree to which end of program student learning outcomes (EPSLO), program outcomes and ACEN standards and criteria are achieved. Faculty actively engage in measuring and evaluating EPSLO's, program outcomes and ACEN standards and criteria at designated pre-determined intervals both formally and informally as needed. The SEP further serves to assure that curriculum and teaching methods remain:

- high quality
- relevant
- current
- evidence-based
- based on clinical standards

The SEP delineates a very specific entry to exit point path for achievement of end of program student learner outcomes and program outcomes and thus drives everything we do as a program. Program decisions are informed after thoughtful consideration of findings yielded through the process of systematic program evaluation.

For example one of the changes made to curriculum based on collected SEP data includes initiating earlier review of medication dose and calculation as exam scores showed a decrease. After initiating the intervention the following semester, student math scores improved. (Resource room - refer to standard 6 – SEP, EPSLO 2 & 6).

Starting fall 2017, EPSLO's will be evaluated on a three year rotation, starting with EPSLO's #1 and #2. (Appendix E – EP-SLO Evaluation Timetable).

Fall 2015, the nursing program initiated mid-semester didactic course short standardized survey which gathers student feedback on meeting course outcomes and suggestions for improvement. Collected data is shared with the students along with adaptations to course presentation or teaching strategies. Every course objective is linked to an EPSLO, please refer to "Course grids" in each course folder.

Beginning with the new AS curriculum implemented spring 2016, a team approach was initiated to deliver didactic course content. Semester teams meet to align teaching schedules of overlapping and similar content. This has worked particularly well in the first two semester in the AS program and first semester of the AST program. In most didactic courses two faculty are assigned to a cohort. They work together to develop content, schedules, assignments, and exams. All exams are then reviewed by both instructors for validity and reliability. Changes are made collaboratively by faculty teams.

Semester team meetings have informally occurred. Going forward these team meetings will have a more structured format to document agenda, minutes and changes.

**6.2: The program demonstrates evidence of graduates’ achievement on the licensure examination.**

**The program’s most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.**

LSC did experience a decline in NCLEX-RN pass rates. Multiple changes were made to the curriculum and admission process in response to this decline (Please refer to Standard 6 – SEP). The following data show the yearly pass rates:

Table 10: NCLEX-RN Pass Rates

Year	LSC’s Pass Rate	National Pass Rate
2017*	96.59%	85.86%
2016	93.02%	81.68%
2015	82.68%	82.0%
2014	69.49%	79.27%

\* Through 2<sup>nd</sup> quarter data only

**6.3: The program demonstrates evidence of students’ achievement in completing the nursing program.**

Expected level of achievement reads: 70% of the students will complete the program in 150% of time from entering the program with the first nursing course. LSC’s practical nursing program has met expected level of achievement for program completion for the last 3 years. ELA decreased to 70% spring 2017 after faculty discussion reviewing LSC’s nursing trends and national trends.

Completion ratios have declined in direct relationship to the increased rigor within the nursing curriculum in response to the decrease NCLEX pass rate LSC experienced 2014-2015. In response to the decreased NCLEX pass rates and decreasing completion ratio’s, a mentoring program was initiated fall 2015. Of those in the mentoring program fall 2016, 73.7% (14/19) are still successfully navigating the program or have graduated. In spring 2017, 94.4% (17/18) are still successfully navigating the program or have graduated. The one student who left the program withdrew at a passing status. (Resources room: Board of Nursing student book)

Admission procedure for entry into the AS nursing programs changed January of 2015 again in direct relationship to declining NCLEX-RN pass rates. Admission is now competitive using a ranking system of GPA on select courses and a TEAS score. Overall class averages for the TEAS test have steadily increased since January of 2015 and we are starting to see increased student success on program completions. For example the May 2017 graduating class most likely will have a completion ratio of 74% (43/58) and the December 2017 cohort at this time has an anticipated completion ratio of 89.7% (52/58). We also anticipate an increase completion ratio with the May 2017 AST cohort – 72.7% (16/22).

AS Nursing Completion Ratio:

- Spring 2016 – 64.4% (38/59)
- Fall 2015 – 70.18% (40/57)

- Spring 2015 – 67.27% (37/55)
  - Fall 2014 – 83.61% (51/61)
  - Spring 2014 – 85.45% (50/57)
- AST Nursing Completion Ratio:
- Spring 2016 – 70.83% (17/24)
  - Spring 2015 - 68.97% - (20/29)
  - Spring 2014 – 92.86% (26/28)

**6.4: The program demonstrates evidence of graduates’ achievement in job placement:**

Job placement rates using MN State Graduate Job Placement History has ranged 89.5 – 98.6% from 2013-2015. 2016 data will be available Early fall 2017. The Graduate Job Placement History through MnSCU is a standardized collection and reporting on all programs throughout the state.

Table 11: MN State Graduate Job Placement History ADN Graduates

Year	Employment rate (%)
2015	98.6%
2014	94.7%
2013	89.5%

**SECTION FOUR:**  
**APPENDIX**

**Appendix A**  
**(Program Guide Sheets AS and PN Programs)**

\*\*\*REMEMBER TO REGISTER EARLY\*\*\*

### Program Description

The Professional Nursing program is an Associate of Science Degree Program. The AS Nursing Program prepares students who are nursing assistants to complete a program of study in professional nursing that utilizes both theory and clinical course work as well as laboratory simulation. Upon completion of this program, graduates are eligible to take the NLCEX-RN (National Council Licensure Examination for Registered Nurses). Graduates of this program may apply to another college or university to pursue a bachelor's degree in nursing after completing their AS degree and becoming a registered nurse.

### Program Outcomes

- Adapt to the diverse and ever-changing roles of the professional nurse in a variety of health care systems.
- Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum.
- Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan
- Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies.
- Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity.
- Assess patterns and activities that may lead to unsafe practice.

Qualified applicants should be aware that program class sizes are limited, which may delay acceptance into the program.

You may be required to complete additional (or less) coursework, dependent upon the results of your Computerized Placement Test (CPT) and/or previous coursework completed or certifications awarded.

Pre-Program Courses			
BIOL1005	Introduction to Cell Biology	1	
BIOL1140	Human Anatomy and Physiology I *	4	
BIOL1141	Human Anatomy and Physiology II *	4	
ENGL1106	College Composition I *	3	
REQUIRED COURSES			
Course	Course Title	Credits	Term
ADN1415	Nursing Care of the Adult I	3	
ADN1421	Nursing Interventions I	2.5	
ADN1441	Health Assessment	2.5	
ADN1450	AD Clinical I	1	
MATH1105 OR MATH2210	Principles of Mathematics OR General Statistics	3	
BIOL1170	Microbiology	3	
ADN1515	Nursing Care of the Adult II	2	
ADN1520	Pharmacological Interventions	2.5	
ADN2420	Nursing Interventions II	1	
ADN1460	AD Clinical II	2	
ADN1510	Professional Nursing Concepts	1.5	
BIOL2170	Pathophysiology	3	
COMM1100 OR COMM1105 OR ENGL1109	Introduction to Communication OR Interpersonal Communication OR College Composition II	3	
ADN2471	Family Nursing	2	
ADN2472	Family Nursing Clinical	1	
ADN2431	Behavioral Health Nursing	2	
ADN2432	Behavioral Health Clinical	1	
ADN2415	Nursing Care of the Adult III	2	
PSYC1135 OR Any of the following SOC Courses:	Lifespan Developmental Psychology OR Introduction to Sociology Social Deviance Marriages and Families Race, Class, and Gender Human Sexuality Patterns of Domestic Violence Drugs and Society Social Problems	3	
SOC1111	Introduction to Sociology		
SOC1125	Social Deviance		
SOC1140	Marriages and Families		
SOC1145	Race, Class, and Gender		
SOC1155	Human Sexuality		
SOC1165	Patterns of Domestic Violence		
SOC1170	Drugs and Society		
SOC2120	Social Problems		

General Education courses within the program may be taken prior to entering the program, as long as the specific prerequisites for that course have been met. Please check with your advisor. All courses in the program need to be completed with a grade of "C" or better to progress into the next semester

\*Indicates courses used to calculate program minimum cumulative GPA requirement of 3.0 to enter program.

**TEAS Exam with a score at or above 58.6% (or 420 on new ATI TEAS exam 08/2016) required prior to online application deadline**

ADN2481	Advanced Nursing Care	3	
ADN2483	Advanced Nursing Care Clinical	2	
ADN2491	Leadership and Management	1	
ADN2600	Clinical Capstone Experience	1	
COMM1601	Interviewing Procedures and Practice	1	
ENSC2010	World Health and the Environment	3	
OR	OR		
ANTH1110	Cultural Anthropology		
OR	OR		
HUM1130	World Religion		
<b>TOTAL CREDITS</b>		<b>64</b>	
Courses may require a pre-requisite. Refer to the course outline or check with an advisor.			

**Admission to the Professional Nursing program is competitive, based on pre-technical GPA requirements and TEAS score.**

### **Pre-program Requirements**

Successful entry into this program requires a specific level of skill in the areas of English, mathematics, and reading. Program entry will depend, in part, on meeting the prerequisites listed below:

#### **English/Reading:**

- A score of 78 or higher on the reading comprehension portion of the CPT,
- OR completion of ENGL0950 or READ0950, which may **not** be taken concurrently with Semester I coursework,
- OR ENGL0955 or READ0955, which may **not** be taken concurrently with Semester I coursework,
- OR equivalent transfer course or higher

#### **Mathematics:**

- A score of 71 or higher on the Elementary Algebra skills portion of the CPT,
- OR completion of MATH0460, which may **not** be taken concurrently with Semester I coursework,
- OR its equivalent course or higher

**NOTE:** You will need a recent physical examination including current immunizations and a current negative Tuberculosis (TB) screening. Current certification in American Heart Association: BLS Healthcare Provider or American Red Cross: BLS/CPR for Healthcare Providers and First Aid is required for all clinical courses. ALTH1430 will satisfy this requirement for one year. Proof of current registration as a Certified Nursing Assistant, Military Medic, or Certified Medical Assistant. Background Study approval is required from the State of Minnesota and/or Wisconsin as well before enrolling in any ADN courses.

### **Program Approval/Accreditation**

The AS Nursing Program at Lake Superior College is approved by the MN Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

The Accreditation Commission for Education in Nursing, Inc. is located at 3343 Peachtree Road NE, Suite 850, in Atlanta, Georgia 30326. For more information, visit ACEN's website at [www.acenursing.org](http://www.acenursing.org)

### **Program Articulation**

For additional information on the most current list of LSC program articulations see us at:

[http://www.mntransfer.org/students/plan/s\\_agreements.php](http://www.mntransfer.org/students/plan/s_agreements.php) and the College of St. Scholastica

For more information about the Professional Nursing AS degree including course descriptions, course prerequisites, and potential career opportunities see program Website: <https://degrees.lsc.edu/nurse/> **OR** contact advising at 218-733-7601 or professional advising team at [pat@lsc.edu](mailto:pat@lsc.edu). Deb Amys, Director of Nursing Programs, can be contacted at 218-733-7696 or [d.amys@lsc.edu](mailto:d.amys@lsc.edu)



CIP Code: 51.3801  
MnSCU Program ID: 1039  
LSC Major ID: 5203

Created: 3/1/05  
AASC Approval: 2/10/16  
Updated: 4/22/16

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\*\*\*REMEMBER TO REGISTER EARLY\*\*\*

### Program Description

The Professional Nursing program is an Associate of Science Degree Program. The AS Nursing/Advanced Standing LPN Track Program prepares students who are Licensed Practical Nurses to complete a program of study in professional nursing that utilizes both theory and clinical course work as well as laboratory simulation. Upon completion of this program, graduates are eligible to take the NLCEX-RN (National Council Licensure Examination for Registered Nurses). Graduates of this program may apply to another college or university to pursue a bachelor's degree in nursing after completing their AS degree and becoming a registered nurse.

### Program Outcomes

- Adapt to the diverse and ever-changing roles of the professional nurse in a variety of health care systems.
- Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum.
- Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan
- Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies.
- Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity.
- Assess patterns and activities that may lead to unsafe practice.

*Qualified applicants should be aware that program class sizes are limited, which may delay acceptance into the program.*

*You may be required to complete additional (or less) coursework, dependent upon the results of your Computerized Placement Test (CPT) and/or previous coursework completed or certifications awarded.*

Pre-Program Courses			
BIOL1005	Introduction to Cell Biology	1	
BIOL1140	Human Anatomy and Physiology I *	4	
BIOL1141	Human Anatomy and Physiology II *	4	
ENGL1106	College Composition I *	3	
REQUIRED COURSES			
Course	Course Title	Credits	Term
ADN1441	Health Assessment	2.5	
ADN1510	Professional Nursing Concepts	1.5	
ADN1525	AST Nursing Clinical	2	
ADN1530	Medical/Surgical Interventions	3	
MATH1105 OR MATH2210	Principles of Mathematics OR General Statistics	3	
BIOL1170	Microbiology	3	
ADN2431	Behavioral Health Nursing	2	
ADN2432	Behavioral Health Clinical	1	
ADN2471	Family Nursing	2	
ADN2472	Family Nursing Clinical	1	
ADN2440	Clinical Management with Integrated Theory	3	
BIOL2170	Pathophysiology	3	
COMM1100 OR COMM1105	Introduction to Communication OR Interpersonal Communication	3	
OR ENGL1109	OR College Composition II		
ADN2481	Advanced Nursing Care	3	
ADN2483	Advanced Nursing Care Clinical	2	
ADN2491	Leadership and Management	1	
ADN2600	Clinical Capstone Experience	1	
PSYC1135 OR Any of the following SOC Courses: SOC1111 SOC1125 SOC1140 SOC1145 SOC1155 SOC1165 SOC1170 SOC2120	Lifespan Developmental Psychology  OR  Introduction to Sociology Social Deviance Marriages and Families Race, Class, and Gender Human Sexuality Patterns of Domestic Violence Drugs and Society Social Problems	3	

General Education courses within the program may be taken prior to entering the program, as long as the specific prerequisites for that course have been met. Please check with your advisor. All courses in the program need to be completed with a grade of "C" or better to progress into the next semester

COMM1601	Interviewing Procedures and Practice	1	
ENSC2010	World Health and the Environment	3	
OR	OR		
ANTH1110	Cultural Anthropology		
OR	OR		
HUM1130	World Religion		
<b>TOTAL CREDITS</b>		<b>64</b>	
<b>Courses may require a pre-requisite. Refer to the course outline or check with an advisor.</b>			

\*Indicates courses used to calculate program minimum cumulative GPA requirement of 3.0 to enter program.

**TEAS Exam with a score at or above 58.6% (or 420 on new ATI TEAS exam 08/2016) required prior to online application deadline.**

**Admission to the Professional Nursing Advance Standing LPN Track Nursing program is competitive, based on pre-technical GPA requirements and TEAS score.**

### **Pre-program Requirements**

Successful entry into this program requires a specific level of skill in the areas of English, mathematics, and reading. Program entry will depend, in part, on meeting the prerequisites listed below:

#### **English/Reading:**

- A score of 78 or higher on the reading comprehension portion of the CPT,
- OR completion of ENGL0950 or READ0950, which may **not** be taken concurrently with Semester I coursework,
- OR ENGL0955 or READ0955, which may **not** be taken concurrently with Semester I coursework,
- OR equivalent transfer course or higher

#### **Mathematics:**

- A score of 71 or higher on the Elementary Algebra skills portion of the CPT,
- OR completion of MATH0460, which may **not** be taken concurrently with Semester I coursework,
- OR its equivalent course or higher

**NOTE:** You will need a recent physical examination including current immunizations and a current negative Tuberculosis (TB) screening. Current certification in American Heart Association: BLS Healthcare Provider or American Red Cross: BLS/CPR for Healthcare Providers and First Aid is required for all clinical courses. ALTH1430 will satisfy this requirement for one year. Proof of current unencumbered LPN License in the state of MN. Background Study approval is required from the State of Minnesota and/or Wisconsin as well before enrolling in any ADN courses.

### **Program Approval/Accreditation**

The AS Nursing/Advanced Standing LPN Track at Lake Superior College is approved by the MN Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). The Accreditation Commission for Education in Nursing, Inc. is located at 3343 Peachtree Road NE, Suite 850, in Atlanta, Georgia 30326. For more information, visit ACEN's website at [www.acenursing.org](http://www.acenursing.org)

### **Program Articulation:**

For additional information on the most current list of LSC program articulations see us at: [http://www.mntransfer.org/students/plan/s\\_agreements.php](http://www.mntransfer.org/students/plan/s_agreements.php) and the College of St. Scholastica.

For more information about the Professional Nursing/ Advanced Standing LPN Track AS degree including course descriptions, course prerequisites, and potential career opportunities see program Website: <https://degrees.lsc.edu/nurse/> OR contact advising at 218-733-7601 or professional advising team at [pat@lsc.edu](mailto:pat@lsc.edu) OR Deb Amys, Director of Nursing Programs at 218-733-7696 or [d.amys@lsc.edu](mailto:d.amys@lsc.edu)



CIP Code: 51.3801  
MnSCU Program ID: 1039  
LSC Major ID: 5203

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## Practical Nursing, Diploma– 40 credits

Program Area: Health (Fall 2016)

**\*\*\*REMEMBER TO REGISTER EARLY\*\*\***

### Program Description

The Practical Nursing Program is designed for students who are nursing assistants to complete a two-semester program of study, after completing pre-technical courses/requirements, in practical nursing that utilizes both theory and clinical course work as well as laboratory simulation. Upon completion of this program, graduates are eligible to take the NCLEX-PN (National Council Licensure Examination for Practical Nurses). Once licensed, graduates of this program are eligible to apply to LSC's Nursing AS Advanced Standing LPN Track to further their education in nursing.

### Program Outcomes

- Adapt to the diverse and ever-changing roles of the Practical Nurse in a variety of health care systems.
- Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum
- Utilize the nursing process at the Practical Nurse scope of practice in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan
- Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies.
- Provide Nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity.
- Assess patterns and activities that may lead to unsafe practice.

Pre-Program Courses			
ALTH1410	Medical Terminology*	1	
FYE1000	Student Success Seminar	1	
BIOL1000	Human Body in Health and Disease *	5	
OR	OR		
BIOL1005	Introduction to Cell Biology	1	
And	And		
BIOL1140	Human Anatomy and Physiology I*	4	
And	And		
BIOL1141	Human Anatomy and Physiology II*	4	
ENGL1106	College Composition I*	3	
REQUIRED COURSES			
Course	Course Title	Credits	Term
NUPN1410	Adult Nursing I	4	
NUPN1420	PN Technical Skills I	2.5	
NUPN1430	Medication Concepts	2.5	
NUPN1440	Psychosocial Nursing	2	
NUPN1458	Practical Nursing Clinical I	1	
NUPN1468	Practical Nursing Clinical II	3	
NUPN1500	Nursing Trends	1	
NUPN1510	Adult Nursing II	4	
NUPN1520	PN Technical Skills II	1	
NUPN1531	Maternal/Child Nursing	2	
NUPN1538	Maternal/Child Clinical	1	
NUPN1540	Gerontology in Nursing	2	
NUPN1558	Practical Nursing Clinical III	2	
NUPN1568	Practical Nursing Clinical IV	2	
<b>TOTAL CREDITS</b>		<b>40</b>	
<b>*Indicates courses used to calculate program minimum cumulative GPA requirement of 2.4 to enter the program.</b>			
<b>Courses may require a pre-requisite. Refer to the course outline or check with an advisor.</b>			

(Note: BIOL1005, BIOL1140 & BIOL1141 is required for progression to Associated Degree Nursing)

**Admission to the Practical Nursing program is competitive, based on pre-technical GPA requirements and TEAS score.**

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Qualified applicants should be aware that program class sizes are limited, which may delay acceptance into the program.

You may be required to complete additional (or less) coursework, dependent upon the results of your Computerized Placement Test (CPT) and/or previous coursework completed or certifications awarded.

General Education courses that are required may be taken prior to entering the program, as long as the specific prerequisites for that course have been met. Please check with your advisor. All courses in the program need to be completed with a grade of "C" or better to progress into the next semester.

**TEAS Exam with a score at or above 58.6% (or 420 on new ATI TEAS exam 8/2016) required for program entry.**

### **Pre-program Requirements**

Successful entry into this program requires a specific level of skill in the areas of English, mathematics, and reading. Program entry will depend, in part, on meeting the prerequisites listed below:

#### **English/Reading:**

- A score of 78 or higher on the reading comprehension portion of the CPT,
- OR completion of ENGL0950 or READ0950, which may **not** be taken concurrently with Semester I coursework,
- OR ENGL0955 or READ0955, which may **not** be taken concurrently with Semester I coursework,
- OR equivalent transfer course or higher

#### **Mathematics:**

- A score of 33 or higher on the Elementary Algebra skills portion of the CPT,
- OR completion of MATH0520, which may **not** be taken concurrently with Semester I coursework,
- OR its equivalent course or higher

**NOTE:** You will need a recent physical examination including current immunizations and a current negative Tuberculosis (TB) screening. Current certification in American Heart Association: BLS Healthcare Provider or American Red Cross: BLS/CPR for Healthcare Providers is required for all clinical courses. ALTH1430 will satisfy this requirement for one year. Proof of current registration as a Certified Nursing Assistant, Military Medic, or Certified Medical Assistant. Background Study approval is required from the State of Minnesota and/or Wisconsin as well before enrolling in any NUPN courses.

### **Program Approval/Accreditation**

The Practical Program at Lake Superior College is approved by the MN Board of Nursing and is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN).

The Accreditation Commission for Education in Nursing, Inc. is located at 3343 Peachtree Road NE, Suite 850, in Atlanta, Georgia 30326. For more information, visit ACEN's website at [www.acenursing.org](http://www.acenursing.org)

#### **Program Articulation**

For additional information on the most current list of LSC program articulations see us at:

[http://www.mntransfer.org/students/plan/s\\_agreements.php](http://www.mntransfer.org/students/plan/s_agreements.php)

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For more information about the Practical Nursing Program diploma including course descriptions, course prerequisites, the gainful employment disclosure, and potential career opportunities see program Website: <https://degrees.lsc.edu/nurse/> OR

contact advising at 218-733-7601 or [pat@lsc.edu](mailto:pat@lsc.edu). Deb Amys, Director of Nursing Program, can be reached at 218-733-7696 or [d.amys@lsc.edu](mailto:d.amys@lsc.edu)

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CIP Code: 51.3903  
MnSCU Program ID: 4193  
LSC Major ID: 5209

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**Appendix B  
(Mini Syllabi)**

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN1410

**Course Title:** Adult Nursing I

**Semester Credit Hours:** 4 credits

**Hourly Time Distribution:** 4 Lecture Hours/week 64 hours

**Catalog Description:** This course covers nursing care of the adult patient experiencing disorders of the following systems: immune, integument, neoplasms, musculoskeletal, endocrine (diabetes only), reproductive, urinary, gastro-intestinal and accessory. The content focuses on the pathophysiology, medical treatment and nursing management of common disorders in these systems. Related pharmacology and nutritional concepts are integrated

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. Explore how the pathophysiology relates to disorders in each system
3. Identify common signs and symptoms of disorders for each system
4. Analyze common diagnostic tests and related nursing care for each system
5. Examine and interpret medical treatment for common disorders
6. Correlate drug therapy to common disorders, identifying drug classifications, action, Side effects and nursing implications
7. Describe nutritional and dietary needs based on medical diagnosis
8. Select routine nursing interventions for a given patient situation, using the nursing Process
9. Explain appropriate patient teaching related to the medical diagnosis, diagnostic tests, Nursing care, pharmacology and diet therapy within the Practical Nurse role

**Course Outline:**

Lesson 1: Course Introduction; Musculo-skeletal Unit

Lesson 2: Neoplasm Unit

Lesson 3: Immunity Unit

Lesson 4: Skin Unit

Lesson 5: Burn Unit

Lesson 6: Diabetes Mellitus Unit

Lesson 7: Urological Unit

Lesson 8: Gastrointestinal Unit

Lesson 9: Gastrointestinal Accessory Unit

Lesson 10: Female Reproductive Unit

Lesson 11: Male Reproductive Unit

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1420

**Course Title:** PN Technical Skills I

**Semester Credit Hours:** 2.5 credits

**Hourly Time Distribution:** 1.5 Lecture Hours/week and 2 Lab Hours/week 56 hours

**Catalog Description:** This course includes both a lecture and skills lab component. The lecture portion covers the practical nursing theory of the nursing process, the patient/s medical record, documentation, microbiology, pre and post operative nursing care, and the body's response to wound healing. The laboratory component will facilitate student demonstration, practice and test outs of designated basic nursing skills.

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. List and define the major classifications of pathogens
3. Review the chain of infection, standard precautions and specific isolation techniques
4. Define and examine each of the five steps of the nursing process
5. Describe the process of data collection
6. List and discuss the types and purposes of patient medical records
7. Discuss the mechanics and rules for documentation
8. Demonstrate basic documentation skills
9. Differentiate medical from surgical asepsis
10. Differentiate between inflammation and infection
11. Examine the types of wound healing
12. Identify classifications of surgery
13. Explore the care of pre and post op surgical patients
14. Explain physiological responses to hot and cold therapy including safety factors
15. Complete skills test outs as assigned

**Course Outline:**

- Lesson 1: Course Introduction, Infection Control
- Lesson 2: Care of Patients with Infection, Medical Asepsis
- Lesson 3: Head to Toe Data Collection
- Lesson 4: Specimen Collection, Diagnostic Procedures
- Lesson 5: Reporting and Recording, Documentation Styles, Medical Abbreviations
- Lesson 6: Laboratory Tests
- Lesson 7: Evidence Based Practice, Critical Thinking
- Lesson 8: Preoperative Care
- Lesson 9: Intraoperative and Postoperative Care
- Lesson 10: Pain, Rest and Sleep
- Lesson 11: Wound Care
- Lesson 12: Inflammation
- Lesson 13: Admission, Transfer, Discharge
- Lesson 14: Hot and Cold Therapy
- Lesson 15: Therapeutic Diets
- Lesson 16: End of Life Care
- Lesson 17: Nursing Process

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1430

**Course Title:** Medication Concepts

**Semester Credit Hours:** 2.5

**Hourly Time Distribution:** 1.5 Lecture Hours/week and 2 Lab Hours/week 56 hours

**Catalog Description:** This course covers theory and techniques of interpreting medication orders, medication reference materials and the administration of medications. Drug calculations are emphasized.

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. Demonstrate basic math and apothecary/metric conversions
3. Explain federal drug regulations
4. Identify drug sources, actions and interactions
5. Explain pharmacokinetics across the lifespan
6. Identify medication routes, forms and dosages
7. Interpret medication orders and abbreviations
8. Identify nursing implications related to pharmacokinetics
9. Identify rights to medication administration
10. Define concepts of IV therapy
11. Demonstrate proficiency in medication administration skills
12. Describe pathophysiology and nursing implications in relation to fluids and electrolytes
13. Record administered medications, including narcotics
14. Analyze controlled substance guidelines
15. Successfully complete skills test outs as assigned

**Course Outline:**

Lesson 1: Metric, household, and apothecary system; time and temperature

Lesson 2: Pharmacology; Influences on the effects of drugs

Lesson 3: Medication forms, abbreviations, doctor's orders, drug regulations and development

Lesson 4: Oral drug math calculation

Lesson 5: Oral calculation math test; oral med. Skill test

Lesson 6: Other forms of medications: topical, inhalants, crushing/cutting; Medication errors

Lesson 7: Insulin administration

Lesson 8: Parenteral injections; Types and parts of syringe/needle; Use of proper size syringe and needle

Lesson 9: Parenteral calculations and injectable fluids;

Lesson 10: Parenteral calculation test; Intravenous solutions and equipment; IV calculations

Lesson 11: Autonomous Nervous System Drugs; Injection sites

Lesson 12: Autonomous Nervous System Drugs; Narcotics, OTC's, poison control

Lesson 13: Fluid and electrolytes; Test-out IM sites

Lesson 14: Reconstitution of powdered drugs and calculations, Tubex, Z-track Care of patient with IV

Lesson 15: Test: IV calculation and Reconstitution, syringes, ANS drugs

## Lesson 16: IV calculation and Reconstitution Test

### **Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1440

**Course Title:** Psychosocial Nursing

**Semester Credit Hours:** 2 Credits

**Hourly time distribution:** 2 Lecture Hours/week 32 hours

**Catalog Description:** This course covers therapeutic communication, cultural considerations, family structure, coping and defensive mechanisms. The mental health component covers problems with anxiety, anger, affect and mood, confusion, psychotic thought processes, substance abuse, and spiritual distress. The course focuses on the practical nurse's implementation of therapeutic techniques, nursing management and medical treatment of mental health disorders and conditions.

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. Identify the importance of therapeutic communication and how it differs from social communication
3. Identify and discuss the common blocks to effective nurse/patient communication
4. Define the role of the family in society and describe different types of stresses that impact families
5. Discuss substance related disorders including basic physical effects of each and related treatment and nursing care
6. Describe effective and ineffective coping and adaptation mechanisms used by nurses and patients
7. Describe factors that contribute to the development of emotional problems and mental illness
8. Define and describe the major mental illness disorders
9. Identify nursing data collection, interventions and common treatment for patients diagnosed with mental illness disorders
10. Discuss the concept of grief and loss and how it relates to nursing care
11. Explore cultural and spiritual aspects of nursing care

**Course Outline:**

Lesson 1: Introduction to Psychosocial Nursing and Communication Skills

Lesson 2: Psychosocial Skills, Response to Illness and Nurse Patient Relationship

Lesson 3: Difficult Patient Behaviors

Lesson 4: Problems with Anxiety

Lesson 5: Crisis Intervention and Problems within the Family

Lesson 6: Problems with Anger and Abuse

Lesson 7: Problems with Affect and Mood

Lesson 8: Problems with Confusion

Lesson 9: Problems with Grief and Loss

Lesson 10: Problems with Psychotic Thought Processes and Relating to Others

Lesson 11: Problems with Substance Abuse and Addictions and Eating Disorders

Lesson 12: Cultural Considerations and Problems with Spiritual Distress

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1458

**Course Title:** PN Clinical I

**Semester Credit Hours:** 1 Credit

**Hourly Time Distribution:** 2 Clinical Hours/week 32 hours

**Course Description:** This course covers the clinical application of nursing care principles for the beginning student making the transition from the nursing assistant to the practical nurse role. Efficiency and organizational skills are introduced. The course focuses on care and skills learned in theory and lab courses. The nursing process will be used in caring for a resident in a long term care facility

**Course Outcomes:**

The student will be able to:

1. Demonstrate professional attitudes and behaviors, accept corrective criticism, conduct self with integrity and respect for client, peers, instructor, and members of the healthcare team
2. Recognize verbal and nonverbal communication, utilizing therapeutic communication techniques
3. Demonstrate beginning skills of data gathering, and documentation
4. Describe and recall classroom theory and institution policies to create safe patient-centered care
5. Perform the appropriate nursing cares and interventions based on the patient's healthcare, psychosocial, and cultural needs
6. Document information regarding resident medication
7. Organize and prioritize patient care in assigned time frame
8. Demonstrate healthcare team cooperation

**Course Outline:**

Lesson 1: Course Overview

Lesson 2: Long Term Care Facility Orientation

Lesson 3: Unit Orientation

Lesson 4: Beginning Data Collection

Lesson 5: Basic Patient Cares/Repositioning

Lesson 6: Patient Mobility/Restraints/Walker Instruction

Lesson 7: Vital Signs/Room Orientation

Lesson 8: Organization and Preplanning

Lesson 9: Resident meal set up

Lesson 10: Basic Medication Information

Lesson 11: Therapeutic Communication

Lesson 12: Teamwork

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude. Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1468

**Course Title:** PN Clinical II

**Semester Credit Hours:** 3 Credit

**Hourly Time Distribution:** 6 Clinical Hours/week 96 hours

**Course Description:** This course expands on concepts covered in NUPN 1458. Improved efficiency and organization skills in delivering nurse care will be developed. Safety, professionalism and dependability are emphasized. The nursing process will be used in caring for a stable patient in an acute care facility.

**Course Outcomes:**

The student will be able to:

1. Demonstrate professional attitudes and behaviors, accept corrective criticism, conduct self with integrity and respect for client, peers, instructor, and members of the healthcare team
2. Critique verbal and nonverbal communication, utilizing therapeutic communication techniques
3. Demonstrate improved organization and time management of data gathering and documentation
4. Describe and apply classroom theory and institution policies to create safe patient-centered care
5. Perform the appropriate nursing cares and interventions based on the patient's prioritized healthcare, psychosocial, and cultural needs
6. Demonstrate safe medication administration and related nursing interventions

**Course Outline:**

Lesson 1: Course Overview

Lesson 2: Hospital Orientation

Lesson 3: Unit Orientation

Lesson 4: Organization

Lesson 5: Prioritization

Lesson 6: Time Management

Lesson 7: Basic Patient Cares

Lesson 8: Medication Administration

Lesson 9: Administration of Oxygen

Lesson 10: Promoting Psychological Safety and Comfort

Lesson 11: Promoting Sleep and Rest

Lesson 12: Nursing Process/Promoting Self-esteem

Lesson 13: Therapeutic Communication

Lesson 14: Team work

Lesson 15: Giving and Receiving Report

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1500

**Course Title:** Nursing Trends

**Semester Credit Hours:** 1 credits

**Hourly Time Distribution:** 1 Lecture Hours/week 16 hours

**Catalog Description:** This course emphasizes the history of nursing, health care systems, professional boundaries, legal and ethical issues, and standards of care. The Nurse Practice Act will be reviewed as related to the role of the practical nurse.

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable and professional behaviors
2. Explore the history of nursing
3. Discuss health care trends and delivery systems
4. Discuss legal and ethical issues
5. Develop personal nursing philosophy and apply to clinical practice
6. Examine the Minnesota Nurse Practice Act as it applies to the scope of nursing practice

**Course Outline:**

Lesson 1: Course Introduction; Nursing & Program History; Professional Boundaries; personal nursing philosophy; panel assignments

Lesson 2: State Boards of Nursing, scope of practice, licensure process, continuing education; Resume assignment

Lesson 3: MN Nurse Practice Act; Board of Nursing Updates

Lesson 4: Ethical Issues Panel

Lesson 5: Health Care Delivery Systems Panel

Lesson 6: Legal Issues Panel

Lesson 7: Nursing/Medical Models Panel

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system for one test, one paper about panels; resume: points earned divided by points possible. Must earn average of 75% between test and paper to pass the course. Attendance is required at Panel lessons or must write a summary of panel topics presented. A minimum of 82% of total points is required to pass this course.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1510

**Course Title:** Adult Nursing II

**Semester Credit Hours:** 4 credits

**Hourly Time Distribution:** 4 Lecture Hours/week 64 hours

**Catalog Description:** This course builds on content from NUPN 1410 and covers nursing care of the adult patient experiencing disorders of the following systems: respiratory, blood/lymphatic, cardiac, peripheral vascular, eye/ear, nervous and endocrine (excluding diabetes). The content focuses on the pathophysiology, medical treatment and prioritized nursing management of common disorders in these systems. Related pharmacology and nutritional concepts are integrated.

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. Explore how the pathophysiology relates to disorders in each system
3. Integrate common signs and symptoms of disorders for each system
4. Analyze common diagnostic tests and related nursing care for each system
5. Examine and interpret medical treatment for common disorders
6. Correlate drug therapy to common disorders, identifying drug classification, action, side effects and nursing implications
7. Correlate nutritional and dietary needs based on medical diagnosis
8. Prioritize routine nursing interventions for a given patient situation, using the nursing process
9. Synthesize appropriate patient teaching related to the medical diagnosis, diagnostic tests, nursing care, pharmacology and diet therapy within the practical nurse role

**Course Outline:**

Lesson 1: Course Introduction; Respiratory Unit

Lesson 2: Hematologic & Lymphatic Unit

Lesson 3: Peripheral Vascular Unit

Lesson 4: Cardiovascular Unit

Lesson 5: Neurological Unit

Lesson 6: Sensory Unit

Lesson 7: Endocrine Unit

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1520

**Course Title:** PN Technical Skills II

**Semester Credit Hours:** 1 credits

**Hourly Time Distribution:** 2 Lab Hours/week 32 hours

**Catalog Description:** In this skills lab course, the student will perform more complex designated skills, building on content from NUPN 1420. A higher level of critical thinking and problem solving will be emphasized.

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. Synthesize theory and lab skills
3. Discuss concepts of oxygen therapy
4. Integrate concepts of nasogastric suction and tube management
5. Identify key components in the care of patients requiring catheterization
6. Explore concepts of wound irrigation and management
7. Review and demonstrate ostomy care
8. Integrate and demonstrate concepts of neurological data collection
9. Identify and demonstrate concepts of tracheostomy management
10. Discuss concepts of rehab nursing and the use of adaptive devices
11. Differentiate when to use clean versus sterile technique
12. Demonstrate increased proficiency in charting
13. Demonstrate increased proficiency in managing sterile technique
14. Successfully complete skills test outs as assigned

**Course Outline:**

- Lesson 1: Course Introduction, Infection Control, Medical Asepsis  
Lesson 2: Principles of oxygen therapy  
Lesson 3: Nasogastric, nasojugal tube management  
Lesson 4: Tube feeding management  
Lesson 5: Evidence Based Practice, Critical Thinking  
Lesson 6: Foley catheter irrigation  
Lesson 7: Foley catheter insertion  
Lesson 8: Wound management and irrigation  
Lesson 9: Ostomy care  
Lesson 10: Neurological data collection  
Lesson 11: Tracheostomy site care  
Lesson 12: Tracheostomy and oral suctioning  
Lesson 13: Principles of IV Therapy

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1531

**Course Title:** Maternal Child Nursing

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 2 Lectures Hours/week 32 hours

**Catalog Description:** This course covers an introduction to maternal and pediatric nursing. The focus is family-centered content that spans the development continuum from health to illness

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. Describe fetal development and the maturation of body systems
3. Discuss the adaptations to pregnancy and the goals of early prenatal care
4. Describe antepartum complications, the treatment, and nursing care
5. Determine appropriate nursing care for the intrapartum and postpartum patient
6. Discuss the advantages and limitations of pharmacological and non-pharmacological methods of pain management during labor
7. Examine intrapartum complications and the potential impact on the fetus
8. Identify the signs and symptoms that may indicate a complication in the postpartum mother or newborn
9. Outline the steps of physical assessment of the term newborn including behavioral characteristics and nutritional needs
10. Recognize the normal processes of growth and development
11. Identify common pediatric disorders using data collection, interventions and expected outcomes
12. Correlate drug therapy to the common pediatric disorders with related nursing implications
13. Demonstrate knowledge of the principles of immunization administration and management

**Course Outline:**

Lesson 1: Course Introduction, Fetal Development

Lesson 2: Prenatal Care and Adaptations

Lesson 3: Complications during Pregnancy

Lesson 4: Intrapartum & Postpartum Care with Simulation

Lesson 5: Postpartum Complications, Newborn Care

Lesson 6: Introduction to Pediatrics; Growth & Development, Care of the Hospitalized Child

Lesson 7: Common Cardiac & Respiratory Disorders

Lesson 8: Common Gastrointestinal & Urinary Disorders

Lesson 9: Common Muscular & Neurological Disorders

Lesson 10: Immunizations and Communicable Diseases

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after

82% has been meet. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1538

**Course Title:** Maternal Child Clinical

**Semester Credit Hours:** 1 credit

**Hourly Time Distribution:** 2 Lecture Hours/week 32 hours

**Catalog Description:** This course covers clinical application in caring for the stable obstetric, newborn and pediatric patient. The obstetrical component covers the simulation or bedside care of the labor patient, postpartum patient and newborn. The pediatric portion covers the simulation, ambulatory or bedside care of the child. The student will make nursing care adaptations related to the family unit.

**Course Outcomes:**

The student will be able to:

1. Demonstrate professional attitudes and behaviors, accept corrective feedback and conduct self with integrity
2. Apply concepts of therapeutic oral and written communication skills with patients, families, staff and faculty with increased independence
3. Follow HIPAA regulations and Standard Precaution guidelines
4. Demonstrate accurate data gathering, implement appropriate nursing interventions and evaluate own nursing actions
5. Apply classroom theory to clinical practice
6. Provide safe physical and psychosocial family centered nursing care
7. Organize and prioritize patient care in assigned timeframe
8. Demonstrate safe medication calculation and administration
9. Perform appropriate patient and/or family teaching using the facilities established protocols within the PN role

**Course Outline:**

Lesson 1: Clinical Orientation to Obstetrics

Lesson 2: Review of Prenatal Record

Lesson 3: Postpartum Nursing Care

Lesson 4: Neonatal Nursing Care

Lesson 5: Postpartum Teaching Needs of the Family

Lesson 6: Clinical Orientation to Pediatrics

Lesson 7: Normal Growth & Development

Lesson 8: Pediatric Simulation Day

Lesson 9: Observation of Children in the Community

Lesson 10: Immunization Schedule

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1540

**Course Title:** Gerontology in Nursing

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 2 Lectures Hours/week 32 hours

**Catalog Description:** This course is designed to present nursing students with information and learning tools that adapt nursing skills to the aging population receiving health care in a variety of settings. Leadership skills are introduced to assist caregivers in long term care facilities at the practical nursing level.

**Course Outcomes:**

The student will be able to:

1. Exhibit dependable behaviors including professionalism
2. Identify knowledge related to the normal physiologic changes of aging
3. Recognize the role of the aging population in society
4. Relate to the aging process potential changes in laboratory data in the elderly
5. Integrate pharmacology concepts and the aging process
6. Analyze ethical and legal aspects of care for the elderly
7. Compare ageism to other forms of discrimination
8. Identify theories of aging
9. Reflect on leadership styles and identify own leadership traits
10. Identify culturally significant aspects of care for the elderly and reflect on own cultural/ethnic background
11. Analyze disease processes common to the elderly

**Course Outline:**

Lesson 1: Overview on Aging / Trends and Issues

Lesson 2: Theories on Aging / Normal Aging Process and Health Assessment (SPICE & CAM)

Lesson 3: Normal Physiologic Changes of Aging and Health Promotion

Lesson 4: Communication with Older Adults / Nutrition and Fluid Balance

Lesson 5: Lab values and the Elderly / Sleep and Rest

Lesson 6: Medications and Older Adults / DVD

Lesson 7: Safety Needs / Coping and Stress / End of Life Issues

Lesson 8: Values and Beliefs / Sexuality and Aging

Lesson 9: Cognition and Perception/Self-Perceptions/Roles and Relationships

Lesson 10: Osteoporosis / PN Leadership and LTC

Lesson 11: CVA & Alzheimer's Disease

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 75% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 75% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1558

**Course Title:** PN Clinical III

**Semester Credit Hours:** 2 Credit lab

**Hourly Time Distribution:** 4 Hours/week 64 hours

**Course Description:** This course covers increased complexity of common health disorders for the adult patient using the nursing process. Nursing care will be delivered with improved efficiency while utilizing increased integration of theory.

**Course Outcomes:**

The student will be able to:

1. Demonstrate professional attitudes and behaviors, accept corrective criticism, conduct self with integrity and respect for client, peers, instructor, and members of the healthcare team
2. Apply concepts of therapeutic oral and written communication skills with patients, staff and faculty with increased independence
3. Demonstrate increased efficiency in data gathering, implementation of appropriate nursing interventions and evaluation of own nursing actions
4. Demonstrate documentation with increased independence
5. Apply classroom theory to clinical practice related to increased complexity of common health disorders
6. Perform the appropriate nursing cares and interventions based on the patient's prioritized healthcare, psychosocial, and cultural needs
7. Perform delegated medical treatments and nursing procedures according to facility policy
8. Demonstrate safe medication administration with correlation to pharmacology
9. Demonstrate health care team cooperation

**Course Outline:**

Lesson 1: Orientation to Unit/Facility

Lesson 2: Orientation or review of electronic medical record and documentation

Lesson 3: Nursing Process

Lesson 4: Time Management

Lesson 5: Prioritization

Lesson 6: Sterile Process

Lesson 7: Critical Thinking

Lesson 8: Patient Teaching

Lesson 9: Adaptation to Loss or Change

Lesson 10: Multiple patient assignment

Lesson 11: Safe medication administration

Lesson 12: Reporting and recording of data

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Diploma**  
**Practical Nursing**

**Course Number:** NUPN 1568

**Course Title:** PN Clinical IV

**Semester Credit Hours:** 2 Credit lab

**Hourly Time Distribution:** 4 Hours/week 64 hours

**Course Description:** This course consists of concentrated clinical experience in which the student will apply the knowledge, skills and attitudes learned throughout the program. The student will demonstrate the ability to function as an entry-level, graduate Practical Nurse. Clinical experience will be covered by long term care or simulation ambulatory care settings.

**Course Outcomes:**

The student will be able to:

1. Demonstrate professional attitudes and behaviors, accept corrective criticism, conduct self with integrity and respect for client, peers, instructor, and members of the healthcare team
2. Establishes verbal and nonverbal communication, utilizing therapeutic communication techniques
3. Identify the impact of multiple residents in a long-term care setting
4. Organize and prioritize care for multiple residents in an efficient manner
5. Demonstrate safe medication administration with correlation to pharmacology and polypharmacy
6. Independently demonstrate health care team cooperation
7. Explore and discuss the roles and responsibilities of a practical nurse in a long term care facility and/or ambulatory care setting
8. Select and implement the appropriate authorized nursing cares and interventions based on patient's prioritized healthcare, psychosocial, and cultural needs
9. Discuss own performance in comparison to an entry-level practical nurse

**Course Outline:**

Lesson 1: Orientation to Unit/Facility

Lesson 2: Orientation or review of electronic medical record and documentation

Lesson 3: Report and document patient data

Lesson 4: Time Management

Lesson 5: Prioritization

Lesson 6: Safe Medication Administration

Lesson 7: Role of Practical Nurses in LTC and ambulatory facilities

Lesson 8: Identification of appropriate nurse interventions

Lesson 9: Self reflection on entry into LPN role

Lesson 10: Promotion of team work

Lesson 11: SIM lab assignment

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a

weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude. Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1415

**Course Title:** Nursing Care of the Adult I

**Semester Credit Hours:** 3 credits

**Hourly Time Distribution:** 2 Lecture Hours/week and 2 Lab Hours/week 64 hours

**Catalog Description:** This course introduces the fundamental nursing care and management of common disease processes of the adult. Concepts of medical surgical nursing will be integrated throughout the content. Pharmacological and non-pharmacological therapies will be introduced. Lab experience will allow the student the opportunity to apply theoretical concepts.

**Course Outcomes:**

The student will be able to:

1. Exhibit professional behaviors.
2. Explore how anatomy, physiology and pathophysiology relate to common disease processes of the adult.
3. Differentiate between normal and abnormal assessment data, and diagnostic test results for common disease processes.
4. Identify foundational nursing care and management data, and diagnostic test results for common disease processes.
5. Introduce the concepts of clinical reasoning and prioritization of nursing interventions.
6. Introduce basic drug therapy information for common disease processes.
7. Discuss nutritional and dietary needs based on diagnosis.
8. Provide appropriate patient teaching related to common disease processes and corresponding nursing care.
9. Apply evidence based practice in nursing care.
10. Identify abnormal assessment findings and apply appropriate nursing interventions.

**Course Outline:**

Lesson 1: Course Introduction; Chronic Illness and Musculo-skeletal Unit

Lesson 2: Skin, pressure wounds, dressings, and skin disorders Unit

Lesson 3: Gastro-Intestinal Unit

Lesson 4: Diabetes Mellitus Unit

Lesson 5: Respiratory Unit

Lesson 6: Vascular Unit

Lesson 7: Hypertension Unit

Lesson 8: Immunity/Infection Unit

Lesson 9: Genitourinary Unit

Lesson 10: Hematology Unit

Lesson 11: Sensory Unit (eye and ear disorders)

Lesson 12: Male/Female Reproductive Unit

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for

successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1421

**Course Title:** Nursing Interventions I

**Semester Credit Hours:** 2.5 credits

**Hourly Time Distribution:** 1.5 Lecture Hours/week and 2 Lab Hours/week 56 hours

**Catalog Description:** This course introduces and applies fundamental nursing concepts and interventions. The laboratory portion will facilitate experiential learning through practice, student demonstrations, and test outs of nursing skills.

**Course Outcomes:**

At an introductory level, the student will be able to:

1. Exhibit professional behaviors, including professionalism
2. Discuss and utilize elements of medical records and documentation.
3. Review and demonstrate standard precautions and principles of infections control.
4. Describe and demonstrate common specimen collections.
5. Demonstrate aseptic technique with setting up a sterile field.
6. Describe and demonstrate interventions related to wound healing.
7. Describe and demonstrate fundamental interventions of surgical care.
8. Explain principles of fluid volume overload and deficit.
9. Demonstrates assessment of peripheral IV therapy.
10. Discuss and apply pharmacological and non-pharmacological interventions for pain, sleep and rest.
11. Apply concepts of evidence based practice in nursing

**Course Outline:**

Lesson 1: Course Introduction; Hygiene

Lesson 2: Asepsis & infection control

Lesson 3: Specimen collection & diagnostic procedures

Lesson 4: Documenting, reporting, conferring & using informatics

Lesson 5: Perioperative nursing

Lesson 6: Comfort and pain management

Lesson 7: Rest & sleep

Lesson 8: Skin integrity & wound care

Lesson 9: Fluid and electrolyte imbalance

Lesson 10: Infusion therapy

Lesson 11: Loss, grief & dying

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1441

**Course Title:** Health Assessment

**Semester Credit Hours:** 2.5 credits

**Hourly Time Distribution:** 1.5 Lecture Hours/week and 2 Lab Hours/week 56 hours

**Catalog Description:** This course introduces the fundamental concepts and application of health assessment across the lifespan. Concepts of application to clinical practice will be integrated throughout the content. Independent and collaborative interventions will be introduced. Lab experiences will allow the student the opportunity to apply health assessment skills.

**Course Outcomes:**

At an introductory level, the student will be able to:

1. Exhibit professional behaviors, including professionalism
2. Explore how anatomy, physiology and pathophysiology relate to common health assessment findings.
3. Differentiate between normal and abnormal assessment data relating to the body systems.
4. Identify foundational nursing care and management of common health assessment findings.
5. Introduce the concepts of clinical reasoning and prioritization of nursing interventions based on health assessment data and analysis.
6. Demonstrate competence in performing and recording a physical examination on the adult patient.
7. Utilize the nursing process to promote health across the lifespan.
8. Provide appropriate patient teaching and corresponding nursing care related to health assessment findings.
9. Apply evidence based practice in nursing care.
10. Identify abnormal assessment findings and apply appropriate nursing interventions.
11. Demonstrate comprehensive, developmentally appropriate data collection and apply appropriate nursing interventions.

**Course Outline:**

Lesson 1: Course Introduction; nursing process and physical exam equipment

Lesson 2: Health History documentation

Lesson 3: Vital signs, general survey and pain

Lesson 4: GI and nutrition assessment

Lesson 5: respiratory, sinuses, mouth and throat assessment

Lesson 6: Cardiovascular and peripheral vascular assessment

Lesson 7: Neuro-sensory, eyes and ears assessment

Lesson 8: Hospitalized patient, older adult and developmental assessment

Lesson 9: Cultural, spiritual, mental health and violence assessment

Lesson 10: Male/female reproductive assessment

Lesson 11: cumulative head to toe assessment test out.

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after

82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1450

**Course Title:** AD Clinical I

**Semester Credit Hours:** 1 credits

**Hourly Time Distribution:** 2 Lab Hours/week 32 hours

**Catalog Description:** This course covers the clinical application of fundamental nursing care principles for the beginning professional nursing student. The course focuses on communication, documentation, theory application, data collection, patient care and safety, medication administration and professionalism. The nursing process will be used in caring for patients in stable situations in lab and clinical settings.

**Course Outcomes:**

At an introductory level, the student will be able to:

1. Exhibit professional behaviors.
2. Demonstrate effective patient interactions.
3. Report patient data accurately and timely.
4. Apply the components of the nursing process.
5. Demonstrate documentation concepts.
6. Relate classroom theory to clinical practice.
7. Provide safe physical and psychosocial nursing care in an organized and prioritized time frame.
8. Recognize the relevance of medications to patient conditions.

**Course Outline:**

Lesson 1: Course Introduction and Skills review

Lesson 2: Facility/unit orientation

Lesson 3: Orientation to charting

Lesson 4: Basic daily patient care, including repositioning, mobility

Lesson 5: Head to toe assessment

Lesson 6: Organization

Lesson 7: Preplanning and prioritization

Lesson 8: Giving and receiving report

Lesson 9: Documentation

Lesson 10: Therapeutic and effective patient interaction

Lesson 11: Medications

Lesson 12: Nursing Diagnosis and Care Plans

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1460

**Course Title:** AD Clinical II

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 4 Lab Hours/week 64 hours

**Catalog Description:** This course covers the clinical application of fundamental nursing care principles for the professional nursing student at an increased level of complexity. The course focuses on communication, documentation, theory application, data collection, patient care and safety, medication administration and professionalism. The nursing process will be used in caring for patients in clinical settings.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors.
2. Demonstrate effective patient interactions.
3. Report patient data accurately and timely.
4. Apply the components of the nursing process.
5. Demonstrate documentation concepts.
6. Relate classroom theory to clinical practice.
7. Provide safe physical and psychosocial nursing care in an organized and prioritized time frame.
8. Demonstrate safe medication administration, and related nursing interventions.

**Course Outline:**

Lesson 1: Course Introduction and Skills review

Lesson 2: Facility/unit orientation

Lesson 3: Orientation to charting

Lesson 4: Basic daily patient care, including repositioning, mobility

Lesson 5: Head to toe assessment

Lesson 6: Organization

Lesson 7: Preplanning and prioritization

Lesson 8: Giving and receiving report

Lesson 9: Documentation

Lesson 10: Therapeutic and effective patient interaction

Lesson 11: Medications

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1510

**Course Title:** Professional Nursing Concepts

**Semester Credit Hours:** 1.5 credits

**Hourly Time Distribution:** 1.5 Lecture Hours/week and 1.5 Lab Hours/week 48 hours

**Catalog Description:** This course explores concepts, standards, and processes that are fundamental to the profession of nursing. Emphasis will be placed on the role of the nurse, professional expectations, health promotion, and management of care.

**Course Outcomes:**

The student will be able to at the intermediate level:

1. Exhibit professional behaviors.
2. Discuss principles of clinical decision-making, health promotion, risk reduction, and evidence based practice.
3. Demonstrate principles of therapeutic nurse-patient relationships, as well as interprofessional and intraprofessional communication.
4. Distinguish the different levels, scope, and accountability in professional nursing.
5. Demonstrate principles of the nursing process.
6. Demonstrate applications of the roles of the professional nurse including advocate, teacher, care provider, and manager of care.
7. Discuss informatics with relationship to nursing and quality care.
8. Discuss legal and ethical issues related to the practice of professional nursing.
9. Examine concepts necessary for culturally competent nursing care.

**Course Outline:**

Lesson 1: Course Introduction; MN BON Nursing Scope of Practice, ANA Scope and Standards of practice Unit

Lesson 2: Theory, Research and EBP Unit

Lesson 3: Clinical Reasoning and Person Centered Care Unit

Lesson 4: Nursing Process and Nursing Diagnosis Unit

Lesson 5: Health, Illness Disparities and Healthcare Delivery Systems Unit

Lesson 6: Teacher and Counselor/ Coordinator of Care Unit

Lesson 7: Legal Dimensions of Nursing Unit

Lesson 8: Ethics, values and advocacy Unit

Lesson 9: Cultural Diversity Unit

Lesson 10: Informatics and Communication Unit

Lesson 11: Alternative and Complimentary Healing Unit

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1515

**Course Title:** Nursing Care of the Adult II

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 1 Lecture Hours/week and 2 Lab Hours/week 48 hours

**Catalog Description:** This course explores more extensively the nursing care and management of common disease processes of the adult. It integrates and expands concepts covered in semester I nursing courses. Pharmacological and non-pharmacological therapies will be applied to increasingly complex disease processes. Lab experience will allow the student the opportunity to apply theoretical concepts.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors.
2. Illustrate how anatomy, physiology and pathophysiology relate to common disease processes of the adult.
3. Interpret normal and abnormal assessment data, and diagnostic test results for common disease processes.
4. Apply increasingly complex nursing care and management of common disease processes.
5. Demonstrate concepts of clinical reasoning and prioritization of nursing interventions.
6. Apply drug therapy information to common disease processes.
7. Analyze nutritional and dietary needs based on diagnosis.
8. Demonstrate appropriate patient teaching related to disease processes, health promotion, harm reduction and corresponding nursing care.
9. Integrates evidence based practice into nursing care.
10. Interpret abnormal assessment finding and apply appropriate nursing interventions.

**Course Outline:**

Lesson 1: Course Introduction Dermatological conditions/assessment and care, wound care

Lesson 2: Fluid and electrolyte regulation and disorders. Assessment, care, and nursing interventions

Lesson 3: Respiratory disorders. Assessment, care, and nursing interventions

Lesson 4: Cardiovascular disorders. Assessment, care, and nursing interventions

Lesson 5: Neoplastic disorders. Assessment, care, and nursing interventions

Lesson 6: Hematological disorders. Assessment, care, and nursing interventions

Lesson 7: Musculoskeletal disorders. Assessment, care, and nursing interventions

Lesson 8: GI disorders. Assessment, care, and nursing interventions

Lesson 9: Endocrine disorders. Assessment, care, and nursing interventions

Lesson 10: GU disorders. Assessment, care, and nursing interventions

Lesson 11: Reproductive disorders. Assessment, care, and nursing interventions

Lesson 12: Pain. Assessment, care, and nursing interventions including peri-operative

Lesson 13: Care of pre-op and post-op patients

Lesson 14: Sensory disorders. Assessment, care, and nursing interventions

Lesson 15: Neuro disorders. Assessment, care, and nursing interventions

Lesson 16: Obstetric disorders. Assessment, care, and nursing interventions

Lesson 17: Pediatric disorders. TBI, RSV, asthma, trauma, crohn's, fractures, failure to thrive

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1520

**Course Title:** Pharmacological Interventions

**Semester Credit Hours:** 2.5 credits

**Hourly Time Distribution:** 1.5 Lecture Hours/week and 2 Lab Hours/week 56 hours

**Catalog Description:** This course covers principles of pharmacology, pharmacokinetics, pharmacodynamics, drug classification, safety, patient teaching and developmental considerations. Concepts of pharmacology and how it relates to the nursing process will be emphasized. Techniques of administering a variety of medications and the use of medications reference material is covered in lab. Math skills, terminology, and abbreviations needed to interpret medications orders are stressed

**Course Outcomes:**

At an introductory level, the student will be able to:

1. Exhibit professional behaviors.
2. Apply concepts of pharmacotherapeutics, pharmacokinetics, and pharmacodynamics to medication administration throughout the lifespan.
3. Apply the nursing process to medication administration.
4. Demonstrate an understanding of common drugs, dosages, routes, desired effect, common side effects and required monitoring and evaluation criteria, according to body systems.
5. Identify potential drug reactions and interactions within and between pharmacological classifications.
6. Incorporate concepts of patient teaching related to pharmacological agents.
7. Demonstrate ability to complete medication calculations for oral, parenteral, weight based, IV medications, and medications requiring reconstitution.
8. Explain federal drug requirements, guidelines for narcotic administration process.
9. Interpret medication orders and abbreviations and utilize the electronic health record.
10. Demonstrate administration of oral, parenteral, topical, sublingual and inhalation medications using correct techniques and the six rights of medication administration.

**Lecture Course Outline:**

Lesson 1: Course Introduction and Introduction to Nursing Pharmacology  
Lesson 2: Pharmacodynamics/Pharmacokinetics/Pharmacogenomics  
Lesson 3: Neurological Pharmacotherapy Agenda  
Lesson 4: Anti-inflammatory, Narcotic and Narcotic Antagonists  
Lesson 5: Cholinergic Agents  
Lesson 6: Antivirals, Antibiotics, Antifungal Agents  
Lesson 7: Antihypertensive, Diuretic and Anticholinergic Agents  
Lesson 8: Adrenergic and Lower Respiratory Agents  
Lesson 9: Cardiotonic, Antiarrhythmic and Antianginal Agents  
Lesson 10: Adrenocortical, Thyroid, and Diabetic Agents  
Lesson 11: Lipid lowering and Antianemic Agents  
Lesson 12: Antisecretory, Antiemetic Agents

**Lab Course Outline:**

Lesson 1: Introduction to Medication Administration Process  
Lesson 2: Medication Administration Safety and 6 Rights  
Lesson 3: Medication Math/Drug Calculations

Lesson 4: Medication Forms: PO/Topical/Parenteral/Inhaled/Crushed/Suppositories  
Lesson 5: Injections: SQ/IM/ID  
Lesson 6: Insulin Administration: pens and mixing  
Lesson 7: IV drip rate calculations/IV push rates  
Lesson 8: Heparin drip and insulin drip management  
Lesson 9: FDA Regulations and Guidelines  
Lesson 10: Narcotic administration  
Lesson 11: PCA set up  
Lesson 12: IV Drug Compatibilities

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1525

**Course Title:** AST Nursing Clinical

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 4 Lab Hours/week 64 hours

**Catalog Description:** This course expands upon concepts and skills introduced at the practical nurse level for the student transitioning to the RN role. The focus is centered upon management of care for patients with acute and chronic health conditions. The concepts of team leading, delegation, intravenous therapy and nursing skills at the RN level will be expanded upon.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors.
2. Utilize therapeutic communication techniques.
3. Conduct ongoing holistic assessments and monitor effectiveness of nursing care.
4. Demonstrate documentation concepts and utilize electronic healthcare records.
5. Apply classroom theory in the provision of safe patient-centered care.
6. Select and implement appropriate nursing cares and interventions based on holistic and comprehensive assessments.
7. Perform team leading and coordination of care for multiple-patient assignment(s).
8. Demonstrate safe medication administration, incorporating prioritized complex assessment and relevant evaluation data.

**Course Outline:**

Lesson 1: Orientation to Unit/Facility

Lesson 2: Orientation or review of electronic medical record and documentation

Lesson 3: Nursing Process, weekly discussion

Lesson 4: Time Management

Lesson 5: Prioritization

Lesson 6: Team Leading

Lesson 7: Critical Thinking

Lesson 8: Patient Teaching and therapeutic communication

Lesson 9: Discharge planning

Lesson 10: Interagency Referral Documentation

Lesson 13: Identification of Available Health Resources for Patients

Lesson 14: Assigned Patient Assignments

Lesson 15: Data gathering, patient care, and nursing interventions

Lesson 16: Safe patient care and medication administration

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN1530

**Course Title:** Medical/surgical Interventions

**Semester Credit Hours:** 3 credits

**Hourly Time Distribution:** 2 Lecture Hours/week and 2 Lab Hours/week 64 hours

**Catalog Description:** This course introduces the fundamental concepts and application of health assessment across the lifespan. Concepts of application to clinical practice will be integrated throughout the content. Independent and collaborative interventions will be introduced. Lab experiences will allow the student the opportunity to apply health assessment skills.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors
2. Apply concepts of evidence-based-practice, case management, and informatics to patients with medical or surgical health needs
3. Prioritize needs for individual and groups of patients with specified disease processes
4. Develop, implement and evaluate individualized plans of care
5. Construct individualized teaching plans
6. Compare scopes of practice of registered nurse, licensed practical nurse and unlicensed assistive personnel
7. Determine appropriate delegation of patient care
8. Demonstrate successful completion of identified skills in the lab/simulation setting

**Lecture Course Outline:**

Lesson 1: Course Introduction; Musculoskeletal Unit

Lesson 2: Skin Unit

Lesson 3: GI Unit

Lesson 4: Neurological Unit

Lesson 5: Respiratory Unit

Lesson 6: Cardiovascular Unit

Lesson 7: Immune Unit

Lesson 8: Renal Unit

Lesson 9: Hematology Unit

Lesson 10: Fluids and Electrolyte Unit

Lesson 11: Endocrine Unit

**Lab Course Outline:**

Lesson 1: Medication Administration

Lesson 2: Wound Management

Lesson 3: NG/Enteral feeding tubes, ostomies

Lesson 4: IV Therapy/IV drip rate calculations, IV push rates

Lesson 5: NIH Stroke Scale/GCS

Lesson 6: Tracheostomy Care/Oxygenation

Lesson 7: Complex cardiac drip management

Lesson 8: Epi Pen and anaphylactic reactions

Lesson 9: Urinary catheter management

Lesson 10: Blood administration and central line management

Lesson 11: Organ donation

Lesson 12: IV Insulin management

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2415

**Course Title:** Nursing Care of the Adult III

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 4 Lab Hours/week 64 hours

**Catalog Description:** This is a simulation course. It incorporates psychomotor demonstration of nursing skills with application of interdisciplinary, case management principles, integrated pharmacological and non-pharmacological interventions as they relate to medical and/or surgical health needs of a variety of patient populations. The student will apply principles of delegation, prioritization, case management, patient teaching, nursing process, and evidence-based practice to a variety of patients with diverse health needs.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors
2. Analyze pathophysiology, comorbidities, chronic disease processes as they relate to holistic health care needs of the adult.
3. Respond to normal and abnormal assessment data, and diagnostic test results for identified disease processes.
4. Evaluate nursing care and management of geriatric and adult populations, to include co-existing health conditions, chronic disease processes and polypharmacy.
5. Demonstrate concepts of delegation, case management, and prioritization.
6. Provide pharmacological and non-pharmacological therapies.
7. Analyze nutritional and dietary needs based on diagnosis.
8. Design and implement an evidence-based, individualized patient teaching plan related to disease processes, health promotion, harm reduction and corresponding nursing care.
9. Analyze and apply concepts of case management.
10. Interpret abnormal assessment findings and apply appropriate nursing interventions.

**Course Outline:**

Lesson 1: Course Introduction Dermatological conditions/assessment and care, wound care

Lesson 2: Fluid and electrolyte regulation and disorders. Assessment, care, and nursing interventions

Lesson 3: Respiratory disorders. Assessment, care, and nursing interventions

Lesson 4: Cardiovascular disorders. Assessment, care, and nursing interventions

Lesson 5: Neoplastic disorders. Assessment, care, and nursing interventions

Lesson 6: Hematological disorders. Assessment, care, and nursing interventions

Lesson 7: Musculoskeletal disorders. Assessment, care, and nursing interventions

Lesson 8: GI disorders. Assessment, care, and nursing interventions

Lesson 9: Endocrine disorders. Assessment, care, and nursing interventions

Lesson 10: GU disorders. Assessment, care, and nursing interventions

Lesson 11: Reproductive disorders. Assessment, care, and nursing interventions

Lesson 12: Pain. Assessment, care, and nursing interventions including peri-operative

Lesson 13: Care of pre-op and post-op patients

Lesson 14: Sensory disorders. Assessment, care, and nursing interventions

Lesson 15: Neuro disorders. Assessment, care, and nursing interventions

Lesson 16: OB disorders. Assessment, care, and nursing interventions

Lesson 17: PEDS: TBI, RSV, asthma, trauma, crohn's, fractures, failure to thrive

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2420

**Course Title:** Nursing Interventions II

**Semester Credit Hours:** 1 credits

**Hourly Time Distribution:** 2 Lab Hours/week 32 hours

**Catalog Description:** This course covers advanced skills, while incorporating the nursing process, evidence based practice and theory application.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors.
2. Apply theory to simulated clinical situations.
3. Analyze assessment data to determine need for prioritized care.
4. Construct patient teaching associated with individual skills.
5. Determine appropriate aspects of skills for delegation.
6. Use EHR documentation tool to illustrate patient care.
7. Analyze concepts of evidence based practice in nursing.
8. Prioritize nursing interventions for identified skills.

**Course Outline:**

Lesson 1: Course Introduction and Nasogastric Tube Management

Lesson 2: Enteral Feeding Tube Management/Medication Administration via tube

Lesson 3: Urinary Catheterization

Lesson 4: Urinary Irrigation and Installation

Lesson 5: Wound Management and Irrigation/Ostomies

Lesson 6: Chest Tube Management

Lesson 7: Tracheostomy Management and Suctioning

Lesson 8: IV Therapy: Insertion/ mainline/secondary line management

Lesson 9: Central Line Management/Blood draw and dressing change

Lesson 10: Blood Administration

Lesson 11: Code Simulations

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2431

**Course Title:** Behavioral Health Nursing

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 1 Lecture Hours/week and 2 Lab Hours/week 48 hours

**Catalog Description:** This course introduces students to relevant concepts in the field of psychiatric nursing. Emphasis is placed on the use of the nursing process in understanding nursing care for clients with psychiatric disorders. The impact of culture and elements of legal/ethical issues in behavioral health nursing are included. Therapeutic communication and critical thinking are primary tools of the nurse. Lab experience will allow the student the opportunity to apply theoretical concepts.

**Course Outcomes:**

At an intermediate level the student will be able to:

1. Exhibit professional behaviors.
2. Demonstrate therapeutic communication.
3. Recognize the relevance of medications to patient conditions.
4. Develop a self-awareness of values and opinions.
5. Relate the importance of the therapeutic relationship, communication, and milieu.
6. Summarize assessment and management of care of clients with behavioral health needs/disorders.
7. Analyze the influence of the interdisciplinary team, family dynamics, health promotion, advocacy, and legal/ethical issues.

**Course Outline:**

Lesson 1: Mental Health and Mental Illness in Behavioral Health Nursing

Lesson 2: Psychotropic Drug therapy in Nursing

Lesson 3: Cultural Implications and Legal and Ethical Guidelines in Psychiatric Nursing

Lesson 4: Caring for the client with anxiety and anxiety disorders

Lesson 5: Communication and Therapeutic Relationships, Therapeutic Groups, and Family Interventions

Lesson 6: Caring for clients with eating and addictive disorders as well as disorders in children and adolescents

Lesson 7: Psychiatric Mental Health Nursing in the Community Setting

Lesson 8: Stress, Somatoform, Factitious, and Dissociative Disorders in nursing

Lesson 9: Crisis and Disaster, Anger, Aggression and Violence in Behavioral Health Nursing

Lesson 10: Caring for clients with Personality Disorders

Lesson 11: Psychosocial Needs of the Older Adult in Nursing

Lesson 11: The nurse's role in psychological needs of patients with Medical Disorders

Lesson 12: Caring for clients with Depressive Disorders and Suicide

Lesson 13: Bipolar Disorder in Psychiatric Nursing

Lesson 14: Caring for the patient with Schizophrenia

Lesson 15: Cognitive Disorders and Serious Mental Illness in Nursing

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more

than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2432

**Course Title:** Behavioral Health Clinical

**Semester Credit Hours:** 1 credits

**Hourly Time Distribution:** 2 Lab Hours/week 32 hours

**Catalog Description:** This course introduces students to the care of clients with psychiatric disorders. Clinical experience is provided in outpatient adolescent and adult behavioral health settings. Emphasis is placed on the use of the nursing process and the development of nursing care plans. Utilize therapeutic relationships, interpersonal communication and critical thinking skills.

**Course Outcomes:**

At an introductory level, the student will be able to:

1. Exhibit professional behaviors.
2. Develop a therapeutic relationship by establishing and critiquing verbal and nonverbal communication and incorporating therapeutic communication techniques.
3. Conduct a holistic assessment that focuses on the healthcare, psychosocial, safety, educational, and cultural needs of the client across the wellness-illness continuum.
4. Apply classroom theory to develop a prioritized, evidence-based, client-centered plan of care.
5. Analyze organizational systems for barrier to quality healthcare consumer outcomes.
6. Analyze pharmacological and non-pharmacological treatments for efficacy, polypharmacy, knowledge deficit, and safety.
7. Discuss the role of the RN in advocating for the delivery of dignified and humane care by the interdisciplinary team.

**Course Outline:**

- Lesson 1: Using the Nursing Process when planning care for clients with Behavioral Health Disorders.
- Lesson 2: Applying Therapeutic Communication
- Lesson 3: Applying the Nurse-client relationship
- Lesson 4: Writing an interaction recording
- Lesson 5: Family dynamics
- Lesson 6: Group Therapy
- Lesson 7: Behavioral Management Techniques
- Lesson 8: Teaching the client and family about mental health and mental illness
- Lesson 9: Case Management in the Behavioral Health Field of Nursing
- Lesson 10: Abuse and Neglect
- Lesson 11: Cultural considerations in psychiatric nursing
- Lesson 12: Psychotherapeutic Medications

**Evaluative Techniques and Grading Scale:**

All scores related to the final grade (not weekly). By the final day of clinical, a student must have scored satisfactory (S) or needing improvement (NI) to pass clinical. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude. Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

Students must also complete all course assignments satisfactorily and participated in the CHUM walk.

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2440

**Course Title:** Clinical Management with Integrated Theory

**Semester Credit Hours:** 3 credits

**Hourly Time Distribution:** 1 Lecture Hours/week and 4 Lab Hours/week 64 hours

**Catalog Description:** This course provides a collaborative approach to managing patients with varying health issues. It incorporates theoretical concepts of disease processes, nursing management, with psychomotor nursing skills. Application of interdisciplinary care, case management principles, integrated pharmacological and non-pharmacological interventions in relation to medical and/or surgical health needs of a variety of patient populations is stressed. The student will apply principles of delegation, prioritization, case management, patient teaching, nursing process, and evidence-based practice to a variety of patients with diverse health needs.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors
2. Analyze pathophysiology, comorbidities, chronic disease processes as they relate to holistic health care needs of the adult.
3. Respond to normal and abnormal assessment data, and diagnostic test results for identified disease processes.
4. Evaluate nursing care and management of geriatric and adult populations, to include co-existing health conditions, chronic disease processes and polypharmacy.
5. Demonstrate concepts of delegation, case management, and prioritization.
6. Provide pharmacological and non-pharmacological therapies.
7. Analyze nutritional and dietary needs based on diagnosis.
8. Design and implement an evidence-based, individualized patient teaching plan related to disease processes, health promotion, harm reduction and corresponding nursing care.
9. Analyze and apply concepts of case management.
10. Interpret abnormal assessment findings and apply appropriate nursing interventions.

**Course Outline:**

Lesson 1: Course Introduction Dermatological conditions/assessment and care, wound care

Lesson 2: Fluid and electrolyte regulation and disorders. Assessment, care, and nursing interventions

Lesson 3: Respiratory disorders. Assessment, care, and nursing interventions

Lesson 4: Cardiovascular disorders. Assessment, care, and nursing interventions

Lesson 5: Neoplastic disorders. Assessment, care, and nursing interventions

Lesson 6: Hematological disorders. Assessment, care, and nursing interventions

Lesson 7: Musculoskeletal disorders. Assessment, care, and nursing interventions

Lesson 8: GI disorders. Assessment, care, and nursing interventions

Lesson 9: Endocrine disorders. Assessment, care, and nursing interventions

Lesson 10: GU disorders. Assessment, care, and nursing interventions

Lesson 11: Reproductive disorders. Assessment, care, and nursing interventions

Lesson 12: Pain. Assessment, care, and nursing interventions including peri-operative

Lesson 13: Care of pre-op and post-op patients

Lesson 14: Sensory disorders. Assessment, care, and nursing interventions

Lesson 15: Neuro disorders. Assessment, care, and nursing interventions

Lesson 16: OB disorders. Assessment, care, and nursing interventions

Lesson 17: PEDS: TBI, RSV, asthma, trauma, crohn's, fractures, failure to thrive

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

All of the Role-specific graduate competencies must be successfully completed in order to pass this course. Students will be allowed two attempts on all hands on skills test outs.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2471

**Course Title:** Family Nursing

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 1 Lecture Hours/week and 2 Lab Hours/week 48 hours

**Catalog Description:** This course introduces the complex nursing care management of maternal-newborn and pediatric patients. The role of nursing is taught based on the principles of growth and development, health promotion/prevention, utilizing critical elements of evidence-based practice and professional standards of care. Lab experience will allow the student the opportunity to apply theoretical concepts.

**Course Outcomes:**

At an intermediate level the student will be able to:

1. Exhibit professional behaviors.
2. Identify current trends, ethical and legal issues in health care that affect women and children.
3. Identify critical elements of assessment and nursing care related to the signs and symptoms and common discomforts of pregnancy.
4. Analyze potential antenatal complications and associated antenatal tests for the woman and fetus.
5. Demonstrate understanding of the role and responsibilities of the nurse in management of antepartum, intrapartum, postpartum, and newborn care.
6. Examine the indications and postoperative care of cesarean birth.
7. List critical elements of neonatal assessment and nurse's role for common procedures and screenings.
8. Recognize the influences of family and cultural practices on growth and development and health care decisions.
9. Outline needs of the hospitalized child and family according to developmental level and acute or chronic condition.
10. Examine pathophysiology, clinical manifestations, treatment, and nursing management of common pediatric disorders.
11. Compare different modalities used to provide atraumatic care to each age and developmental stage.

**Course Outline:**

Lesson 1: Course Introduction; Fetal Development

Lesson 2: Antepartum Care

Lesson 3: Gestational Problems

Lesson 4: Intrapartum & Postpartum Care with Simulation

Lesson 5: Newborn Care

Lesson 6: Introduction to Pediatrics; Growth & Development

Lesson 7: Hospitalized Child & Pain Assessment

Lesson 8: Alterations in Cardiac & Respiratory Function

Lesson 9: Alterations in Gastrointestinal & Urinary Function

Lesson 10: Alterations in Musculoskeletal & Neurologic Function

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more

than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2472

**Course Title:** Family Nursing Clinical

**Semester Credit Hours:** 1 credits

**Hourly Time Distribution:** 2 Lab Hours/week 32 hours

**Catalog Description:** This course is designed to build upon the knowledge and skills gained in Family Nursing course. The student will provide care for obstetric patients in the hospital setting and pediatric patients in a well-child clinical and pediatric hospital simulation. The clinical experience involves the student in the practice of health promotion and disease prevention as well as managing care during recovery, disease, or illness.

**Course Outcomes:**

At an intermediate level, the student will be able to:

1. Exhibit professional behaviors.
2. Demonstrate assessment skills to determine nursing interventions to meet psychological and physiologic needs of the woman and her family during the postpartum stage.
3. Explain needs and physical assessment of the newborn.
4. Assists with common discharge procedures for the neonate.
5. Provide teaching that supports parents in the care of the newborn.
6. Collect and interpret data for well-child assessment and hospitalized child assessment.
7. Conduct family care conference for an ill child.
8. Accurately calculate and administer pediatric medications.
9. Describe nursing management of intravenous therapy in children.
10. Identify and document appropriate nursing interventions related to common childhood diseases and disorders.

**Course Outline:**

Lesson 1: Clinical Orientation to Obstetrics; Postpartum Care

Lesson 2: Review of Prenatal Record and Nursing Implications

Lesson 3: Neonatal Assessment & Care

Lesson 4: Neonatal Risk Factors

Lesson 5: Identifying and Recording Postpartum Teaching

Lesson 6: Analyzing Labor Patterns & Fetal Monitor Strips

Lesson 7: Clinical Orientation to Pediatrics; Physical Assessment

Lesson 8: Pediatric Simulation Day

Lesson 9: Application of Denver II Developmental Tool

**Evaluative Techniques and Grading Scale:**

All scores related to the final grade (not weekly). By the final day of clinical, a student must have scored satisfactory (S) or needing improvement (NI) to pass clinical. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude. Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude. Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2481

**Course Title:** Advanced Nursing Care

**Semester Credit Hours:** 3 credits

**Hourly Time Distribution:** 2 Lecture Hours/week and 2 Lab Hours/week 64 hours

**Catalog Description:** This course integrates a collaborative approach to managing patients with complex health issues. Concepts of advanced nursing care are applied in clinical problem solving situations for acute, chronic and complex illnesses. Utilizing elements of evidence-based practice and nursing process, the student participates in integrated lab simulations to synthesize theoretical concepts and apply clinical reasoning skills.

**Course Outcomes:**

At an advanced level, the student will be able to:

1. Exhibit professional behaviors.
2. Illustrate how anatomy, physiology and pathophysiology relate to acute, chronic, and complex disease processes of the adult.
3. Interpret normal and abnormal assessment data, and diagnostic test results for managing acute and chronic complex illnesses.
4. Evaluate increasingly multifaceted nursing care and management of acute, chronic, and complex disease processes.
5. Utilize the nursing process to integrate concepts of clinical reasoning.
6. Prioritize nursing interventions.
7. Synthesize drug therapy in relation to acute, chronic, and complex disease processes.
8. Construct appropriate patient teaching related to disease processes, health promotion, harm reduction and corresponding nursing care.

**Course Outline:**

Lesson 1: Course Introduction; Lab Values and ECG

Lesson 2: Fluid Imbalance: Hyper/Hypovolemia

Lesson 3: Complex Renal Disorders: Acute and Chronic

Lesson 4: CardioVascular

Lesson 5: Complex Acute and Chronic Cardiac Disorders: Rhythms; Chronic Heart Failure

Lesson 6: Complex Respiratory Disorders: Acute and Chronic

Lesson 7: Arterial Blood Gases

Lesson 8: Advanced Medication Calculation

Lesson 9: Endocrine

Lesson 10: Neuro and Neuro trauma

Lesson 11: CNS disorders

Lesson 12: Shock; multisystem organ failure

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests.

A = 93-100%  
B = 87-92%  
C = 82-86%  
D = 75-81%  
F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2483

**Course Title:** Advanced Nursing Care Clinical

**Semester Credit Hours:** 2 credits

**Hourly Time Distribution:** 4 Lab Hours/week 64 hours

**Catalog Description:** This course synthesizes all previous and concurrent clinical and academic courses, while managing complex multi-patient assignments in the acute care setting. Focus will be placed on nursing care in complex situations utilizing leadership, delegation, clinical judgement, and prioritization.

**Course Outcomes:**

At an advanced level, the student will be able to:

1. Exhibit professional behaviors.
2. Demonstrate timely, complete and accurate holistic assessment skills.
3. Develop, implement, and evaluate nursing care plans.
4. Synthesize classroom theory to clinical practice.
5. Organize comprehensive patient(s) plan of care.
6. Integrate critical thinking and the use of evidence-based practice while providing holistic individualized, prioritized care to the patient and family.
7. Synthesize and evaluate complex medical and pharmacological concepts.
8. Assume the role of team member and leader in organization and effective time management of the team.
9. Independently articulate concepts related to aging, ethical dilemmas, polypharmacy, co-morbidities, family dynamics, multi-system involvement, and the continuum of care.

**Course Outline:**

Lesson 1: Course Introduction

Lesson 2: Unit/Facility Orientation

Lesson 3: Team Leading Concepts

Lesson 4: Definition of Nursing Roles

Lesson 5: Delegation Concepts

Lesson 6: Supervision of Nursing Personnel Concepts

Lesson 7: Multiple Patient Assignments

Lesson 8: Discharge Planning

Lesson 9: Care Management Concepts

Lesson 10: SBAR Charting and Communication

Lesson 11: Time/Management and Interruptions Activity

Lesson 12: Orientation or Review of Electronic Medical Record

Lesson 13: Assigned patient assignments

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2491

**Course Title:** Leadership and Management

**Semester Credit Hours:** 1 credits

**Hourly Time Distribution:** 0.5 Lecture Hours/week and 1 Lab Hours/week 24 hours

**Catalog Description:** This course introduces the complex nursing care management of maternal-newborn and pediatric patients. Emphasizes the synthesis and application of professional nursing leadership and management concepts. The role of the professional nurse working with individuals, families, and communities is examined. Principles of community assessment are examined and applied.

**Course Outcomes:**

1. Exhibit professional behaviors.
2. Explore theories of leadership styles
3. Synthesize and apply concepts of delegation, accountability, authority, and scope of practice in the delivery of safe, effective, patient care.
4. Explain and analyze the rights of delegation.
5. Compare and contrast the focus of professional nursing in the acute care and community based settings.
6. Evaluate the role of the professional nurse in the process of quality improvement.
7. Identify health priorities for communities and populations based on relevant statistical evidence and national goals.
8. Synthesize principles of disaster nursing.

**Course Outline:**

Lesson 1: The Professional Nurse as a leader and manager of the care team

Lesson 2: The Professional Nurse as a Change Agent

Lesson 3: The Professional Nurse Leading a diverse work team

Lesson 4: The Professional Nurse as a Manager of Conflict

Lesson 5: Delegation, Assignment, Accountability, Supervision, Scope of Practice

Lesson 6: The Professional Nurse as a Teacher of other Nurses

Lesson 7: The professional Nurse and Healthy People 2010

Lesson 8: The Professional Nurse and Health Screening and Levels of Prevention

Lesson 9: Community Assessment: Assessment of a Community for Health Needs.

Lesson 10: Community Assessment: Conducting a Community Assessment

Lesson 11: Community Assessment: Planning a Community Health Promotion Activity

Lesson 12: The role of the Professional Nurse in disasters

**Evaluative Techniques and Grading Scale:**

Grading will be based on the Nursing Program Grading Policy. Grading is based on a point system: points earned divided by points possible. Extra credit points will not total more than 5% of the total course points and will only be added at the end of the course after 82% has been met. Cumulative in-class test scores must be at a minimum of 80% for successful completion. A total cumulative point's minimum of 82% of total points is required to pass this course after first passing the 80% minimum for in-class tests. Students must also successfully complete graduate role specific competency assignment.

A = 93-100%

B = 87-92%

C = 82-86%

D = 75-81%

F = <75%

**LAKE SUPERIOR COLLEGE**  
**Associate of Science**  
**Nursing**

**Course Number:** ADN2600

**Course Title:** Capstone Clinical Experience

**Semester Credit Hours:** 1 credit

**Hourly Time Distribution:** 2 Lab Hours/week 32 hours

**Catalog Description:** This course will provide students the opportunity to synthesize knowledge and team leading skills through a concentrated case management approach. The capstone experience allows the student to apply/analyze nursing management skills and improve patient outcomes as a member of a multidisciplinary team.

**Course Outcomes:**

At an advanced level, the student will be able to:

1. Exhibit professional behaviors.
2. Demonstrate effective interaction and communication skills with staff, clients, peers and instructors.
3. Differentiate between management roles and leadership styles of the professional nurse.
4. Assist in care plan development and case management.
5. Discuss the effects of polypharmacy.
6. Assist with delegated medical treatments and procedures according to facility policy.
7. Apply decision making techniques to solve clinical problems.
8. Differentiate between management functions of planning, organizing, staffing, and directing.

**Course Outline:**

Lesson 1: Orientation to Course and Facility

Lesson 2: MDS/RAI Documentation Process

Lesson 3: Case Management Concepts

Lesson 4: Self Reflection on growth throughout the program and future education needs

Lesson 5: Delegation Concepts

Lesson 6: Polypharmacy Concepts

Lesson 7: Geriatric Aspects of care

**Evaluative Techniques and Grading Scale:**

Students must achieve a minimum score of "3" in each of the five categories to pass the course. Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score. Five areas evaluated on a weekly basis include: communication and documentation, data collection and theory, nursing care and safety, medications, and professionalism and attitude.

Safety infraction, violations of Nursing Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.

**Appendix C  
(Faculty Profile)**

## Faculty Profile Table

**Name of Institution: Lake Superior College**

**Name of Nursing Education Unit: AS Nursing and Practical Nursing**

**Academic Term(s) and Date(s) Included: Fall 2017 & Spring 2018**

**Date Form Completed: 08/24/17**

The program must provide the educational and experiential faculty qualifications required by each agency below.

Agency	Name of Agency	Requirement	N/A Explain Why
<a href="#">The program's state regulatory agency for nursing</a>	Minnesota Board of Nursing	<p><b>Reference: <a href="#">6301.2340 Subpart 3</a></b></p> <p><b>F5.</b> nursing faculty have a major in nursing at the baccalaureate or graduate level and unencumbered licensure as a registered nurse with current registration in Minnesota; and</p> <p><b>G.</b> ensure practical nursing program faculty have a baccalaureate or graduate degree in nursing from a regionally or nationally accredited college or university recognized by the United States Department of Education or by a comparable organization if the baccalaureate- or graduate-level degree is from a foreign country;</p> <p><b>H.</b> ensure professional nursing program faculty have a graduate degree for full-time faculty and the majority of part-time faculty hold a graduate degree from a regionally or nationally accredited college or university recognized by the United States Department of Education or by a comparable organization if the baccalaureate- or graduate-level degree is from a foreign country;</p>	
<b>Other state agency (e.g., state department of</b>	Minnesota State Colleges and University	<p>Reference: <a href="#">500040: Nursing, Practical (revised 1/21/09)</a></p> <p><b>Minimum Qualifications:</b></p> <p><b>Education Requirement:</b> Bachelor's Degree in Nursing</p>	

<p>education, state system, etc.)</p>	<p>system</p>	<p>Reference: <a href="#">500039: Nursing, A D (revised 1/21/09)</a></p> <p><b>Minimum Qualifications:</b>  <b>Education Requirement</b></p> <p>Master's degree with a major in nursing, nursing administration, nursing education, public health nursing or a nursing clinical specialty.</p> <p><b><u>The following is the same for PN and AD credentialing:</u></b></p> <p>Reference: <a href="#">500040: Nursing, Practical (revised 1/21/09)</a>  Reference: <a href="#">500039: Nursing, A D (revised 1/21/09)</a></p> <p><b>Occupational Experience Requirement:</b> 2 full-time years (or equivalent) of verified related paid work experience as a RN at the professional level.</p> <p><b>Recency Requirement:</b> 1 year of this work experience shall be within the 5 years immediately preceding the date of application for the credential field. The recency requirement shall be waived if the individual has 2 years of successful full-time (or equivalent) postsecondary teaching experience in the credential field within the last 5 years.</p> <p><b>Professional Requirement:</b> Current Minnesota RN license</p> <p><b>Teaching and Learning Competency Requirement:</b></p> <ul style="list-style-type: none"> <li>• Course construction (credit course)*</li> <li>• Teaching/instructional methods (credit course)*</li> <li>• Student outcomes assessment/evaluation (credit course)*</li> <li>• Philosophy of community and technical college education (credit or non-credit course)**</li> </ul> <p>Faculty shall have a degree in education or 3 years of successful full-time (or equivalent) teaching</p>	
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		<p>experience prior to being hired, or shall be required to complete coursework in the above content area (or their equivalent) prior to being granted unlimited status.</p> <p>*These courses shall be waived for individuals who at the time of hire have: a degree in education, or have documented evidence of successful completion of equivalent coursework in the specified teaching and learning content areas, or have 3 years of successful full-time (or equivalent) secondary, postsecondary, industry, or trade apprenticeship teaching experience in the field for which they are being hired. (<a href="#">Procedure 3.32.1 College Faculty Credentialing, Part 5, Subpart B.2</a>).</p> <p>**This course shall be waived for individuals who, at the time or hire, have documented evidence of successful completion of equivalent coursework.</p> <p><b><i><u>The following is for Nursing, Clinical AD credentialing:</u></i></b></p> <p>Reference: 500196: Nursing, Clinical AD (new 5/17/17)</p> <p><b>Minimum Qualifications:</b>  <b>Education Requirement:</b> Bachelor's Degree in Nursing :</p> <p><b>Occupational Experience Requirement:</b> 4 full-time years (or equivalent) of verified related paid work experience as a registered nurse.</p> <p><b>Recency Requirement:</b> 1 year of this work experience shall be within the 5 years immediately preceding the date of application for the credential field. The recency requirement shall be waived if the individual has 2 years of successful full-time (or equivalent) postsecondary teaching experience in the credential field within the last 5 years.</p> <p><b>Professional Requirement:</b> Current Minnesota RN license</p>	
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		<p><b>Teaching and Learning Competency Requirement:</b></p> <ul style="list-style-type: none"> <li>• Course construction (credit course)*</li> <li>• Teaching/instructional methods (credit course)*</li> <li>• Student outcomes assessment/evaluation (credit course)*</li> <li>• Philosophy of community and technical college education (credit or non-credit course)**</li> </ul> <p>Faculty shall have a degree in education or 3 years of successful full-time (or equivalent) teaching experience prior to being hired, or shall be required to complete coursework in the above content area (or their equivalent) prior to being granted unlimited status.</p> <p>*These courses shall be waived for individuals who at the time of hire have: a degree in education, or have documented evidence of successful completion of equivalent coursework in the specified teaching and learning content areas, or have 3 years of successful full-time (or equivalent) secondary, postsecondary, industry, or trade apprenticeship teaching experience in the field for which they are being hired. (<a href="#">Procedure 3.32.1 College Faculty Credentialing, Part 5, Subpart B.2</a>).</p> <p>**This course shall be waived for individuals who, at the time or hire, have documented evidence of successful completion of equivalent coursework. (Procedure 3.32.1 College Faculty Credentialing, Part 5, Subpart B.3)</p> <p><b>MN State Waivers for Exclusion of Credentialing Requirement</b></p> <p><b>Subpart C. College responsibility for credentialing temporary part-time and adjunct faculty, and external instructors as defined in Part 2. Subpart A.</b> Each college shall establish policy to manage the credentialing process for temporary part-time and adjunct faculty, and external instructors in accordance with system policy, procedure(s), and guidelines.</p> <ol style="list-style-type: none"> <li>1. Individuals assigned to perform faculty work under this subpart shall meet the system-established minimum qualifications except as allowed under the exception conditions that are specified in this subpart.</li> </ol>	
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		<p>2. If the individual does not meet the system-established minimum qualifications, the college must determine if one of the exception conditions applies as specified below:</p> <p>a. Emergency staffing situations:</p> <ol style="list-style-type: none"> <li>1. illness, accident, or death of a faculty member during the term, resulting in a faculty member being unable to finish teaching the course;</li> <li>2. a failed search for a faculty position, if the position has been advertised at least twice;</li> <li>3. resignation of a faculty member immediately prior to start of a term;</li> <li>4. addition of course sections immediately prior to start of a term; or</li> <li>5. immediate deployment in the armed services.</li> </ol> <p>An individual may be hired for no more than two consecutive semesters under this exception.</p> <p>b. Pending credentials: Individuals who are close to meeting the minimum qualifications may be hired for no more than two consecutive semesters under this exception.</p> <p>c. Special expertise: An individual with special expertise may be hired to teach specialized courses. There is no time limit on this exception.</p> <p>d. Renowned qualifications: An individual who has achieved exceptional status or recognition may be hired to teach appropriate courses in the field of recognition. There is no time limit on this exception.</p> <p>e. Emerging fields: An exception may be made in instances where the program area is so new that the educational preparation requirements and the occupational experience requirements are not yet clearly defined. This exception shall terminate when the system minimum qualifications are established.</p> <ol style="list-style-type: none"> <li>3. The college shall develop a process, mutually agreed to by faculty and administration, to implement the consistent application of the exception conditions under this subpart.</li> <li>4. The college shall maintain appropriate credentialing documentation on temporary part-time and adjunct faculty, and external instructors who are assigned to teach credit-based college courses and for faculty who are assigned to perform work as counselors and librarians.</li> </ol>	
<p><b>The program's governing organization</b></p>	<p>Minnesota State College and Universities System</p>	<p>Same as Minnesota State Requirements</p>	

<p><b>The governing organization's accrediting agency</b></p>	<p>Higher Learning Commission</p>	<p><a href="#">Higher Learning Commission Policy CRRT.B.10.020 Assumed Practices B2a</a></p> <p>Faculty Roles and Qualifications</p> <p>a. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered in addition to the degrees earned by the institution in determining whether a faculty member is qualified. Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process. Faculty teaching general education courses, or other non-occupational courses that transfer, typically hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.</p> <p>Adopted Commission Policy: Assumed Practices          © Higher Learning Commission policycomments@hlcommission.org • hlcommission.org • 800-621-7440 Page 5</p>	
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**Qualifications of Full-Time Faculty Exclusive to AS Nursing Program**

1	2	3	4	5	6	7
FACULTY MEMBER'S NAME  (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT AS FT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	FACULTY MEMBER'S AREA OF EXPERTISE/ EXPERIENCE	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING CURRENT ACADEMIC YEAR	NON- TEACHING AREA(S) OF RESPONSIBILITY	FACULTY MEMBER'S OTHER QUALIFICATIONS RELATED TO NURSING COURSE(S) TAUGHT
	08/2004	DNP – 2012  FNP – 1997  MSN – 1994  BSN – 1985  ADN - 1980	Pediatrics, Leadership, and behavioral health  Adjunct Instructor online at BSU, RN to BSN program.  Reviewer for Journal of Nursing Regulation (NCSBN) - 2016  Best Practices in Simulation conference – 2017  Test Construction & NCLEX Item Writing Workshop – 2016  NCSBN Leading Transformation- Annual meeting – 2015 and 2016	<u>Fall 2017</u> ADN1441 ADN2472 ADN2491 ADN1520 ADN2600  <u>Spring 2018</u> ADN1441 ADN2472 ADN2491 ADN1520 ADN2600	<u>College Wide Committee(s)</u> LSC Equipment Committee  <u>Nursing Committee(s)</u> Nursing curriculum committee  Minnesota Board of Nursing board member representing Education.  <u>Office Hours</u> 5 hours per wk	CPR 2016-2018  Advanced Trauma Life Support Certification 2011 – Present  Family Nurse Practitioner and Adult Nurse Practitioner (ANCC) 1997- Present  Minnesota Public Health Nurse 1996- Present  Member NLN, ANA, Sigma Theta Tau, NCSBN

			Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015			
	10/1989	MSN – 2004 BSN – 1988 Diploma – ADN 1980	General Medical and surgical  Nursing Cultural Course in Ecuador 2017  National Phi Theta Kappa Conference 2017  POET I course for D2L 2017  Fall Minn-Kota Phi Theta conference 2016  MN Health Educators Conference – 2015, 2013 & 2011  CNE course 2015  Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015  Kaplan NCEX in-service 2014	Fall 2017 Sabbatical  Spring 2018 Sabbatical	<u>College Wide Committee(s)</u> International Studies  AQIP  PTK Advisor  <u>Nursing Committee(s)</u> Test Review  <u>Office Hours</u> 5 hours per wk	CNE – 2015-Present  Sigma Theta Tau – 2004-Present  NLN Member

			LSC Cultural course Oaxaca, Mexico 2013			
	08/2014	NP – 2014 – focus Adult Gerontology  BSN – 2010  ADN - 2009  PN - 2006	General medical, surgical and adult geriatrics.  Post Baccalaureate Clinical Instructor at The College of St. Scholastica during summer.  Connecting Objectives, Materials and Activities (focus on Standards 2.4 & 4.2) 2015  SIG Webinar: Stereotype Threat 2015  Institute for Natural Resources: Understanding Relationships 2015  LSC Webinar: Accessibility tips for online course design 2015  Linda Caputi: Test Item Writing, Test Construction, and	Fall 2017 ADN1460 ADN1510 ADN1515 ADN2420 ADN2481  <u>Spring 2018</u> ADN1460 ADN1515 ADN2415 ADN2420 ADN2481	<u>College Wide Committee(s)</u> Mission & Vision, Master Academic Plan, Search comm.  <u>Nursing Committee(s)</u> Test Review  <u>Office Hours</u> 5 hours per wk	Adult Gerontology Primary Care NP Certified - 2014- Present  Completed credentialing instructional courses 2017  Member of NLN, MN Nurse Practitioner, Fitzgerald Health Education Associates

			Item Analysis seminar – 2015  Epilepsy workshop 2014 Chronic Inflammation Seminar 2014  Fitzgerald Health Education Associates: AGNP work review			
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**Qualifications of Part-Time Faculty Exclusive to AS Nursing Program**

1	2	3	4	5	6	7
FACULTY MEMBER'S NAME  (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT AS FT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	FACULTY MEMBER'S AREA OF EXPERTISE/ EXPERIENCE	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING CURRENT ACADEMIC YEAR	NON- TEACHING AREA(S) OF RESPONSIBILITY	FACULTY MEMBER'S OTHER QUALIFICATIONS RELATED TO NURSING COURSE(S) TAUGHT
Anderson,	08/2014	NP – 2017 focus family nursing  BSN – 2010  ADN –  PN - 2006	General medical, surgical and geriatric/family with NP.  Current staff nurse at Essentia – mostly Neuro but also float.  HealthForce Scrubs camp participant 2016  Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015  ACLS Training 2013	<u>Fall 2017</u> ADN1441 ADM2420  <u>Spring 2018</u> No classes for spring yet.	<u>Essentia Healthcare committees</u> Unit based practice  Stroke Education  Rib Fracture Pillow Project  <u>Office Hours</u> Pro-rated based on credits taught	Spring 2017 completed NP program with a family and geriatric focus.  Activity coordinator for Stroke Awareness Month  Member of NLN
	08/2011	MSN – 1985  BSN - 1974	General medical, surgical and Diabetes	<u>Fall 2017</u> ADN1450	<u>American Diabetes Association</u>	Certified Diabetes Educator

				<u>Spring 2018</u> No classes for spring yet.	National Education Program reviewer.  <u>Office Hours</u> Pro-rated based on credits taught	Certified Clinical Specialist  Current ADA National Education Program Auditor  Professional Member of American Association of Diabetes Education and American Diabetes Association.  Member of NLN
	01/2017	Masters of Education Early Childhood – 2010  BSN - 1983	Maternal child, neonatal, pediatric  Presented at Eastern Education Research Association Conference 2013.  May 2017 Best Practices in Simulation 2 day conference.  Job shadowed faculty and staff spring 2017 in OB and Peds at Essentia	<u>Fall 2017</u> ADN2472  <u>Spring 2018</u> ADN2472	<u>Office Hours</u> Pro-rated based on credits taught	Emergency Nursing Pediatric Certification  AMS Certification in Early Childhood Education  NACCOG Certification in Level II Neonatal Nursing.  Member of ANA, MNA, NLN, Honor society of Gamma Beta Phi, Honor society of Phi Kappa Phi, American Montessori Society.
	08/2013	MSN – 2017 Family Nurse Practitioner  BSN – 2007	General medical and surgical.  Current staff nurse	<u>Fall 2017</u> ADN2483  <u>Spring 2018</u>	<u>Essentia Healthcare Committees</u> Unit Based	Summer of 2017 completed NP program with a family and geriatric focus.

		BA – 2001 Biology & Education	at Essentia – mostly ortho but also float.	No classes for spring yet.	Practice  Fall Risk  <u>Office Hours</u> Pro-rated based on credits taught	Essentia staff and student preceptor volunteer.  Member of NLN, National Association of Orthopedic Nursing.
	08/2015	MSN – 1970  BSN - 1968	General medical, surgical and ICU	<u>Fall 2017</u> ADN1450 ADN2500  <u>Spring 2018</u> No classes for spring yet.	<u>Office Hours</u> Pro-rated based on credits taught	Long history of working in ICU's and Staff Development for Essentia with a focus on ICU training.  Member of NLN
	06/2017	BSN – 2010  MS Exercise Physiology – 2005  BS Construction - 2002	General medical, surgical and Emergency Room, ICU  Current staff nurse at Essentia – ER, Instructor for Advanced Cardiac and Pediatric Life Support.  Pediatric Pitfalls for Pediatric Trauma and Care - 2017  ATLS – Advanced Trauma Life Support course - 2015	<u>Fall 2017</u> ADN2483  <u>Spring 2018</u> No classes for spring yet.	<u>Office Hours</u> Pro-rated based on credits taught  Superior YMCA Board Member  Emergency Room Labor Management Committee  MNA Union Steward  Emergency Room Nurse Practice Council  Douglas County	Certifications: Emergency Nurse Pediatric, Trauma Nurse Core, Pediatric Advanced Life Support Instructor, Advanced Cardiac Life Support Instructor.

					Home & Community Education Member	
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**Qualification of Full-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program**

1	2	3	4	5	6	7
FACULTY MEMBER'S NAME  (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT AS FT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	FACULTY MEMBER'S AREA OF EXPERTISE/ EXPERIENCE	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING CURRENT ACADEMIC YEAR	NON- TEACHING AREA(S) OF RESPONSIBILITY	FACULTY MEMBER'S OTHER QUALIFICATIONS RELATED TO NURSING COURSE(S) TAUGHT
	08/2017	MSN – 2012  BSN – 2010  ADN – 1996  BS Business Administration - 1986	General medical, surgical, emergency medicine and intensive care. Has worked in many ICU departments  Current employee of Essentia in Emergency Department.  ACLS training - 2017  HealthForce Scrubs camp participant 2017	<u>Fall 2017</u> ADN1415 ADN1460 ADN2483 ADN2420 ADN2415  <u>Spring 2018</u> ADN1415 ADN1441 ADN1460 NUPN1510	Will be committing to a nursing committee fall 2017  <u>Office Hours</u> 5 hours per week	Certifications: Trauma Nursing Core Course, Pediatric Nursing Core Course, ACLS, BLS & Pediatric Advanced Life Support.  Spring of 2017 completed three graduate education courses required of new hires.  Member of NLN, and MNA.
	03/2013	MSN – 1999 (Dec.)  BSN – 1999 (May)  BS Human Services – 1993. Family and Child Development	Mental health, general medical.  Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015	<u>Fall 2017</u> ADN2431 ADN2432 NUPN1440  <u>Spring 2018</u> ADN2431 ADN2432	<u>Nursing Committee(s)</u> Curriculum, Simulation, Test Review  <u>Office Hours</u> 5 hours per wk	Conflict resolution training, diversity training, technology in the classroom training, simulation conference, care of preterm infant conference.

			<p>Philosophy of Community &amp; Technical College education course 2014</p> <p>Breast Cancer – CME resources 2013</p> <p>Newborn Assessment – CME resources 2013</p> <p>Conflict resolution and Diversity training 2011</p> <p>Taught Mental health at Walters State Community College</p>	<p>ADN2415 NUPN1440</p>		<p>Member of NLN</p>
	08/2014	<p>MSN – 2009 Pediatric Nurse Practitioner</p> <p>BSN – 1995</p> <p>RN Diploma - 1985</p>	<p>Pediatric, Nurse Practitioner, Oncology, Neonatal, Undergraduate instructor at Catholic University in Health assessment</p> <p>Pediatric Mental Health Specialist 45 CEU's -2016</p> <p>Pediatric Nurse</p>	<p><u>Fall 2017</u> ADN1421 ADN1441 ADN1450 ADN1520 NUPN1420</p> <p><u>Spring 2018</u> ADN1421 ADN1441 ADN1450 NUPN1520</p>	<p><u>College Wide Committee(s)</u> Global Education Diversity</p> <p><u>Nursing Committee(s)</u> Test review</p> <p><u>Office Hours</u> 5 hours per wk</p>	<p>Pediatric Primary Care Mental Health certification.</p> <p>Certified Pediatric Nurse practitioner.</p> <p>2015 Completed graduate education courses required of all new hires.</p> <p>Current memberships: NLN, AANP, MN NAPNAP, NEA.</p>

			<p>Practitioner certification 30 CEU's – 2016</p> <p>Kaplan Test Item writing seminar – 2016</p> <p>NAPNAP Conference Pharmacology update – 2013, 2014, &amp; 2016</p> <p>Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015</p> <p>Completed D2L POET I &amp; II - 2015</p>			MAPNAP Special Interest Group Development.
	08/2007	<p>MSN – 2014</p> <p>BSN – 2010</p> <p>ADN – 1999</p>	<p>General medical, surgical, emergency medicine and intensive care.</p> <p>Current employee of Essentia in Emergency Department.</p> <p>Post Baccalaureate Clinical Instructor at The College of St. Scholastica during summer.</p>	<p><u>Fall 2017</u> ADN1421 ADN2415 ADN2481 ADN2483 ADN2440</p> <p><u>Spring 2018</u> ADN2481 ADN2483 ADN1421 NUPN1500 NUPN1540 NUPN1505</p>	<p><u>College Wide Committee(s)</u> Center for teach &amp; learning board</p> <p>Faculty Start Right (mentoring team)</p> <p>Shared Governance</p> <p>Search</p> <p>Faculty Development</p>	<p>Current certifications: ABLS, ACLS, BLS, Emergency Nursing Pediatric Course, Pediatric Advanced Life support provider, National Institute of health IRB training, Trauma Nurse Core Course Provider.</p> <p>Current memberships: ANA, ENA, Sigma Theta Tau, MNA, NLN.</p>

			<p>Minnesota Educators simulation workshop May 2017.</p> <p>HealthForce Scrubs camp participant (2016 &amp; 17) and coordinator 2016</p> <p>Spirit of Caring – 2017</p> <p>STEP Communication Training -2017</p> <p>ACLS – 2017</p> <p>ENPC – 2016</p> <p>Trauma Nurse Core Course – 2016</p> <p>PALS – 2016</p> <p>SEPSIS Training – 2016</p> <p>Ebola Preparedness Workshop – 2015</p> <p>LUCAS Chest Compression Training - 2015</p>		<p><u>Nursing Committee(s)</u> Curriculum Simulation</p> <p><u>Office Hours</u> 5 hours per wk</p>	<p>United National Ministry Ordained Minister.</p>
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			Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015			
CV to be available at the site visit	08/2018	DNP – 2012 MSN – 2002 BSN – 2000 AA – 1999 ADN - 1986		Fall 2017 ADN1421 ADN2440 NUPN1420 NUPN1430 NUPN1458 NUPN1468  Spring 2018 To be determined	New faculty member 8/17  Office Hours 5 hours per wk	
	01/2003	MSN – 2009 BSN – 2007 ADN - 1996	Maternal child, Peds, general medical & surgical  Current employee of Essentia in OB. Coordinates simulation drills for OB residents.  Lippincott customer success nursing education consultant.  HealthForce Scrubs camp coordinator 2016  Linda Caputi: Test Item Writing, Test Construction, and	Fall 2017 ADN2471 ADN2472 ADN2415 ADN2600  Spring 2018 ADN2471 ADN2472 ADN2415 NUPN1531 NUPN1538 NUPN1505 NUPN1508	College Wide Committee(s) Climate  Nursing Committee(s) Curriculum Simulation  Office Hours 5 hours per wk	American Council on Education Faculty Evaluator (ACE) – most recent visit – May 2017 Texas.  Current Certifications: Childbirth Educator, Neonatal Resuscitation.  Current memberships: American Holistic Nurses Association, NLN, & Sigma Theta Tau  Ambassador to the Midwestern Higher Education Compact.

			<p>Item Analysis seminar – 2015</p> <p>Feb. 2017 presenter in Multi-state Collaborative on Military credit.</p> <p>Presented at “Food as Medicine Holistic Nurses Association”</p> <p>Presented at MN Health Educators Conference: Keys to successful simulation.</p>			
	01/2004	<p>MSN – 2009</p> <p>BSN - 1989</p>	<p>Medical, Surgical, Cardiac, Pharmacology</p> <p>ANCC Pharmacology course 18 CEU's – 2017</p> <p>ACEN accreditation Workshop – 2017</p> <p>Minnesota Educators simulation workshop May 2017.</p> <p>MN Health Educators</p>		<p><u>College Wide Committee(s)</u></p> <p>Union President.</p> <p>Master Academic Plan.</p> <p>Board of Trustees Committee for Faculty Excellence in Teaching.</p> <p>LSC Strategic Planning.</p> <p>Accessibility Committee.</p> <p>OPAC Best practice online teaching.</p> <p><u>Nursing Committee(s)</u></p>	<p>Current Memberships: International Nurses Association, NLN, Eta Upsilon Chapter of Sigma Theta Tau International.</p> <p>Allied Health and Nursing division faculty mentor</p>

			<p>Conference – 2017</p> <p>Pathophysiology of Cardiovascular System (15 CEU's) – 2017</p> <p>Parkinson's Disease Course (10 CEU's) – 2017</p> <p>Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015</p> <p>Lippincott Webinar – 2015</p> <p>CNE Review course Dr. Linda Caputi – 2016</p> <p>NLN Education Summit – 2015</p>		<p>Test Review Curriculum</p> <p><u>Essentia HealthCare Committee:</u> Planning committee Essentia Health Ethics conference for 2018</p> <p><u>Office Hours</u> 5 hours per wk</p>	
	08/2010	<p>Post Masters Certificate – Healthcare simulation - 2017</p> <p>MSN – 2010</p> <p>BSN - 1991</p>	<p>OB, Neonatal, general medical, simulation.</p> <p>Spring 2017 presented at two national conferences – see CV</p> <p>Current employee of SLH in OB and</p>	<p><u>Fall 2017</u> ADN1441 ADN2415 ADN1520 ADN2420 ADN2440 ADN2472</p> <p><u>Spring 2018</u> ADN1520 ADN2415 ADN2472</p>	<p><u>College Wide Committee(s)</u> Technology Climate Auxiliary</p> <p><u>Nursing Committee(s)</u> Simulation Curriculum</p> <p>Military Transfer</p>	<p>S.T.A.B.L.E instructor, STABLE program 2005-Present. Neonatal Resuscitation Program Instructor, AAS 1996-Present. Low Risk Neonatal Nurse Certification, NCC – 1994-Present.</p> <p>Nurse Educator Consultant, Wolters</p>

			<p>OB education, OB staff development and simulation.</p> <p>HealthForce Scrubs camp participant (2016 &amp; 17) and coordinator 2016</p> <p>Nursing Education Accreditation: Making it work for you (ACEN) – 2017</p> <p>Best practices in Simulation, HealthForce – 2017</p> <p>MPS North America LLC (MPS (NA), Elsevier Sherpath Adaptive Learning Course Development, Freelance position - 2016</p> <p>Presented at MN Health Educators Conference: Keys to successful simulation – 2015</p> <p>Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015</p>	<p>NUPN1505 NUPN1508</p>	<p>specialist – Transcript review</p> <p>Nursing Club faculty advisor</p>	<p>Kluwer.</p> <p>Current memberships: NLN, Delta Labda Chapter Sigma Theta Tau, MNA, AWHONN, MN Simulation for Healthcare Education Partnership.</p>
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CV to be available at site visit	08/2017	MSN – 2017 ADN – 2012 BS Art Ed. - 1993		<u>Fall 2017</u> ADN1421 ADN2483 NUPN1420 NUPN1430 NUPN1458 NUPN1468  <u>Spring 2018</u> To be determined	New faculty member 8/17  <u>Office Hours</u> 5 hours per wk	
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**Qualifications of Part-Time Faculty Shared Teaching Responsibilities in More than One Nursing Program**

1	2	3	4	5	6	7
FACULTY MEMBER'S NAME  (Alpha Order by Last Name)	DATE OF INITIAL APPOINTMENT AS FT Faculty	FACULTY MEMBER'S ACADEMIC DEGREES	FACULTY MEMBER'S AREA OF EXPERTISE/ EXPERIENCE	ALL NURSING COURSE(S) TAUGHT BY FACULTY MEMBER DURING CURRENT ACADEMIC YEAR	NON- TEACHING AREA(S) OF RESPONSIBILITY	FACULTY MEMBER'S OTHER QUALIFICATIONS RELATED TO NURSING COURSE(S) TAUGHT
	01/2006	MSN – 2005 Nursing Education Focus  BSN - 2000	General Medical/surgical and neuro nursing.  Currently works part-time at two facilities: Nurse clinician, Essentia Health in gastroenterological procedures. At Home Living staff training, client education and medications.  NLN Education Summit – 2016  Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015  Kaplan NCLEX-RN	<u>Fall 2017</u> ADN1450 ADN1460 ADN2432  <u>Spring 2018</u> NUPN1568	<u>Nursing Committee(s)</u> Curriculum  <u>Office Hours</u> Pro-rated based on credits taught	Co-authored article published in <i>Journal of Nursing Education</i> , "Statewide Collaborative Curriculum Project: A Shared Vision" - 2014  Current memberships: NLN, Theta Xi and Kappa Mu Chapters, Sigma Theta Tau International.

			<p>instructor – 2011-2014</p> <p>Minnesota Statewide Curriculum Regional Steering Comm.</p>			
	01/2008	<p>MSN – 2010</p> <p>BSN - 1998</p>	<p>General Medical/surgical.</p> <p>Part-time nursing faculty member at North Hennepin Community College</p> <p>Part-time nursing faculty member at BSU 2016-2017</p> <p>Health Educators Conference – 2011, 2016 &amp; 2017</p> <p>Best practices in Simulation, HealthForce – 2017 Kaplan Test Writing workshop - 2016</p> <p>NLN Education Summit - 2015</p> <p>Linda Caputi: Test Item Writing, Test Construction, and Item Analysis seminar – 2015</p>	<p><u>Fall 2017</u> ADN2600 Clinical coordinator</p> <p><u>Spring 2018</u> ADN2600 Clinical coordinator</p>	<p>Clinical Coordinator</p> <p><u>Office Hours</u> Pro-rated based on credits taught</p>	<p>Current memberships: NLN, Sigma Theta Tau</p> <p>Current Certifications: BLS</p>

			41 <sup>st</sup> Annual National Conference on Professional Nursing Ed. – 2014			
	09/2008	BSN 2013 ADN - 1998	<p>General Medical/Surgical, OR, Intensive care, Emergency nursing, TNCC instructor, ENPC instructor, ACLS instructor, PALS instructor. All certifications renewed and up to date.</p> <p>Current employee of St. Luke's hospital in ED, and OR.</p> <p>AHA update patients with Acute Ischemic Stroke – 2016. Pacemaker and EKG introduction – 2016. Impella CP Training Program Assessment – 2016. Sepsis review – 2015. Ortho surgical review of post op conditions – 2014.</p>	<p><u>Fall 2017</u> NUPN1458 NUPN1468 ADN1460 ADN1520</p> <p><u>Spring 2018</u> No spring courses assigned yet</p>	<p><u>St. Luke's Hospital</u> Critical Care Committee</p> <p><u>Office Hours</u> Pro-rated based on credits taught</p>	<p>Current memberships: NLN, ANA, ENA, MNA</p> <p>Current Certifications: MOAB, TNCC, ENPC, ACLS, BLSC, PALS, Intra-Aortic Balloon Pump, Continuous renal replacement.</p>

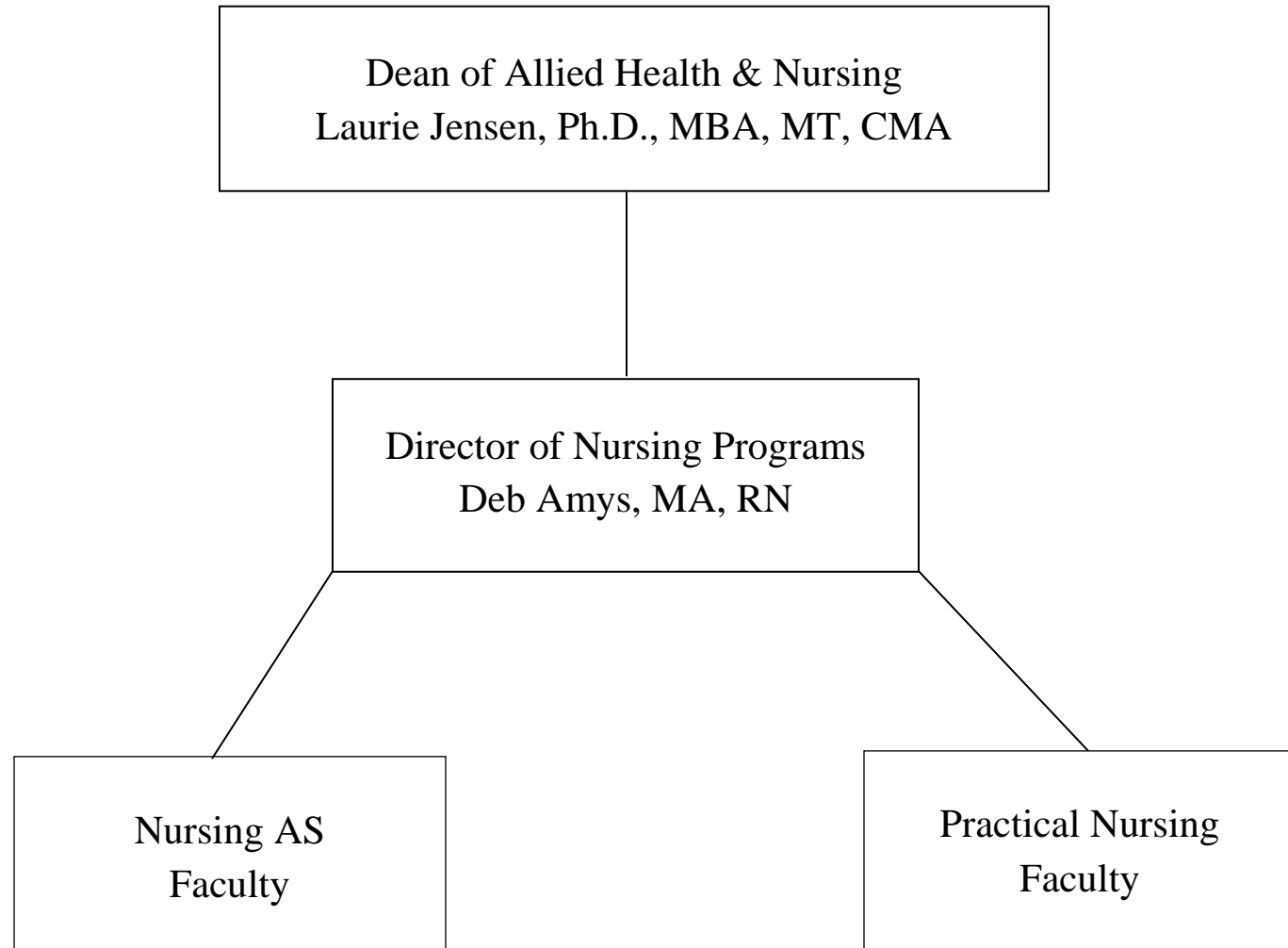
			<p>Home grown critical care conference – 2014. Renal issues - 2014</p> <p>Waiver/exception: Due to extensive Intensive care and Emergency room training meets qualifications. As well as long term teaching experience at LSC, CSS and in St. Luke's education department.</p>			
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**Appendix D  
(Faculty CV's)**

**All faculty CV's have been removed from this document**

**Appendix E**  
**(Nursing Department Organizational Chart)**

## Nursing Department Organizational Chart



**Appendix F**  
**(Curriculum grid examples)**

## Course Outcomes and Conceptual Framework

Course Number: **ADN1510**

Course Title: **Professional Nursing Concepts**

Course Outcome	End of Program Student Learner Outcome	NLN Competencies	QSEN	College Wide Outcomes	Role Specific Graduate Competency	Evaluative Measure
1. Exhibit professional behaviors	4. Interact effectively with clients, peers, and members of other health care disciplines, utilizing written and oral communication and by utilizing current technologies	Professional Identity	Teamwork and Collaboration	Personal and Social Responsibilities	None for this course	Turn in assignments on time; attend class regularly; accept feedback from instructor in professional manner
2. Discuss principles of clinical decision-making, health promotion, risk reduction, and evidence-based practice	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum 3. Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan	Spirit of Inquiry  Nursing Judgment  Human Flourishing	Patient-Centered Care  Evidence-Based Practice	Intellectual and Practical Skills		85% will receive >85% on EBP assignment, Health Promotion/teaching assignment Classroom exam – cumulative score $\geq$ 80% on proctored exams/quizzes
3. Demonstrate principles of therapeutic nurse-	4. Interact effectively with clients, peers, and members of other	Professional Identity	Patient-Centered Care	Foundational Knowledge of the Intellectual, Social		Classroom exam – cumulative score > 80% on proctored exams/quizzes

patient relationships, as well as interprofessional and intraprofessional communication	health care disciplines utilizing written and oral communication and by utilizing current technologies			and Natural World		
4. Distinguish the different levels, scope, and accountability in professional nursing	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum 3. Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan. 6. Assess patterns and activities that may lead to unsafe practice	Professional Identity	Teamwork and Collaboration	Intellectual and Practical Skills		85% of class will receive score >85% on Delegation assignment; Classroom exam – cumulative score > 80% on proctor exams/quizzes
5. Demonstrate principles of the nursing process	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum 3. Utilize the nursing process in meeting the	Nursing Judgment  Spirit of Inquiry	Patient-Centered Care  Evidence-Based Practice	Intellectual and Practical Skills		85% will receive >85% on Care Plan and Concept Map Assignment Classroom exam – cumulative score > 80% on proctor exams/quizzes

	health care needs of individuals of diverse sociocultural identities across the lifespan					
<b>6.</b> Demonstrate applications of the roles of the professional nurse including advocate, teacher, care provider, and manager of care	1. Adapt to the diverse and ever-changing roles of the professional nurse in a variety of health care systems 3. Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan. 4. Interact effectively with clients, peers, and members of other health care disciplines utilizing written and oral communication and by utilizing current technologies	Human Flourishing  Nursing Judgment  Patient-Centered Care	Patient-Centered Care  Teamwork and Collaboration			Classroom exam – cumulative score > 80% on proctored exams/quizzes
<b>7.</b> Discuss informatics with relationship to nursing and quality of care	1. Adapt to the diverse and ever-changing roles of the professional nurse in a variety of health care systems	Nursing Judgment  Patient-Centered Care	Patient-Centered Care  Teamwork and collaboration	Intellectual and Practical Skills		Classroom exam – cumulative score > 80% on proctor exams/quizzes
<b>8.</b> Discuss legal and ethical issues related to the practice of professional nursing	5. Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client’s inherent worth and dignity	Nursing Judgment  Patient-Centered Care	Patient-Centered Care  Quality Improvement	Personal and Social Responsibilities		Classroom exam – cumulative score > 80% on proctor exams/quizzes;

<p>9. Examine concepts necessary for culturally competent nursing care</p>	<p>2. Integrate critical reasoning and evidence based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum</p> <p>3. Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identifies across the lifespan</p> <p>5. Provide nursing care that is reflective of the ethics and values of the nursing profession and be mindful of each client's inherent worth and dignity</p>	<p>Spirit of Inquiry</p> <p>Human flourishing</p>	<p>Patient-Centered Care</p>	<p>Foundational Knowledge of the Intellectual, Social and Natural World</p>		<p>Classroom exam – cumulative score &gt; 80% on proctor exams/quizzes</p>
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1/4/16 asu  
5/10/17 asu

## Course Outcomes and Conceptual Framework

Course Number: **NUPN1410**

Course Title: **Adult Nursing I**

Course Outcome/ Bloom's Taxonomy	End of Program Student Learner Outcomes	NLN Competencies	QSEN	College-Wide Outcomes	Role Specific Graduate Competencies	Evaluative Measurement
1. Exhibit dependable behaviors including professionalism  Application	1. Adapt to the diverse and ever-changing roles of the Practical Nurse in a variety of health care systems  4. Interact effectively with clients, peers, and members of other health care disciplines utilizing written and oral communication and by utilizing current technologies.	Professional Identity	Teamwork and Collaboration	Personal and Social Responsibilities	No competencies assigned to this course	On-time Class attendance  Accept corrective direction  Turn in assignments on time  Pop quizzes  Lecture note assignment  Exams
2. Explore how the pathophysiology relates to disorders in each system	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to	Nursing Judgment	Patient-Centered Care  Safety	Intellectual and Practical Skills		Pop quizzes  Lecture note assignment  Exams

Comprehension	clients in all stages of development at any point in the health/illness continuum.					With cumulative average of 75% or higher and course grade at or above 82%  PN-NCLEX Pass Point at assigned mastery level
3. Identify common signs and symptoms of disorders for each system  Comprehension	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development at any point in the health/illness continuum.	Nursing Judgment	Patient-Centered Care  Safety	Intellectual and Practical Skills		Lecture note assignment  Exams With cumulative average of 75% or higher and course grade at or above 82%  PN-NCLEX Pass Point at assigned mastery level
4. Analyze common diagnostic tests and related nursing care for each system  Application	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of	Nursing Judgment	Patient-Centered Care  Safety	Intellectual and Practical Skills		Lecture note assignment  Exams With cumulative average of 75% or

	development at any point in the health/illness continuum.					higher and course grade at or above 82%  PN-NCLEX Pass Point at assigned mastery level
5. Examine and interpret medical treatment for common disorders  Application	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development at any point in the health/illness continuum.	Nursing Judgment	Patient-Centered Care  Safety	Intellectual and Practical Skills		Lecture note assignment  EBP assignment  Exams With cumulative average of 75% or higher and course grade at or above 82%  PN-NCLEX Pass Point at assigned mastery level
6. Correlate drug therapy to common disorders, identifying drug classification, action, side effects and nursing implications	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development at	Nursing Judgment	Patient-Centered Care  Safety	Intellectual and Practical Skills		Lecture note assignment  Exams With cumulative average of 75% or higher and

Application	any point in the health/illness continuum. 6. Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity					course grade at or above 82%  PN-NCLEX Pass Point at assigned mastery level
7. Describe nutritional and dietary needs based on medical diagnosis  Comprehension	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development at any point in the health/illness continuum.	Nursing Judgment	Patient-Centered Care  Safety	Intellectual and Practical Skills		Lecture note assignment  Exams With cumulative average of 75% or higher and course grade at or above 82%  PN-NCLEX Pass Point at assigned mastery level
8. Select routine nursing interventions for a given patient situation, using the nursing process  Comprehension	2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development at any point in the	Nursing Judgment	Patient-Centered Care  Safety	Intellectual and Practical Skills		Lecture note assignment  Exams With cumulative average of 75% or higher and course grade

	<p>health/illness continuum.</p> <p>3. Utilize the nursing process at the Practical Nurse scope of practice in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan.</p>					<p>at or above 82%</p> <p>PN-NCLEX Pass Point at assigned mastery level</p>
<p>9. Explain appropriate patient teaching related to the medical diagnosis, diagnostic tests, nursing care, pharmacology and diet therapy within the Practical Nurse role</p> <p>Application</p>	<p>2. Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development at any point in the health/illness continuum.</p>	<p>Nursing Judgment</p>	<p>Patient-Centered Care</p> <p>Safety</p>	<p>Intellectual and Practical Skills</p>		<p>Lecture note assignment</p> <p>EBP assignment</p> <p>Exams With cumulative average of 75% or higher and course grade at or above 82%</p> <p>PN-NCLEX Pass Point at assigned mastery level</p>

**Appendix G**  
**(EP-SLO Evaluation Timetable)**

## End of program Student Learner Outcome Evaluation Time Table

EOP-SLO	Collection Date Time Frame	Analyze Data and Create Changes	Implement Changes	Evaluate Changes
<p><b>#1: Adapt to the diverse and ever-changing roles of the professional nurse in a variety of health care systems.</b></p> <p><b>#2: Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum</b></p>	2017-2018	By Fall: 2018	Fall 2018-2019	2019-2020
<p><b>#3: Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan</b></p> <p><b>#4: Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies</b></p>	2018-2019	By Fall: 2019	Fall 2019-2020	2020-2021

<p><b>#5: Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity</b></p> <p><b>#6: Assess patterns and activities that may lead to unsafe practice</b></p>	2019-2020	By Fall: 2021	Fall 2021-2022	2022-2023
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**Appendix H**  
**(Clinical Evaluation Tool Examples)**

Lake Superior College  
AS Professional Nursing Program

Clinical Performance Evaluation

ADN 2483: Advanced Nursing Care Clinical

Student Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

## Five-Point Scale for Measuring Student Nurses' Clinical Performance

### Five-Point Scale for Measuring Student Nurses' Clinical Performance

Scale Level	Score	Standard and Quality of Performance	Level of Assistance	Requirements										
<b>Independent</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Performs safely and accurately</li> <li>Displays confidence and proficiency</li> <li>Expedient and client focused</li> <li>Achieves all intended course outcomes</li> </ul>	No supporting cues required	<p style="text-align: center;"><b>Rating Scale</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>5 – 4.4</td> <td>A</td> </tr> <tr> <td>4.3 – 3.7</td> <td>B</td> </tr> <tr> <td>3.6 - 3</td> <td>C</td> </tr> <tr> <td>2.9 - 2</td> <td>D</td> </tr> <tr> <td>1.9 – 1</td> <td>F</td> </tr> </table> <ul style="list-style-type: none"> <li>The student must achieve a minimum cumulative score of 3 in each of the five clinical evaluation categories to pass the course.</li> <li>Numerical ratings will be given in each of the five categories and averaged for a minimum of 3 weeks of clinical to obtain the cumulative score.</li> <li>Safety infractions, violations of AS Program</li> </ul>	5 – 4.4	A	4.3 – 3.7	B	3.6 - 3	C	2.9 - 2	D	1.9 – 1	F
5 – 4.4	A													
4.3 – 3.7	B													
3.6 - 3	C													
2.9 - 2	D													
1.9 – 1	F													
<b>Supervised</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Performs safely and accurately</li> <li>Displays general confidence and proficiency</li> <li>Demonstrates coordination but uses some unnecessary energy to complete behavior/activity</li> <li>Focuses on client initially; as complexity increases focuses on task</li> <li>Achieves all intended course outcomes</li> </ul>	Required occasional supportive cues											
<b>Assisted</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Performs safely and accurately</li> <li>Appears awkward; partial lack of skill</li> <li>Takes longer time to complete task, poor planning; occasionally late, does not affect patient safety</li> <li>Focuses primarily on task or own behavior, not on client</li> <li>Achieves all intended course outcomes</li> </ul>	Required frequent verbal and occasional physical directives in addition to supportive cues											
<b>Marginal</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Safe only with guidance; not completely accurate</li> <li>Uncoordinated in behaviors</li> <li>Performs tasks late or omits tasks potentially affecting patient safety</li> <li>Focuses entirely on own behavior or task</li> <li>Incomplete achievement of intended course outcomes</li> </ul>	Required continuous verbal and frequent physical directive cues											

				Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.
<b>Dependent</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Unsafe and unable to demonstrate appropriate behavior</li> <li>• Appears frozen, unable to move, nonproductive</li> <li>• Lack of insight into behavior appropriate to context</li> <li>• Incomplete achievement of intended course outcomes</li> </ul>	Required continuous verbal and continuous physical directive cues	

\*Adapted from: Bondy, K. (1983). Criterion-referenced definition for rating scales in clinical evaluation. *Journal of Nursing Education*, 22 (9), 376-382. Krichbaum, K., Rowan, M., Duckett, L., Ryden, M.B. & Savik, K. (1994). The clinical evaluation tool: A measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education*, 33, 399.

**Graded Categories with descriptors:**

**Communication and Documentation:**

1. Interprets verbal and nonverbal communication
  - a. Patient interactions are therapeutic, nonjudgmental, comprehensive and peer interactions are respectful
  - b. Patient teaching is developed and administered independently, based on evidence-based practices and health promotion principles
  - c. Evaluates effectiveness of patient interview techniques
  - d. Report to nurse is independent, complete, timely, accurate
  - e. Interacts with instructor in a positive manner: seeks appropriate guidance; independently articulates, evaluates, and revises plan of care
  - f. Verbal and nonverbal communication strategies are prioritized, congruent, and therapeutic
2. Evaluates documentation requirements and principles
3. Appraises effectiveness of interviewing skills of the patient
4. Integrates therapeutic communication techniques into interactions

**Data Collection and Application of Theory:**

1. Compiles data from medical records and resources for pre-clinical planning and continues to collect throughout the clinical period based on patient status.
2. Summarizes holistic assessment using evidence-based assessment techniques, instruments, and tools while defending adaptations.
3. Correlates and quantifies theory in an appropriate manner including definitions, predisposing factors, diagnostic and lab information.
4. Independently able prioritize patient care and acuity level of patients.
5. Generates data into assigned clinical worksheets or assignments accurately and completely.

**Nursing Care and Safety:**

1. Independently performs and analyzes appropriate nursing cares related to the patient's complete health history with emphasis on prioritization of assessments and potential complications.
2. Critically measures and synthesizes patient data to select and implement the authorized nursing interventions based on the patient's complete health history with emphasis on prevention of complications and patient teaching.

3. Complies and instructs other teammates the effective use of information necessary to minimize risk of harm to patient.
  - a. Location of hospital policies & resources
  - b. Standard defined limits of systems assessment
  - c. National safety resources
  - d. Organizational error reporting
4. Assumes the role of team member and leader in organization and effective time management of the team.
5. Maintains and promotes patient confidentiality with patient data per HIPAA guidelines.

**Continued on the next page**

**Medication Administration:**

1. Demonstrates independence in preparing to administer medications in a complete and accurate manner on worksheet provided prior to administration.
2. Succinctly verbalizes and demonstrates knowledge of medication dosage, route, action, and classification and the impact of past medications.
3. Independently organizes medications in relevance to patient diagnosis, necessary nursing interventions and evaluative measures.
4. Without prompting, prepares and administers medications per institution policy. No medication administration or documentation errors.
5. Provides individualized patient education of medications during administration and for discharge teaching.
6. Analyzes and documents data to assess for effectiveness of administered medications.
7. Team Leader: Prioritizes team medication pass prior to start of shift. Ensures timely delivery of team medication pass with instructor. Verifies team documentation of medication. Coordinates the teams discharge needs for home medications.

**Professionalism and Attitude:**

1. Observes and adheres to all LSC nursing handbook policies.
2. Integrates corrective direction into practice with positive, professional attitude and provides supportive evaluation for self and peers.
3. Assesses level of teamwork in all aspects of behavior including respect, trust, support, and appreciation for client, peers, instructors, and members of the healthcare team.
4. Generates optimal self-directed learning opportunities and uses clinical decision making.
5. Demonstrates mental and physical preparedness for clinical.

**FINAL CLINICAL GRADE:** \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Absences:** \_\_\_\_\_

**Notes and Comments:**

Daily / Weekly Grading Record:

Instructor:

Student Learner Outcomes, (SLO) Competencies & Course Outcomes	Category	Orientation Day(s)	Score Periods Day or Week	Comments *Instructor comment required for deficient scores of 3 or less on the Bondy Scale.
(SLO): 4 Competencies/Assignments: 2-3 Course Outcomes: 1, 2, 3, 5, & 8	<b>Communication and Documentation</b>  <b>Category Average</b> _____		Period 1: _____ Period 2: _____ Period 3: _____ Period 4: _____	
(SLO): 2 & 3 Competencies/Assignments: 2-3 Course Outcomes: 1, 2, 3, 4, 5, 6,7, 8, & 9	<b>Data Collection and Application of Theory</b>  <b>Category Average</b> _____		Period 1: _____ Period 2: _____ Period 3: _____ Period 4: _____	

<p>(SLO): 2,4,6 Competencies/Assignments: 2-3 Course Outcomes: 1, 2, 3, 4, 5, 6,7, 8, &amp; 9</p>	<p><b>Nursing Care and Safety</b></p> <p><b>Category Average</b></p> <p>_____</p>		<p>Period 1: _____</p> <p>Period 2: _____</p> <p>Period 3: _____</p> <p>Period 4: _____</p>	
<p>(SLO): 2,4,6 Competencies/Assignments: 2-3 Course Outcomes: 1, 2, 3, 4, 5, 6,7, 8, &amp; 9</p>	<p><b>Medication Administration</b></p> <p><b>Category Average</b></p> <p>_____</p>		<p>Period 1: _____</p> <p>Period 2: _____</p> <p>Period 3: _____</p> <p>Period 4: _____</p>	

(SLO): 1 & 5 Competencies/Assignments: 2-3 Course Outcomes: 1, 4, 5, 6, & 8	<b>Professionalism and Attitude</b>  <b>Category Average</b>  _____		Period 1: _____  Period 2: _____  Period 3: _____  Period 4: _____	
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#### Clinical Assignments

Assignment and or Role Specific Graduate Competencies (RSGC)	Complete/Incomplete	Comments
1. Time Management and Safety		
2. Critical Thinking (Mini-Research)		
3. Team Leading		
4. Plan of Care On The Fly – Minimum of 3	1. ____, 2. ____, 3. ____	
5. Kaplan Focused Review Tests (completed at 82% remediation for each test)		
Optional Assignment: Kaplan Mid Fidelity Assignment (completed at 75% minimum)		

#### Clinical Assignments and Patient Care Days

The quality of your written work will be reflected in your weekly evaluative statements provided by your clinical instructor. ALL assignments must be completed in order to pass this course. Incomplete or late assignments will lower your score in PROFESSIONALISM.

Lake Superior College  
Practical Nursing Program

Clinical Performance Evaluation

NUPN 1568: Clinical IV

Student Name: \_\_\_\_\_

Semester/Year: \_\_\_\_\_

## Communication and Documentation

### End of Program Student Learner Outcome # 4

<ol style="list-style-type: none"> <li>1. Appraises verbal and nonverbal communication                             <ol style="list-style-type: none"> <li>a. Patient/resident interactions are therapeutic, nonjudgmental, comprehensive</li> <li>b. Provides healthcare information to individual patients</li> <li>c. Demonstrates patient/resident interview techniques</li> <li>d. Peer interactions are respectful</li> <li>e. Report to nurse is complete, timely, accurate</li> <li>f. Interacts with instructor in a positive manner: seeks appropriate guidance; articulates plan of care, evaluates, and revises plan of care with minimal prompting</li> <li>g. Appraises efficacy and congruency of own verbal and nonverbal communication strategies</li> </ol> </li> <li>2. Analyzes documentation requirements and principles</li> <li>3. Conducts an interview of the patient/resident</li> <li>4. Applies therapeutic communication techniques</li> <li>5. Written documentation is clear, concise and meaningful</li> <li>6. Maintain patient/resident confidentiality per HIPAA guidelines</li> </ol>			<p><b>Cumulative Score:</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p><b>Scale Level:</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	
<b>WEEK 1</b>	<b>WEEK 2</b>	<b>WEEK 3</b>	<b>WEEK 4</b>	<b>WEEK 5</b>

<hr/> <hr/> <b>Score:</b> _____	<hr/> <hr/> <b>Score:</b> _____	<hr/> <hr/> <b>Score:</b> _____	<hr/> <hr/> <hr/> <hr/> <b>Score:</b> _____	<hr/> <hr/> <hr/> <hr/> <b>Score:</b> _____
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## Data Collection and Theory Application

End of Program Student Learner Outcome # 2, 3

<ol style="list-style-type: none"> <li>1. <b>Demonstrates gathering of appropriate data from medical records and resources for pre-clinical planning and continues to collect throughout the clinical period based on patient/resident status.</b></li> <li>2. <b>Demonstrates focused assessment using safe and proper techniques while implementing adaptations as needed.</b></li> <li>3. <b>Interprets and initiates theory in an appropriate manner including definitions, predisposing factors, diagnostic and lab information.</b></li> <li>4. <b>Applies data into assigned clinical worksheets or assignments accurately and completely.</b></li> <li>5. <b>Correlates classroom theory in the clinical setting to specific patient/resident diagnoses, conditions or nursing interventions.</b></li> </ol>			<p><b>Cumulative Score:</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <p><b>Scale Level:</b></p> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5

Score: _____	Score: _____	Score: _____	Score: _____	Score: _____
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## Nursing Care and Safety

### End of Program Student Learner Outcome # 2, 4, 6

<ol style="list-style-type: none"> <li>1. Independently performs and reports nursing cares related to the patient/resident's complete health history with emphasis on prioritization of focused assessment.</li> <li>2. Interprets patient/resident data to select and implement the authorized nursing interventions based on the patient's complete health history.</li> <li>3. Applies the information necessary to minimize risk of harm to patient.               <ol style="list-style-type: none"> <li>a. Location of hospital policies</li> <li>b. Location of hospital resources</li> <li>c. Standard defined limits of systems assessment</li> <li>d. Gaps between local and best practice</li> </ol> </li> <li>4. Implements improved organization and time management of self and team.</li> <li>5. Maintains patient confidentiality with patient data per HIPAA guidelines.</li> </ol>			<b>Cumulative Score:</b> _____  <b>Scale Level:</b> _____ _____	
			WEEK 1	WEEK 2
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____





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Score: _____	Score: _____	Score: _____	Score: _____	Score: _____
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### Five-Point Scale for Measuring Student Nurses' Clinical Performance

Scale Level	Score	Standard and Quality of Performance	Level of Assistance	Requirements										
<b>Independent</b>	<b>5</b>	<ul style="list-style-type: none"> <li>Performs safely and accurately</li> <li>Displays confidence and proficiency</li> <li>Expedient and client focused</li> <li>Achieves all intended course outcomes</li> </ul>	No supporting cues required	<p style="text-align: center;"><b><u>Rating Scale</u></b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>5 – 4.4</td> <td>A</td> </tr> <tr> <td>4.3 – 3.7</td> <td>B</td> </tr> <tr> <td>3.6 - 3</td> <td>C</td> </tr> <tr> <td>2.9 - 2</td> <td>D</td> </tr> <tr> <td>1.9 – 1</td> <td>F</td> </tr> </table> <ul style="list-style-type: none"> <li>The student must achieve a minimum cumulative score of 3 in each of the five clinical evaluation categories to pass the course.</li> <li>Numerical ratings will be given in each of the five categories and averaged for a minimum of 3</li> </ul>	5 – 4.4	A	4.3 – 3.7	B	3.6 - 3	C	2.9 - 2	D	1.9 – 1	F
5 – 4.4	A													
4.3 – 3.7	B													
3.6 - 3	C													
2.9 - 2	D													
1.9 – 1	F													
<b>Supervised</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Performs safely and accurately</li> <li>Displays general confidence and proficiency</li> <li>Demonstrates coordination but uses some unnecessary energy to complete behavior/activity</li> <li>Focuses on client initially; as complexity increases focuses on task</li> <li>Achieves all intended course outcomes</li> </ul>	Required occasional supportive cues											
<b>Assisted</b>	<b>3</b>	<ul style="list-style-type: none"> <li>Performs safely and accurately</li> <li>Appears awkward; partial lack of skill</li> <li>Takes longer time to complete task, poor planning; occasionally late, does not affect patient safety</li> <li>Focuses primarily on task or own behavior, not on client</li> <li>Achieves all intended course outcomes</li> </ul>	Required frequent verbal and occasional physical directives in addition to supportive cues											
<b>Marginal</b>	<b>2</b>	<ul style="list-style-type: none"> <li>Safe only with guidance; not completely accurate</li> <li>Uncoordinated in behaviors</li> </ul>	Required continuous verbal											

		<ul style="list-style-type: none"> <li>• Performs tasks late or omits tasks potentially affecting patient safety</li> <li>• Focuses entirely on own behavior or task</li> <li>• Incomplete achievement of intended course outcomes</li> </ul>	and frequent physical directive cues	<p>weeks of clinical to obtain the cumulative score.</p> <ul style="list-style-type: none"> <li>• Safety infractions, violations of AAS Program Policies and/or LSC Student Code of Conduct policies at any time, regardless of weekly evaluation, may lead to immediate dismissal from the clinical area and failure of the course.</li> </ul>
<b>Dependent</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Unsafe and unable to demonstrate appropriate behavior</li> <li>• Appears frozen, unable to move, nonproductive</li> <li>• Lack of insight into behavior appropriate to context</li> <li>• Incomplete achievement of intended course outcomes</li> </ul>	Required continuous verbal and continuous physical directive cues	

\*Adapted from: Bondy, K. (1983). Criterion-referenced definition for rating scales in clinical evaluation. *Journal of Nursing Education*, 22 (9), 376-382. Krichbaum, K., Rowan, M., Duckett, L., Ryden, M.B. & Savik, K. (1994). The clinical evaluation tool: A measure of the quality of clinical performance of baccalaureate nursing students. *Journal of Nursing Education*, 33, 399.

### NUPN 1568 Clinical IV Evaluation Grading Outline

NUPN 1568 PN Clinical IV: The student is expected to perform at a higher level and achieve the outcomes of the course (refer to specific syllabi). All weeks of the clinical rotation will be evaluated with both verbal and written feedback provided to the student. Preparedness, completion of assignments and providing prioritized patient care will be emphasized. Students will participate in a simulated ambulatory clinic setting. Roles of the LPN in the clinic setting will be explored including patient care, scheduling, insurance coding and billing, referrals, chronic disease management, patient education and equipment management. Students will care for residents of a long term care facility and under the direct supervision of the faculty and staff provide focused nursing assessments, treatments and medication administration for a multiple patient assignment.

A "NO CALL/NO SHOW": at any time in the rotation will result in failure of the rotation and rating of NC in all categories for that day. A written petition may be presented to the faculty for consideration of continuing in the course (not fail).

Clinical worksheets should only have patient initials on them. HIPAA infractions on clinical worksheets may result in the dismissal for that clinical day and a score of 1 in all categories to which is applies.

Students must achieve a "final rating" of 3 in each category in order to pass the rotation. If the final rating in any category or the final grade for the clinical is less than a "3", it will not be averaged up to a passing grade. Course grades are not rounded up.

Students are limited to 2 clinical absences per semester, if a student has more than 2 absences the student will need to complete a clinical make up. If 2 absences occur in the same rotation, this may result in failure of the course. If clinical make-up is required at the end of a semester, the clinical grade will be contingent upon your successful completion of the clinical make-up day. Your final clinical grade can be influenced by your clinical performance on the make-up day.

FINAL CLINICAL GRADE: \_\_\_\_\_

Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Absences (dates): \_\_\_\_\_

EXTRA DOCUMENTATION/COMMENTS:

\_\_\_\_\_  
\_\_\_\_\_

**Appendix I**  
**(SEP – Standard 6)**

**Lake Superior College**  
**AS-Nursing & Practical Nursing**



**Accreditation Commission for Education in Nursing, Inc.**  
**Systematic Evaluation Plan – Standard 6**



<p>student learning outcome.</p> <p>EP-SLO #1 Adapt to the diverse and ever-changing roles of the Practical Nurse in a variety of health care systems.</p>	<p>Achieved” or “Sufficiently Achieved”</p> <p>Question number 1: Adapt to the diverse and ever-changing roles of the Practical Nurse in a variety of health care systems.</p> <p>EP-SLO - #1</p> <p>PN/Military LPN Bridge 4.2</p>			<p>Graduate Survey”</p>	<p><b>ELA Met spring 2015:</b> 90.48% (19/21)</p>	<p>Maintain</p>
	<p>95% of students in NUPN 1468 Clinical II will achieve a minimum score of “3” in “Professionalism and Attitudes”</p> <p>Focus for SLO #1 “Professionalism and Attitudes”</p> <p>Evaluation tool evaluates all EPSLO’s 1-6</p> <p>PN * 4.2</p>	<p>Faculty</p>	<p>Every three years – 2017-2018</p>	<p>Quantitative Analysis:  Scores on clinical evaluation tool.</p>	<p><b>ELA Met Fall 2016:</b> 100% (25/25) scored at or above a “3”. Note 1 student failed NUPN1458 then withdrew failing from all other courses.</p> <p><b>ELA Met Fall 2015:</b> 100% (25/25) scored at or above a “3”. Note 3 students withdrew due to failing multiple other course fall semester.</p> <p><b>ELA Met Fall 2014:</b> 96.5% (28/29) scored at or above a “3”</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>95% of students in NUPN 1568 Clinical IV will achieve a minimum score of “3” in “Professionalism and Attitudes”</p> <p>Focus for SLO #1 “Professionalism and Attitudes”</p>	<p>Faculty</p>	<p>Every three years – 2017-2018</p>	<p>Quantitative Analysis  Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> 100% (19/19) scored at or above “3”</p> <p><b>ELA Met Spring 2016:</b> 100% (22/22) scored at or above a “3”</p> <p><b>ELA Met Spring 2015:</b> 100% (24/24) scored at or above a “3”.</p> <p><b>ELA Met Spring 2014:</b> 100% of students (17 /17) scored at or above a “3” Note one student did fail clinical III and not</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	<p>Evaluation tool evaluates all EPSLO's. 1-6.</p> <p>PN/Military LPN Bridge * 4.2</p>				allowed to progress to clinical IV	
<p>EP-SLO #2</p> <p>Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum.</p>	<p>85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number 1 at "Completely Achieved" or "Sufficiently Achieved"</p> <p>Question number 2: Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum.</p> <p>EP-SLO - #2</p> <p>PN/Military LPN Bridge 4.2</p>	Faculty	Every three years – 2017-2018	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing Graduate Survey"	<p><b>ELA Met spring 2017:</b> 89.5% (17/19)</p> <p><b>ELA Met spring 2016:</b> 95.65% (22/23)</p> <p><b>ELA Met spring 2015:</b> 90.48% (19/21)</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>85% of students will score above 85% on Library CINAHL assignment after library orientation and data base orientation.</p> <p>NUPN1410</p>	Course Instructor	Every three years – 2017-2018	<p>Quantitative Analysis:</p> <p>Class attendance</p>	<p><b>ELA Not Met Fall 2016:</b> 84% (21/25) scored above 85%</p> <p><b>ELA Met Fall 2015:</b> 96% (26/27) scored above 85%</p> <p><b>ELA Met Fall 2014:</b></p>	<p>Monitor: 2 students received an 80%, 1 student did not submit and 1 received a 50%</p> <p>Maintain</p> <p>Maintain</p>

	SLO #2 3.8				100% (32/32) scored above 85%	
	<p>95% of students in NUPN 1468 Clinical II will achieve a minimum score of "3" "Data Collection and Theory", "Nursing Care and Safety", and "Medication Administration"</p> <p>Focus for SLO #2 "Data Collection and Theory", "Nursing Care and Safety", and "Medication Administration"</p> <p>Evaluation tool evaluates all EPSLO's 1-6</p> <p>PN * 4.2</p>	Faculty	Every three years – 2017-2018	<p>Quantitative Analysis:</p> <p>Scores on clinical evaluation tool.</p>	<p><b>ELA Met Fall 2016:</b> 100% (25/25) scored at or above a "3". Note 1 student failed NUPN1458 then withdrew failing from all other courses.</p> <p><b>ELA Met Fall 2015:</b> 100% (25/25) scored at or above a "3". Note 3 students withdrew due to failing multiple other course fall semester.</p> <p><b>ELA Met Fall 2014:</b> 96.5% (28/29) scored at or above a "3"</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>95% of students in NUPN 1568 Clinical IV will achieve a minimum score of "3" in "Data Collection and Theory", "Nursing Care and Safety", and "Medication Administration"</p> <p>Focus for SLO #2 "Data Collection and Theory", "Nursing Care and Safety", and "Medication Administration"</p> <p>Evaluation tool</p>	Faculty	Every three years – 2017-2018	<p>Quantitative Analysis</p> <p>Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> 100% (19/19) scored at or above "3"</p> <p><b>ELA Met Spring 2016:</b> 100% (22/22) scored at or above a "3"</p> <p><b>ELA Met Spring 2015:</b> 100% (24/24) scored at or above a "3".</p> <p><b>ELA Met Spring 2014:</b> 100% of students (17 /17) scored at or above a "3" Note one student did fail clinical III and not allowed to progress to clinical IV</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	evaluates all EPSLO's. 1-6.  PN/Military LPN Bridge * 4.2					
	75% of Students in NUPN1430 will pass the "Oral Medication exam" on the first attempt.  Include data for Military Medic LPN bridge program. NUPN1508  SLO # 2 & 6  4.7	Course Instructor	Every three years – 2017-2018	Quantitative Analysis: Calculate number of students passing "Oral Medication Calculation exam" on first attempt.	<b>ELA spring 2017 Military Medic NUPN1508:</b> No students in program  <b>ELA Met Fall 2016:</b> 91.3% (21/213) of students passed on the first exam  <b>ELA Met Fall 2015:</b> 95.83% (23/24) of students passed on the first exam attempt  <b>ELA Not Met Fall 2014:</b> 70% (21/30) of students passed the mediation exam on the first attempt.	Maintain  Maintain  Maintain and monitor decline
	75% of students in NUPN1420 & NUPN 1508 Military Medic Program will pass the "focused head to toe assessment" on first attempt  EP SLO 2 & 3 4.7	Faculty	Every three years – 2017-2018	Quantitative analysis:  Number of students passing "focused head to toe assessment" on first attempt	<b>ELA spring 2017 Military Medic NUPN1508:</b> No students in program  <b>ELA Met Fall 2016:</b> 88.0% (22/25)  <b>ELA Met Fall 2015:</b> 92.6% (25/27)  <b>ELA Met Fall 2014:</b> 100% (30/30)	Maintain  Maintain  Maintain
	Students mean mastery level score will reach three in NUPN1410  EPSLO 2, 3 & 6 PN New fall 2016 4.7	Faculty	Every three years – 2017-2018	Mean NCLEX-PN Pass Point score	<b>ELA Met fall 2016:</b> Mean score 4.8	Revise: students expressed high level of satisfaction with product, will be increasing expected score to 4 in fall 2017
	Student mean mastery level score	Faculty	Every three years – 2017-2018	Mean NCLEX-PN Pass Point score	<b>ELA Met spring 2017:</b> <b>Mean score 5.8/6</b>	Maintain: This score includes the students

	<p>will reach three in NUPN1531.</p> <p>PN/Military LPN Bridge</p> <p>EPSLO 2, 3 &amp; 6 New spring 2017 4.7</p>				(no military medic students enrolled)	who withdrew from the program and did not complete all assignments.
<p>EP-SLO #3</p> <p>Utilize the nursing process at the Practical Nurse scope of practice in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan.</p>	<p>85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number1 at "Completely Achieved" or "Sufficiently Achieved"</p> <p>Question number 3: Utilize the nursing process at the Practical Nurse scope of practice in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan.</p> <p>EP-SLO - #3</p> <p>PN/Military LPN Bridge 4.2 &amp; 4.5</p>	Faculty	Every three years – 2018-2019	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing Graduate Survey"	<p><b>ELA Met spring 2017:</b> 100% (19/19)</p> <p><b>ELA Not Met spring 2016:</b> 82.61% (19/23)</p> <p><b>ELA Met spring 2015:</b> 95.24% (20/21)</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>95% of students in NUPN 1468 Clinical II will achieve a minimum score of "3" in "Data Collection and Theory".</p> <p>Focus for SLO #3</p>	Faculty	Every three years – 2018-2019	Quantitative Analysis: Scores on clinical evaluation tool.	<p><b>ELA Met Fall 2016:</b> 100% (25/25) scored at or above a "3". Note 1 student failed NUPN1458 then withdrew failing from all other courses.</p> <p><b>ELA Met Fall 2015:</b> 100% (25/25) scored at or above a "3". Note 3 students withdrew due to failing multiple other course fall semester.</p>	<p>Maintain</p> <p>Maintain</p>

	<p>"Data Collection and Theory"</p> <p>Evaluation tool evaluates all EPSLO's 1-6</p> <p>PN *</p> <p>4.2</p>				<p><b>ELA Met Fall 2014:</b> 96.5% (28/29) scored at or above a "3"</p>	Maintain
	<p>95% of students in NUPN 1568 Clinical IV will achieve a minimum score of "3" in "Data Collection and Theory".</p> <p>Focus for SLO #3 "Data Collection and Theory"</p> <p>Evaluation tool evaluates all EPSLO's. 1-6.</p> <p>PN/Military LPN Bridge *</p>	Faculty	Every three years – 2018-2019	<p>Quantitative Analysis</p> <p>Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> 100% (19/19) scored at or above "3"</p> <p><b>ELA Met Spring 2016:</b> 100% (22/22) scored at or above a "3"</p> <p><b>ELA Met Spring 2015:</b> 100% (24/24) scored at or above a "3".</p> <p><b>ELA Met Spring 2014:</b> 100% of students (17 /17) scored at or above a "3" Note one student did fail clinical III and not allowed to progress to clinical IV</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>85% of students who attend NUPN1540 complete the "Cultural Assignment" with a minimum score of 85%</p> <p>SLO # 3 &amp; 5</p> <p>PN</p> <p>4.2</p>	Course instructor	Every three years – 2018-2019	Quantitative Analysis: Score on assignment	<p><b>ELA Met Spring 2017:</b> 94.7% (18/19) students received a score greater than 85%. Increasing the point value and earlier emphasis of assignment and expectations did prove to increase student success from the previous year.</p> <p><b>ELA Not Met Spring 2016:</b> 64% (14/22) received a score greater than 85%. Assignment revised this semester to lower points. Will return to previous assignment point scale and revise assignment directions.</p>	<p>Maintain: Revisions did increase student success.</p> <p>Revision: To initiate and emphasize earlier in the course on the significance of "Culture" and make the assignment directions more concise with an example.</p>

					<b>ELA Met Spring 2015:</b> 100% (22/22) received a score greater than 85%	Maintain
	75% of students in NUPN1420 & NUPN 1508 Military Medic Program will pass the "focused head to toe assessment" on first attempt  EP SLO 2 & 3 4.7	Faculty	Every three years – 2018-2019	Quantitative analysis:  Number of students passing "focused head to toe assessment" on first attempt	<b>ELA spring 2017 Military Medic NUPN1508:</b> No students in program  <b>ELA Met Fall 2016:</b> 88.0% (22/25)  <b>ELA Met Fall 2015:</b> 92.6% (25/27)  <b>ELA Met Fall 2014:</b> 100% (30/30)	Maintain  Maintain
	Students mean mastery level score will reach three in NUPN1410  EPSLO 2, 3 & 6 PN New fall 2016 4.7	Faculty	Every three years – 2018-2019	Mean NCLEX-PN Pass Point score	<b>ELA Met fall 2016:</b> Mean score 4.8	Revise: students expressed high level of satisfaction with product, will be increasing expected score to 4 in fall 2017
	Student mean mastery level score will reach three in NUPN1531.  EPSLO 2, 3 & 6  New spring 2017 PN/Military LPN Bridge 4.7	Faculty	Every three years – 2018-2019	Mean NCLEX-PN Pass Point score	<b>ELA Met spring 2017:</b> <b>Mean score 5.8/6</b> (no military medic students enrolled)	Maintain: This score includes the students who withdrew from the program and did not complete all assignments.
EP-SLO #4 Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies.	85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number1 at "Completely Achieved" or	Faculty	Every three years – 2018-2019	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing Graduate Survey"	<b>ELA Met spring 2017:</b> 94.7% (18/19)  <b>ELA Not Met spring 2016:</b> 86.95% (20/23)  <b>ELA Met spring 2015:</b> 90.48% (19/21)	Maintain  Maintain  Maintain

	<p>"Sufficiently Achieved"</p> <p>Question number 4: Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies.</p> <p>EP-SLO - #4</p> <p>PN/Military LPN Bridge 4.2</p>					
	<p>95% of students in NUPN 1468 Clinical II will achieve a minimum score of "3" in every evaluative category on the clinical site tool. Each category meets at least one program learner outcome.</p> <p>Focus for SLO #4 "Communication and Documentation", "Nursing Care and Safety", and "Medication Administration"</p> <p>Evaluation tool evaluates all EPSLO's 1-6</p> <p>PN *</p> <p>4.2</p>	Faculty	Every three years – 2018-2019	Quantitative Analysis:  Scores on clinical evaluation tool.	<p><b>ELA Met Fall 2016:</b> 100% (25/25) scored at or above a "3". Note 1 student failed NUPN1458 then withdrew failing from all other courses.</p> <p><b>ELA Met Fall 2015:</b> 100% (25/25) scored at or above a "3". Note 3 students withdrew due to failing multiple other course fall semester.</p> <p><b>ELA Met Fall 2014:</b> 96.5% (28/29) scored at or above a "3"</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>95% of students in NUPN 1568 Clinical IV will achieve a</p>	Faculty	Every three years – 2018-2019	Quantitative Analysis	<p><b>ELA Met Spring 2017:</b> 100% (19/19) scored at or above "3"</p>	<p>Maintain</p> <p>Maintain</p>

	<p>minimum score of "3" in "Communication and Documentation", "Nursing Care and Safety", and "Medication Administration"</p> <p>Focus for SLO #4 "Communication and Documentation", "Nursing Care and Safety", and "Medication Administration"</p> <p>Evaluation tool evaluates all EPSLO's. 1-6.</p> <p>PN/Military LPN Bridge * 4.2</p>			Scores on clinical evaluation tool.	<p><b>ELA Met Spring 2016:</b> 100% (22/22) scored at or above a "3"</p> <p><b>ELA Met Spring 2015:</b> 100% (24/24) scored at or above a "3".</p> <p><b>ELA Met Spring 2014:</b> 100% of students (17 /17) scored at or above a "3" Note one student did fail clinical III and not allowed to progress to clinical IV</p>	Maintain
<p>EP-SLO #5</p> <p>Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity.</p>	<p>85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number1 at "Completely Achieved" or "Sufficiently Achieved"</p> <p>Question number 5: Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity.</p>	Faculty	Every three years – 2019-2020	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing Graduate Survey"	<p><b>ELA Met spring 2017:</b> 94.7% (18/19)</p> <p><b>ELA Not Met spring 2016:</b> 100% (23/23)</p> <p><b>ELA Met spring 2015:</b> 90.48% (19/21)</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	EP-SLO - #5 PN/Military LPN Bridge 4.2					
	<p>95% of students in NUPN 1468 Clinical II will achieve a minimum score of "3" in "Data Collection and Theory Application", "Nursing Care and Safety", and "Professionalism and Attitude"</p> <p>Focus for SLO #5 "Data Collection and Theory Application", "Nursing Care and Safety", and "Professionalism and Attitude"</p> <p>Evaluation tool evaluates all EPSLO's 1-6</p> <p>PN *</p> <p>4.2</p>	Faculty	Every three years – 2019-2020	<p>Quantitative Analysis:</p> <p>Scores on clinical evaluation tool.</p>	<p><b>ELA Met Fall 2016:</b> 100% (25/25) scored at or above a "3". Note 1 student failed NUPN1458 then withdrew failing from all other courses.</p> <p><b>ELA Met Fall 2015:</b> 100% (25/25) scored at or above a "3". Note 3 students withdrew due to failing multiple other course fall semester.</p> <p><b>ELA Met Fall 2014:</b> 96.5% (28/29) scored at or above a "3"</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>95% of students in NUPN 1568 Clinical IV will achieve a minimum score of "3" in "Data Collection and Theory Application", "Nursing Care and Safety", and "Professionalism and Attitude"</p> <p>Focus for SLO #5 "Data Collection and</p>	Faculty	Every three years – 2019-2020	<p>Quantitative Analysis</p> <p>Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> 100% (19/19) scored at or above "3"</p> <p><b>ELA Met Spring 2016:</b> 100% (22/22) scored at or above a "3"</p> <p><b>ELA Met Spring 2015:</b> 100% (24/24) scored at or above a "3".</p> <p><b>ELA Met Spring 2014:</b> 100% of students (17 /17) scored at or above a "3" Note one student did fail clinical III and not allowed to progress to clinical IV</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	<p>Theory Application”, “Nursing Care and Safety”, and “Professionalism and Attitude”</p> <p>Evaluation tool evaluates all EPSLO’s. 1-6.</p> <p>PN/Military LPN Bridge * 4.2</p>					
	<p>85% of students who attend NUPN1540 complete the “Cultural Assignment” with a minimum score of 85%</p> <p>SLO # 3 &amp; 5</p> <p>PN 4.5</p>	Course instructor	Every three years – 2019-2020	Quantitative Analysis: Score on assignment	<p><b>ELA Met Spring 2017:</b> 94.7% (18/19) students received a score greater than 85%. Increasing the point value and earlier emphasis of assignment and expectations did prove to increase student success from the previous year.</p> <p><b>ELA Not Met Spring 2016:</b> 64% (14/22) received a score greater than 85%. Assignment revised this semester to lower points. Will return to previous assignment point scale and revise assignment directions.</p> <p><b>ELA Met Spring 2015:</b> 100% (22/22) received a score greater than 85%</p>	<p>Maintain: Revisions did increase student success.</p> <p>Revision: To initiate and emphasize earlier in the course on the significance of “Culture” and make the assignment directions more concise with an example.</p> <p>Maintain</p>
EP-SLO #6 Assess patterns and activities that may lead to unsafe practice.	<p>85% of student responses on exit survey titled “Nursing Graduate Survey” will rank question number1 at “Completely Achieved” or “Sufficiently Achieved”</p>	Faculty	Every three years – 2019-2020	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled “Nursing Graduate Survey”	<p><b>ELA Met spring 2017:</b> 100% (19/19)</p> <p><b>ELA Not Met spring 2016:</b> 95.65% (22/23)</p> <p><b>ELA Met spring 2015:</b> 90.48% (19/21)</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	<p>Question number 6: Assess patterns and activities that may lead to unsafe practice.</p> <p>EP-SLO - #6</p> <p>PN/Military LPN Bridge 4.2</p>					
	<p>95% of students in NUPN 1468 Clinical II will achieve a minimum score of "3" in "Nursing Care and Safety", and "Medication Administration".</p> <p>Focus for SLO #6 "Nursing Care and Safety", and "Medication Administration"</p> <p>Evaluation tool evaluates all EPSLO's 1-6 PN *</p> <p>4.2</p>	Faculty	Every three years – 2019-2020	<p>Quantitative Analysis: Scores on clinical evaluation tool.</p>	<p><b>ELA Met Fall 2016:</b> 100% (25/25) scored at or above a "3". Note 1 student failed NUPN1458 then withdrew failing from all other courses.</p> <p><b>ELA Met Fall 2015:</b> 100% (25/25) scored at or above a "3". Note 3 students withdrew due to failing multiple other course fall semester.</p> <p><b>ELA Met Fall 2014:</b> 96.5% (28/29) scored at or above a "3"</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>
	<p>95% of students in NUPN 1568 Clinical IV will achieve a minimum score of "3" in "Nursing Care and Safety", and "Medication Administration"</p> <p>Focus for SLO #6 "Nursing Care and Safety", and "Medication Administration"</p>	Faculty	Every three years – 2019-2020	<p>Quantitative Analysis Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> 100% (19/19) scored at or above "3"</p> <p><b>ELA Met Spring 2016:</b> 100% (22/22) scored at or above a "3"</p> <p><b>ELA Met Spring 2015:</b> 100% (24/24) scored at or above a "3".</p> <p><b>ELA Met Spring 2014:</b> 100% of students (17 /17) scored at or above a "3" Note one student did fail clinical III and not allowed to progress to clinical IV</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	Evaluation tool evaluates all EPSLO's. 1-6.  PN/Military LPN Bridge * 4.2					
	75% of Students in NUPN1430 will pass the "Oral Medication exam" on the first attempt.  Include data for Military Medic LPN bridge program. NUPN1508  SLO # 2 & 6 4.7	Course Instructor	Every three years – 2019-2020	Quantitative Analysis: Calculate number of students passing "Oral Medication Calculation exam" on first attempt.	<b>ELA Met Fall 2016:</b> 91.3% (21/213) of students passed on the first exam  <b>ELA Met Fall 2015:</b> 95.83% (23/24) of students passed on the first exam attempt  <b>ELA Not Met Fall 2014:</b> 70% (21/30) of students passed the mediation exam on the first attempt.	Maintain  Maintain  Maintain and monitor decline
	Students mean mastery level score will reach three in NUPN1410  EPSLO 2, 3 & 6 PN New fall 2016 4.7	Faculty	Every three years – 2019-2020	Mean NCLEX-PN Pass Point score	<b>ELA Met fall 2016:</b> Mean score 4.8	Revise: students expressed high level of satisfaction with product, will be increasing expected score to 4 in fall 2017
	Student mean mastery level score will reach three in NUPN1531. PN/Military LPN Bridge  EPSLO 2, 3 & 6  New spring 2017 4.7	Faculty	Every three years – 2019-2020	Mean NCLEX-PN Pass Point score	<b>ELA Met spring 2017:</b> <b>Mean score 5.8/6</b> (no military medic students enrolled)	Maintain: This score includes the students who withdrew from the program and did not complete all assignments.

	100% of student in NUPN1568 complete survey titled "Time management and safety assignment" and discuss findings in post-clinical. PN/Military LPN Bridge  EPSLO 2 & 6  Started spring 2016 4.9	Faculty	Every three years – 2019-2020	Post-clinical discussion and graded pass/fail	<b>ELA Met spring 2017:</b> 100% completed  <b>ELA Met spring 2016:</b> 100% completed	Maintain  Maintain
6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.	The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period.	Director of Nursing Programs	Annual assessment by Director of Nursing Programs – January as annual board pass rates are released.	Quantitative Analysis:  Review MNBON NCLEX-PN results	<b>ELA Met 2016:</b> 100% pass rate (83.70% national). Assessment of data found in standard 4 and faculty minutes.  <b>ELA Met 2015:</b> 88.89% pass rate (81.89% national). Assessment of data found in standard 4 and faculty minutes.  <b>ELA Met 2014:</b> 82.35% pass rate (82.16% national). Assessment of data found in standard 4 and faculty minutes.	Maintain  Maintain:  Maintain:
6.3 The program demonstrates evidence of students' achievement in completing the nursing program.	70% of the students will complete the program in 150% of time from entering the program with the first nursing course.  PN  Updated spring 2017	Director of Nursing Programs	Annual Assessment - May	Quantitative Analysis:  Review number of admitted vs. number that completed the program within 150% of time	<b>ELA Met for 2016:</b> 77.8% (21/27)  <b>ELA Not Met for 2015:</b> 68.97% (20/29). Discussed at faculty meeting see minutes from 11/18/15.  <b>ELA Not Met for 2014:</b> 72.72% (16/22)	Revision: Reset value to a more obtainable percentage based national ACEN averages and LSC's historical averages. Revision: Mentoring started for PN students fall 2016.
	70% of the students will complete the program in 150% of time from entering	Director of Nursing Programs	Annual Assessment - May	Quantitative Analysis:  Review number of admitted vs. number	No graduates admitted to program yet.	

	the program with the first nursing course.  Military LPN Bridge Program			that completed the program within 150% of time										
6.4 The program demonstrates evidence of graduates' achievement in job placement.	At six to 12 months post-graduation, at least 80% of graduates will report either placement as a Practical nurse and/or enrolled in an LPN to RN nursing program  Change to include using MnSCU data versus post-graduation data due to low survey return rates.	Director of Nursing Programs	6 months post-graduation—Statistics released by MnSCU August each year for previous year.  Changed as of 2013	Quantitative Analysis:  Question on 6 month post-graduation survey with question directed at employment/ education	<p><b><u>MnSCU Graduate Job Placement History</u></b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Employment rate (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>83.3%</td> </tr> <tr> <td>2014</td> <td>100%</td> </tr> <tr> <td>2013</td> <td>100%</td> </tr> </tbody> </table> <p>Data available in Resource room</p> <p><a href="http://www.lsc.edu/wp-content/uploads/Graduate-Job-Placement-History_2011-2015.pdf">http://www.lsc.edu/wp-content/uploads/Graduate-Job-Placement-History_2011-2015.pdf</a></p>	Year	Employment rate (%)	2015	83.3%	2014	100%	2013	100%	Maintain  2016 data available from MN State between Aug – Oct. 2017
Year	Employment rate (%)													
2015	83.3%													
2014	100%													
2013	100%													

**ACEN 2017 STANDARDS AND CRITERIA – ASSOCIATE of SCIENCE DEGREE NURSING**

**STANDARD 6:**

**Outcomes**

Program evaluation demonstrates that students have achieved each end-of-program student learning outcome and each program outcome.

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of program student learning outcome and each program outcome
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.

**Note ELA’s identified with a \* have had data analyzed as a whole for the clinical evaluation tool. Starting fall 2017, data will be collected for EPSLO’s and clinical areas as identified in the ELA**

Component	Plan				Implementation	
	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
6.1 The program demonstrates evidence of students’ achievement of each end-of-program	85% of student responses on exit survey titled “Nursing Graduate Survey” will rank question number1 at	Faculty	Every three years – 2017-2018	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on	<b>ELA Met Spring 2017:</b> AAS – 95.6% (44/46) AST – 85.7% (12/14)	Maintain

Component	Plan				Implementation	
	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
<p>student learning outcome.</p> <p>EP-SLO #1</p> <p>Adapt to the diverse and ever-changing roles of the professional nurse in a variety of health care systems.</p>	<p>“Completely Achieved” or “Sufficiently Achieved”</p> <p>Question number 1: Adapt to the diverse and ever-changing roles of the professional nurse in a variety of health care systems.</p> <p>EP-SLO - #1</p> <p>AS/AST</p> <p>4.2</p>			<p>survey titled “Nursing Graduate Survey”</p>	<p><b>ELA Not Met Fall 2016:</b> AAS – 77.78% (35/45)</p> <p><b>ELA Met Spring 2016:</b> AAS- 97.22% (35/36) AST – 100% (15/15)</p> <p><b>ELA Met Fall 2015:</b> AAS – 93.75% (30/32)</p> <p><b>ELA Met Spring 2015:</b> AAS – 100% (39/39) AST – 94.1% (16/17)</p> <p><b>ELA Met Fall 2014:</b></p>	<p>Revision: reviewed results at meeting 4/4/17. To continue to monitor as a one time event at this time.</p> <p>Give the survey during capstone orientation as done for all others except this last Dec.</p> <p>Be mindful of discussing end of program SLO’s with students.</p> <p>Maintain</p> <p>Revision: Students wanted more time/credit for ADN2480. Class will be changed to 3 credits from 2 with class starting fall 2014.</p> <p>Students also wanted</p>

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
					AAS – 95.6% (43/45)	more opportunity for ICU Internship which we just can't get more clinical spots for.
	<p>95% of students in ADN1460 Clinical II and ADN1525 will achieve a minimum average score of “3” in “Professionalism and Attitudes”.</p> <p>EPSLO’s 1-6 Focus for SLO #1 “Professionalism and Attitudes”</p> <p>* 4.2</p>	Clinical Instructors	Every three years – 2017-2018	<p>Quantitative Analysis:</p> <p>Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> AS – 100% (50/50) overall achievement of SLO’s</p> <p><b>ELA Met Fall 2016:</b> AS – 96% (48/50 one W failing program and one W was passing just didn’t like nursing)</p> <p><b>ELA Met Spring 2016:</b> AAS- 95.83% overall achievement of SLO’s AST - 96.65% overall achievement of SLO’s</p> <p><b>ELA Not Met Fall 2015:</b> AAS – 93.67% overall achievement of SLO’s</p> <p><b>ELA Met Spring 2015:</b> 100% (42/42) scored at or above “3”. 2 students withdrew prior to ADN1460 starting.</p> <p><b>ELA Met Fall 2014:</b> 100% (44/44) students scored at or above a “3”. Note 4 students who started the semester withdrew before clinical started all but one for scholastic reasons.</p>	<p>Maintain</p> <p>Maintain</p>
	95% of students in ADN2482 or 2483 Advanced Nursing	Clinical Instructors	Every three years – 2017-2018	<p>Quantitative Analysis</p> <p>Scores on clinical</p>	<p><b>ELA Met Spring 2017:</b> AAS – 100% (48/48) AST - 100% (13/13)</p>	Maintain: continue

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	<p>Care Clinical will achieve a minimum average score of “3” in “Professionalism and Attitudes”.</p> <p>EPSLO’s 1-6 Focus for SLO #1 “Professionalism and Attitudes”</p> <p>* 4.2</p>			evaluation tool.	<p><b>ELA Met Fall 2016:</b> AAS – 98.1% (52/53 one W failing)</p> <p><b>ELA Met Spring 2016:</b> AAS – 94% (31/33 one W failing) AST - 94.4% (17/18 one W failing due to illness)</p> <p><b>ELA Met Fall 2015:</b> AAS – 100% (42/42)</p> <p><b>ELA Met Spring 2015:</b> AAS – 100% (39/39) scored at or above “3” AST- 100% (18/18) scored at or above “3”</p> <p><b>ELA Met Fall 2014:</b> AAS - 97.7% (44/45) scored at or above “3”. Student withdrew at a failing status due to no show/no call to clinical.</p>	
	<p>85% of students will complete The “Shadow Health Pharmacology Basic Patient Case” in ADN1520 at 80%</p> <p>EP-SLO 1,2, 3, 4, 5 &amp; 6</p> <p>4.7</p>	Faculty	Every three years – 2017-2018	Quantitative Analysis	<p><b>ELA Not Met Spring 2017:</b> AS: 81% (47/58)</p> <p><b>ELA Met Fall 2016:</b> AS: 88.7% (47/53)</p>	<p>Revision – faculty will complete product review in class walking through assignment.</p> <p>Maintain</p>
	<p>85% of student will complete vSim Simulation at 75% in ADN2415 (AST) and ADN2440 (AS)</p> <p>EP-SLO 1, 2, 3, &amp; 6</p> <p>4.7</p>	Faculty	Every three years – 2017-2018	Quantitative Analysis	<p><b>ELA Met Spring 2017:</b> AS: 97.8% (45/46)</p> <p><b>ELA Met Fall 2016:</b> AST: 100% (13/13)</p>	Maintain

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
EP-SLO #2 Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum.	85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number 2 at "Completely Achieved" or "Sufficiently Achieved"  Question number 2: Integrate critical reasoning and evidence-based practice while providing safe and competent care to clients in all stages of development and at any point in the health/illness continuum.  EP-SLO - #2  4.2	Faculty	Every three years – 2017-2018	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing Graduate Survey"	<b>ELA Met Spring 2017:</b> AAS – 100% (46/46) AST – 85.7% (12/14)  <b>ELA Not Met Fall 2016:</b> AAS – 71.11% (35/45)  <b>ELA Met Spring 2016:</b> AAS- 94.44% (34/36) AST – 100% (15/15)  <b>ELA Met Fall 2015:</b> AAS – 96.8% (21/32)  <b>ELA Met Spring 2015:</b> AAS – 92/3% (36/39) AST – 100% (17/17)  <b>ELA Met Fall 2014:</b> AAS – 95.6% (43/45)	Revision: reviewed results at meeting 4/4/17. To continue to monitor as a one time event at this time. Give the survey during capstone orientation as done for all others except this last Dec. Be mindful of discussing end of program SLO's with students.  Maintain  Revision: Students wanted more time/credit for ADN2480. Class will be changed to 3 credits from 2 with class starting fall 2014. Students also wanted more opportunity for ICU Internship which we just can't get more clinical spots for.
	95% of students in ADN1460 Clinical II and ADN1525 will achieve a minimum average score of "3"	Clinical Instructors	Every three years – 2017-2018	Quantitative Analysis:  Scores on clinical evaluation tool.	<b>ELA Met Spring 2017:</b> AS – 100% (50/50) overall achievement of SLO's  <b>ELA Met Fall 2016:</b> AS – 96% (48/50) one W failing program and one	Maintain  Maintain

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	<p>in “Data Collections and Theory”, “Medications Administration”.</p> <p>EPSLO’s 1-6 Focus for SLO #2. “Data Collections and Theory”, “Medications Administration” * 4.2</p>				<p>W was passing just didn’t like nursing)</p> <p><b>ELA Met Spring 2016:</b> AAS- 95.83% overall achievement of SLO’s AST - 96.65% overall achievement of SLO’s</p> <p><b>ELA Not Met Fall 2015:</b> AAS – 93.67% overall achievement of SLO’s</p> <p><b>ELA Met Spring 2015:</b> 100% (42/42) scored at or above “3”. 2 students withdrew prior to ADN1460 starting.</p> <p><b>ELA Met Fall 2014:</b> 100% (44/44) students scored at or above a “3”. Note 4 students who started the semester withdrew before clinical started all but one for scholastic reasons.</p>	
	<p>95% of students in ADN2482 or 2483 Advanced Nursing Care Clinical will achieve a minimum average score of “3” in every evaluative category on the clinical site tool. Each category meets at least one program learner outcome.</p> <p>EPSLO’s 1-6 Focus for SLO #2 “Data Collections and Theory”, “Medications Administration” *</p>	Clinical Instructors	Every three years – 2017-2018	Quantitative Analysis  Scores on clinical evaluation tool.	<p><b>ELA Met Spring 2017:</b> AAS – 100% (48/48) AST - 100% (13/13)</p> <p><b>ELA Met Fall 2016:</b> AAS – 98.1% (52/53 one W failing)</p> <p><b>ELA Met Spring 2016:</b> AAS – 94% (31/33 one W failing) AST - 94.4% (17/18 one W failing due to illness)</p> <p><b>ELA Met Fall 2015:</b> AAS – 100% (42/42)</p> <p><b>ELA Met Spring 2015:</b> AAS – 100% (39/39) scored at or above “3” AST- 100% (18/18) scored at or above “3”</p> <p><b>ELA Met Fall 2014:</b> AAS - 97.7% (44/45) scored at or above “3”. Student withdrew at a failing status due to no show/no call to clinical.</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p> <p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	4.2					
	<p>95% of Students in ADN1520 will pass the "Oral Medication Calculation Exam" on the first attempt</p> <p>AS</p> <p>EP-SLO #2 &amp; 6</p> <p>4.7</p>	Faculty	Every three years – 2017-2018	Quantitative Analysis: Calculate number of students passing "Oral Medication Calculation exam" on first attempt.	<p><b>ELA Met Spring 2017:</b> 96.6% (56/58) passed on first attempt.</p> <p><b>ELA Not Met Fall 2016:</b> 72.7% (32/44) passed on first attempt. Discussed at faculty meeting 4/4/17 under SEP updates</p> <p><b>ELA Met Spring 2016:</b> 100% (55/55) passed on first attempt</p> <p><b>ELA Met Fall 2015:</b> 96.88% (62/64)</p> <p><b>ELA Not Met spring 2015:</b> 93.6% (43/47)</p> <p><b>ELA Met Fall 2014:</b> 98% (49/50)</p>	<p>Maintain. Revisions in delivery from last fall increased success on this exam.</p> <p>Revision: students did not do as well this fall and revisions needed to be made last fall and to course content going forward. New course. Maintain and monitor slight decline. Start math earlier.</p> <p>Maintain</p> <p>Maintain</p> <p>Maintain: Note a declining number of students passing on the first attempt as compared to years passed. Still above our ELA.</p> <p>Maintain</p>
	85% of students in ADN1530 will pass the "Drug and IV calculations exam" on the first attempt.	Faculty	Every three years – 2017-2018	Quantitative Analysis: Calculate number of students passing "Drug and IV calculations exam" on first attempt.	<p><b>ELA Met spring 2017:</b> 95.5% (21/22) passed on first attempt</p> <p><b>ELA Met spring 2016:</b> 94.7% (18/19) passed on first attempt</p>	<p>Maintain</p> <p>Maintain</p>



	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	complete The "Shadow Health Pharmacology Basic Patient Case" in ADN1520 at 80%  EP-SLO 1,2, 3, 4, 5 & 6  47		2017-2018		AS: 81% (47/58)  <b>ELA Met Fall 2016:</b> AS: 88.7% (47/53)	will complete product review in class walking through assignment.  Maintain
	85% of student will complete vSim Simulation at 75% in ADN2415 (AST) and ADN2440 (AS)  EP-SLO 1, 2, 3, & 6  4.7	Faculty	Every three years – 2017-2018	Quantitative Analysis	<b>ELA Met Spring 2017:</b> AS: 97.8% (45/46)  <b>ELA Met Fall 2016:</b> AST: 100% (13/13)	Maintain  Maintain
EP-SLO #3 Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan.	85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number 3 at "Completely Achieved" or "Sufficiently Achieved"  Question number 3: Utilize the nursing process in meeting the health care needs of individuals of diverse sociocultural identities across the lifespan  EP-SLO - #3	Program Director	Every three years – 2018-2019	Quantitative Analysis:  Analysis of student responses on survey titled "Nursing Graduate Survey"	<b>ELA Met spring 2017:</b> AAS – 97.8% 45/46 AST – 85.7% (12/14)  <b>ELA Not Met Fall 2016:</b> AAS – 77.78% (35/45) felt they completely achieved or sufficiently achieved this SLO. Discussed at faulty meeting 4/4/17  <b>ELA Met Spring 2016:</b> AAS – 94.44% (34/36) AST – 93.3% (14/15)  <b>ELA Met Fall 2015:</b> AAS – 93.75% (30/32)  <b>ELA Met Spring 2015:</b> AAS – 94.8% (37/39) AST – 94.1% (16/17)  <b>ELA Met Fall 2014</b> AAS – 97.8% (44/45)	Maintain  Revision: see comments from 4.2  Maintain

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	4.2 & 4.5					
	<p>95% of students in ADN1460 Clinical II and ADN1525 will achieve a minimum average score of “3” in “Data Collection and Theory Application” and “Nursing Care and Safety”.</p> <p>EPSLO’s 1-6 Focus for SLOP #3 “Data Collection and Theory Application” and “Nursing Care and Safety”</p> <p style="color: red;">*</p> <p>4.2</p>	Clinical Instructors	Every three years – 2018-2019	Quantitative Analysis:  Scores on clinical evaluation tool.	<p><b>ELA Met Spring 2017:</b> AS – 100% (50/50) overall achievement of SLO’s</p> <p><b>ELA Met Fall 2016:</b> AS – 96% (48/50 one W failing program and one W was passing just didn’t like nursing)</p> <p><b>ELA Met Spring 2016:</b> AAS- 95.83% overall achievement of SLO’s AST - 96.65% overall achievement of SLO’s</p> <p><b>ELA Not Met Fall 2015:</b> AAS – 93.67% overall achievement of SLO’s</p> <p><b>ELA Met Spring 2015:</b> 100% (42/42) scored at or above “3”. 2 students withdrew prior to ADN1460 starting.</p> <p><b>ELA Met Fall 2014:</b> 100% (44/44) students scored at or above a “3”. Note 4 students who started the semester withdrew before clinical started all but one for scholastic reasons.</p>	<p>Maintain</p> <p>Maintain</p>
	<p>95% of students in ADN2482 or 2483 Advanced Nursing Care Clinical will achieve a minimum average score of “3” in “Data Collection and Theory Application” and “Nursing Care and Safety”.</p> <p>EPSLO’s 1-6 Focus for SLO #3</p>	Clinical Instructors	Every three years – 2018-2019	Quantitative Analysis  Scores on clinical evaluation tool.	<p><b>ELA Met Spring 2017:</b> AAS – 100% (48/48) AST - 100% (13/13)</p> <p><b>ELA Met Fall 2016:</b> AAS – 98.1% (52/53 one W failing)</p> <p><b>ELA Met Spring 2016:</b> AAS – 94% (31/33 one W failing) AST - 94.4% (17/18 one W failing due to illness)</p> <p><b>ELA Met Fall 2015:</b> AAS – 100% (42/42)</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain</p> <p>Maintain</p>

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	“Data Collection and Theory Application” and “Nursing Care and Safety” * 4.2				<b>ELA Met Spring 2015:</b> AAS – 100% (39/39) scored at or above “3” AST- 100% (18/18) scored at or above “3”  <b>ELA Met Fall 2014:</b> AAS - 97.7% (44/45) scored at or above “3”. Student withdrew at a failing status due to no show/no call to clinical.	Maintain   Maintain
	100% of Clinical students will participate in CHUM walk and follow up D2L discussion postings.  AS/AST  EP-SLO - #3 New spring 2016  4.5	Course instructor	Every three years – 2018-2019	Comparative Analysis:	<b>ELA Not Met spring 2017:</b> AS – 95% (40/42) Two students missed CHUM walk and discussion. Will complete in fall – given an Incomplete for grade.  <b>ELA Met fall 2016:</b> AST– 100% of students participated in CHUM walk and D2L posting discussions.  <b>ELA Met Spring 2016:</b>	Maintain
	100% of Advanced Standing LPN Track students will complete the assignment titled “Cultural Interview” found in Culture Vision.  EP SLO - #3 ELA deleted after spring 2015 due to new curriculum.	Course instructor	Every three years – 2018-2019	Quantitative Analysis:  Number of students completing assignment titled “Cultural Interview”	<b>ELA Met spring 2015:</b> 100% (44/44) successfully completed assignment  <b>ELA Met spring 2014:</b> 100% (30/30) of students successfully completed the assignment. We are looking to change the criteria for fall 2014  <b>ELA Met spring 2013:</b> 100% (29/29) of students successfully completed the assignment. A few students did need to redo or add to parts of the assignment.	Revision  Continue to explore possibilities to enhance the students involvement with diverse cultures
	90% of student in ADN1441 Health Assessment will pass the “Head to Toe” physical exam Test	Faculty	Every three years – 2018-2019	Quantitative Analysis:  Number of students passing “Head to Toe” physical exam test out	<b>ELA Met Spring 2017:</b> AS: 98.2% (55/56) AST:100% (19/19)  <b>ELA Met Fall 2016:</b>	Maintain

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	<p>out on first attempt. Final comprehensive.</p> <p>EP-SLO #2 &amp; 3 4.7</p>			on first attempt	<p>AS: 100% (54/54)</p> <p><b>ELA Met Spring 2016:</b> AAS: 92.59% (50/54) AS: 98.24% (56/57) AST: 95% (19/20)</p> <p><b>ELA Met Fall 2015:</b> AAS: 98.2% (55/56) passed on first attempt</p> <p><b>ELA Met Spring 2015:</b> AAS: 97.6% (41/42) passed on first attempt AST: 90% (18/20) passed on first attempt</p> <p><b>ELA Met Fall 2014:</b> AAS: 100% (40/40)</p>	<p>Note a declining number of students passing on the first attempt as compared to years passed. Especially concerning for AST track as they are already practicing LPN's. Discussed at meeting 5/20/14 see minutes.</p> <p>Maintain</p>
	<p>85% of students will complete The "Shadow Health Pharmacology Basic Patient Case" in ADN1520 at 80%</p> <p>EP-SLO 1,2, 3, 4, 5 &amp; 6 4.7</p>	Faculty	Every three years – 2018-2019	Quantitative Analysis	<p><b>ELA Not Met Spring 2017:</b> AS: 81% (47/58)</p> <p><b>ELA Met Fall 2016:</b> AS: 88.7% (47/53)</p>	<p>Revision – faculty will complete product review in class walking through assignment.</p> <p>Maintain</p>
	<p>85% of student will complete vSim Simulation at 75% in ADN2415 (AST) and ADN2440 (AS)</p> <p>EP-SLO 1, 2, 3, &amp; 6</p>	Faculty	Every three years – 2018-2019	Quantitative Analysis	<p><b>ELA Met Spring 2017:</b> AS: 97.8% (45/46)</p> <p><b>ELA Met Fall 2016:</b></p>	Maintain

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	4.7				AST: 100% (13/13)	
EP-SLO #4 Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies.	85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number 4 at "Completely Achieved" or "Sufficiently Achieved"  Question number 4: Interact effectively with clients, peers, and members of other health care disciplines utilizing current technologies.  EP-SLO - #4  4.2	Faculty	Every three years – 2018-2019	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing Graduate Survey"	<p><b>ELA Met Spring 2017:</b> AAS – 86.9% (40/46) AST – 100% (14/14)</p> <p><b>ELA Not Met Fall 2016:</b> AAS – 76.1% (35/46)</p> <p><b>ELA Met Spring 2016:</b> AAS- 91.67% (33/36) AST – 93.33% (14/15)</p> <p><b>ELA Met Fall 2015:</b> AAS – 90.62% (29/32)</p> <p><b>ELA Met Spring 2015:</b> AAS – 97.4% (38/39) AST - 100% (14/14)</p> <p><b>ELA Met Fall 2014:</b> AAS – 95.6% (43/45)</p>	<p>Maintain</p> <p>Revision: reviewed results at meeting 4/4/17. To continue to monitor as a one time event at this time. Give the survey during capstone orientation as done for all others except this last Dec. Be mindful of discussing end of program SLO's with students.</p> <p>Maintain</p> <p>Revision: Students wanted more time/credit for ADN2480. Class will be changed to 3 credits from 2 with class starting fall 2014. Students also wanted more opportunity for ICU Internship which we just can't get more clinical spots</p>

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
						for.
	<p>95% of students in ADN1460 Clinical II and ADN2415 will achieve a minimum average score of “3” in “Communication and Documentation”, “Nursing Care and Safety”, “Medication Administration” and “Professionalism and Attitude”.</p> <p>EPSLO’s 1-6 Focus for SLO #4 “Communication and Documentation”, “Nursing Care and Safety”, “Medication Administration” and “Professionalism and Attitude”</p> <p>* 4.2</p>	Faculty	Every three years – 2018-2019	<p>Quantitative Analysis:  Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> AS – 100% (50/50) overall achievement of SLO’s</p> <p><b>ELA Met Fall 2016:</b> AS – 96% (48/50 one W failing program and one W was passing just didn’t like nursing)</p> <p><b>ELA Met Spring 2016:</b> AAS- 95.83% overall achievement of SLO’s AST - 96.65% overall achievement of SLO’s</p> <p><b>ELA Not Met Fall 2015:</b> AAS – 93.67% overall achievement of SLO’s</p> <p><b>ELA Met Spring 2015:</b> 100% (42/42) scored at or above “3”. 2 students withdrew prior to ADN1460 starting.</p> <p><b>ELA Met Fall 2014:</b> 100% (44/44) students scored at or above a “3”. Note 4 students who started the semester withdrew before clinical started all but one for scholastic reasons.</p>	<p>Maintain</p> <p>Maintain</p>
	<p>95% of students in ADN2482 or 2483 Advanced Nursing Care Clinical will achieve a minimum average score of “3” in “Communication and Documentation”, “Nursing Care and Safety”, “Medication Administration” and “Professionalism and Attitude”</p>	Clinical Instructors	Every three years – 2018-2019	<p>Quantitative Analysis:  Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> AS – 100% (50/50) overall achievement of SLO’s</p> <p><b>ELA Met Fall 2016:</b> AS – 96% (48/50 one W failing program and one W was passing just didn’t like nursing)</p> <p><b>ELA Met Spring 2016:</b> AAS- 95.83% overall achievement of SLO’s AST - 96.65% overall achievement of SLO’s</p> <p><b>ELA Not Met Fall 2015:</b> AAS – 93.67% overall achievement of SLO’s</p>	<p>Maintain</p> <p>Maintain</p>

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	EPSLO's 1-6 Focus for SLO #4 "Communication and Documentation", "Nursing Care and Safety", "Medication Administration" and "Professionalism and Attitude"  * 4.2				<b>ELA Met Spring 2015:</b> 100% (42/42) scored at or above "3". 2 students withdrew prior to ADN1460 starting.  <b>ELA Met Fall 2014:</b> 100% (44/44) students scored at or above a "3". Note 4 students who started the semester withdrew before clinical started all but one for scholastic reasons.	
	85% of students will complete The "Shadow Health Pharmacology Basic Patient Case" in ADN1520 at 80%  EP-SLO 1,2, 3, 4, 5 & 6  4.7	Faculty	Every three years – 2018-2019	Quantitative Analysis	<b>ELA Not Met Spring 2017:</b> AS: 81% (47/58)  <b>ELA Met Fall 2016:</b> AS: 88.7% (47/53)	Revision – faculty will complete product review in class walking through assignment.  Maintain
	85% of student will complete vSim Simulation at 75% in ADN2415 (AST) and ADN2440 (AS)  EP-SLO 1, 2, 3, & 6  4.7	Faculty	Every three years – 2018-2019	Quantitative Analysis	<b>ELA Met Spring 2017:</b> AS: 97.8% (45/46)  <b>ELA Met Fall 2016:</b> AST: 100% (13/13)	Maintain
EP-SLO #5 Provide nursing care that is reflective of the ethics and values of the nursing profession and to be	85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number 5	Faculty	Every three years – 2019-2020	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing	<b>ELA Met Spring 2017:</b> AAS – 100% (46/46) AST – 100% (14/14)  <b>ELA Not Met Fall 2016:</b> AAS – 80.43% (37/46)	Maintain  Revision: reviewed results at meeting

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
mindful of each client's inherent worth and dignity.	<p>at "Completely Achieved" or "Sufficiently Achieved"</p> <p>Question number 5: Provide nursing care that is reflective of the ethics and values of the nursing profession and to be mindful of each client's inherent worth and dignity.</p> <p>EP-SLO - #5</p> <p>4.2</p>			Graduate Survey'	<p><b>ELA Met Spring 2016:</b> AAS- 97.22% (35/36) AST – 100% (15/15)</p> <p><b>ELA Met Fall 2015:</b> AAS – 96.8% (28/31)</p> <p><b>ELA Met Spring 2015:</b> AAS – 100% (39/39) AST – 100% (17/17)</p> <p><b>ELA Met Fall 2014:</b> AAS – 100% (45/45)</p>	<p>4/4/17. To continue to monitor as a one time event at this time. Give the survey during capstone orientation as done for all others except this last Dec. Be mindful of discussing end of program SLO's with students.</p> <p>Maintain</p> <p>Revision: Students wanted more time/credit for ADN2480. Class will be changed to 3 credits from 2 with class starting fall 2014. Students also wanted more opportunity for ICU Internship which we just can't get more clinical spots for.</p>
	95% of students in ADN1460 Clinical II	Faculty	Every three years – 2019-2020	Quantitative Analysis:	<b>ELA Met Spring 2017:</b> AS – 100% (50/50) overall achievement of SLO's	Maintain

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	<p>and ADN2415 will achieve a minimum average score of “3” in “Data Collection and Theory Application”, “Nursing Care and Safety” and “Professionalism and Attitude”.</p> <p>EPSLO’s 1-6 Focus of SLO #5 “Data Collection and Theory Application”, “Nursing Care and Safety” and “Professionalism and Attitude”</p> <p>* 4.2</p>			Scores on clinical evaluation tool.	<p><b>ELA Met Fall 2016:</b> AS – 96% (48/50 one W failing program and one W was passing just didn’t like nursing)</p> <p><b>ELA Met Spring 2016:</b> AAS- 95.83% overall achievement of SLO’s AST - 96.65% overall achievement of SLO’s</p> <p><b>ELA Not Met Fall 2015:</b> AAS – 93.67% overall achievement of SLO’s</p> <p><b>ELA Met Spring 2015:</b> 100% (42/42) scored at or above “3”. 2 students withdrew prior to ADN1460 starting.</p> <p><b>ELA Met Fall 2014:</b> 100% (44/44) students scored at or above a “3”. Note 4 students who started the semester withdrew before clinical started all but one for scholastic reasons.</p>	Maintain
	<p>95% of students in ADN2482 or 2483 Advanced Nursing Care Clinical will achieve a minimum average score of “3” in “Data Collection and Theory Application”, “Nursing Care and Safety” and “Professionalism and Attitude”.</p> <p>Focus of SLO #5 “Data Collection and Theory Application”, “Nursing Care and Safety” and</p>	Faculty	Every three years – 2019-2020	<p>Quantitative Analysis</p> <p>Scores on clinical evaluation tool.</p>	<p><b>ELA Met Spring 2017:</b> AAS – 100% (48/48) AST - 100% (13/13)</p> <p><b>ELA Met Fall 2016:</b> AAS – 98.1% (52/53 one W failing)</p> <p><b>ELA Met Spring 2016:</b> AAS – 94% (31/33 one W failing) AST - 94.4% (17/18 one W failing due to illness)</p> <p><b>ELA Met Fall 2015:</b> AAS – 100% (42/42)</p> <p><b>ELA Met Spring 2015:</b> AAS – 100% (39/39) scored at or above “3” AST- 100% (18/18) scored at or above “3”</p> <p><b>ELA Met Fall 2014:</b></p>	Maintain: continue

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	"Professionalism and Attitude"  * 4.2				AAS - 97.7% (44/45) scored at or above "3". Student withdrew at a failing status due to no show/no call to clinical.	
	85% of students will complete The "Shadow Health Pharmacology Basic Patient Case" in ADN1520 at 80%  EP-SLO 1,2, 3, 4, 5 & 6 4.7	Faculty	Every three years – 2019-2020	Quantitative Analysis	<b>ELA Not Met Spring 2017:</b> AS: 81% (47/58)  <b>ELA Met Fall 2016:</b> AS: 88.7% (47/53)	Revision – faculty will complete product review in class walking through assignment.  Maintain
	85% of student will complete vSim Simulation at 75% in ADN2415 (AST) and ADN2440 (AS)  EP-SLO 1, 2, 3, & 6 4.7	Faculty	Every three years – 2019-2020	Quantitative Analysis	<b>ELA Met Spring 2017:</b> AS: 97.8% (45/46)  <b>ELA Met Fall 2016:</b> AST: 100% (13/13)	Maintain
EP-SLO #6 Assess patterns and activities that may lead to unsafe practice.	85% of student responses on exit survey titled "Nursing Graduate Survey" will rank question number 6 at "Completely Achieved" or "Sufficiently Achieved"  Question number 6: Assess patterns and activities that may	Faculty	Every three years – 2019-2020	Quantitative Analysis: Analysis of student satisfaction in meeting student program learner outcomes on survey titled "Nursing Graduate Survey"	<b>ELA Met Spring 2017:</b> AAS – 100% (46/46) AST – 85.7% (12/14)  <b>ELA Not Met Fall 2016:</b> AAS – 84.44% (38/45). One student left a blank	Maintain  Revision: reviewed results at meeting 4/4/17. To continue to monitor as a one time event at this time. Give the survey during capstone orientation as done for all others except

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	<p>lead to unsafe practice.</p> <p>EP-SLO - #6</p> <p>4.2</p>				<p><b>ELA Met Spring 2016:</b> AAS- 100% (36/36) AST – 93.33% (14/15)</p> <p><b>ELA Met Fall 2015:</b> AAS – 90.32% (28/31)</p> <p><b>ELA Met Spring 2015:</b> AAS – 92.3% (36/39) AST – 94.1% (16/17)</p> <p><b>ELA Met Fall 2014:</b> AAS – 100% (45/45)</p>	<p>this last Dec. Be mindful of discussing end of program SLO's with students.</p> <p>Maintain</p> <p>Revision: Students wanted more time/credit for ADN2480. Class will be changed to 3 credits from 2 with class starting fall 2014. Students also wanted more opportunity for ICU Internship which we just can't get more clinical spots for.</p>
	<p>95% of students in ADN1460 Clinical II and 2415 will achieve a minimum average score of "3" in "Nursing Care and Safety", and Medication Administration".</p>	Faculty	Every three years – 2019-2020	Quantitative Analysis:  Scores on clinical evaluation tool.	<p><b>ELA Met Spring 2017:</b> AS – 100% (50/50) overall achievement of SLO's</p> <p><b>ELA Met Fall 2016:</b> AS – 96% (48/50 one W failing program and one W was passing just didn't like nursing)</p> <p><b>ELA Met Spring 2016:</b> AAS- 95.83% overall achievement of SLO's AST - 96.65% overall achievement of SLO's</p>	<p>Maintain</p> <p>Maintain</p>

	Plan				Implementation	
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	EPSLO's 1-6 Focus for SLO #6 "Nursing Care and Safety", and Medication Administration"  * 4.2				<b>ELA Not Met Fall 2015:</b> AAS – 93.67% overall achievement of SLO's  <b>ELA Met Spring 2015:</b> 100% (42/42) scored at or above "3". 2 students withdrew prior to ADN1460 starting.  <b>ELA Met Fall 2014:</b> 100% (44/44) students scored at or above a "3". Note 4 students who started the semester withdrew before clinical started all but one for scholastic reasons.	
	95% of students in ADN2482 or 2483 Advanced Nursing Care Clinical will achieve a minimum average score of "3" in "Nursing Care and Safety", and Medication Administration".  EPSLO's 1-6 Focus for SLO #6 "Nursing Care and Safety", and Medication Administration"  * 4.2	Faculty	Every three years – 2019-2020	Quantitative Analysis  Scores on clinical evaluation tool.	<b>ELA Met Spring 2017:</b> AAS – 100% (48/48) AST - 100% (13/13)  <b>ELA Met Fall 2016:</b> AAS – 98.1% (52/53 one W failing)  <b>ELA Met Spring 2016:</b> AAS – 94% (31/33 one W failing) AST - 94.4% (17/18 one W failing due to illness)  <b>ELA Met Fall 2015:</b> AAS – 100% (42/42)  <b>ELA Met Spring 2015:</b> AAS – 100% (39/39) scored at or above "3" AST- 100% (18/18) scored at or above "3"  <b>ELA Met Fall 2014:</b> AAS - 97.7% (44/45) scored at or above "3". Student withdrew at a failing status due to no show/no call to clinical.	Maintain: continue
	95% of Students in ADN1520 will pass the "Oral Medication	Faculty	Every three years – 2019-2020	Quantitative Analysis: Calculate number of students passing "Oral	<b>ELA Met Spring 2017:</b> 96.6% (56/58) passed on first attempt.	Maintain. Revisions in delivery from last fall increased success

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Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	Calculation Exam” on the first attempt  AS  EP-SLO #2 & 6  4.7			Medication Calculation exam” on first attempt.	<p><b>ELA Not Met Fall 2016:</b> 72.7% (32/44) passed on first attempt. Discussed at faculty meeting 4/4/17 under SEP updates</p> <p><b>ELA Met Spring 2016:</b> 100% (55/55) passed on first attempt</p> <p><b>ELA Met Fall 2015:</b> 96.88% (62/64)</p> <p><b>ELA Not Met spring 2015:</b> 93.6% (43/47)</p> <p><b>ELA Met Fall 2014:</b> 98% (49/50)</p>	<p>on this exam.</p> <p>Revision: students did not do as well this fall and revisions needed to be made last fall and to course content going forward. New course. Maintain and monitor slight decline. Start math earlier.</p> <p>Maintain</p> <p>Maintain</p> <p>Maintain: Note a declining number of students passing on the first attempt as compared to years passed. Still above our ELA.</p> <p>Maintain</p>
	85% of students in ADN1530 will pass the “Drug and IV calculations exam” on the first attempt. AST Track   EP-SLO #2 & 6	Faculty	Every three years – 2019-2020	Quantitative Analysis: Calculate number of students passing “Drug and IV calculations exam” on first attempt.	<p><b>ELA Met spring 2017:</b> 95.5% (21/22) passed on first attempt</p> <p><b>ELA Met spring 2016:</b> 94.7% (18/19) passed on first attempt</p> <p><b>ELA Met spring 2015:</b> 85.18% (23/27) passed on first attempt Shared at faculty meeting 6/16/15 see minutes. Students invited none attended.</p>	<p>Maintain</p> <p>Maintain</p> <p>Maintain Note that 3 of the students who took the TEAS had scored below the national</p>

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Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	4.7					average in the area of math. The 4 <sup>th</sup> student was a repeating student who didn't take the TEAS. that did not
	85% of students will complete The "Shadow Health Pharmacology Basic Patient Case" in ADN1520 at 80%  EP-SLO 1,2, 3, 4, 5 & 6  4.7	Faculty	Every three years – 2019-2020	Quantitative Analysis	<b>ELA Not Met Spring 2017:</b> AS: 81% (47/58)  <b>ELA Met Fall 2016:</b> AS: 88.7% (47/53)	Revision – faculty will complete product review in class walking through assignment.  Maintain
	85% of student will complete vSim Simulation at 75% in ADN2415 (AST) and ADN2440 (AS)  EP-SLO 1, 2, 3, & 6  4.7	Faculty	Every three years – 2019-2020	Quantitative Analysis	<b>ELA Met Spring 2017:</b> AS: 97.8% (45/46)  <b>ELA Met Fall 2016:</b> AST: 100% (13/13)	Maintain
6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.	The program's most recent annual licensure examination pass rate to be at least 80% for <b>all</b> first-time test-takers during the same 12-month period.	Director of Nursing Programs	Annual assessment by Director of Nursing Programs – January as annual board pass rates are released.	Quantitative Analysis:  Review MNBON NCLEX-RN results	<b>ELA Met 2016:</b> 93.02% first time pass rate. National average for Associate Degree programs 81.68%  <b>ELA Met 2015:</b> 82.68% first time pass rate. National average for Associate Degree programs 82.0%	Maintain the roll out of our new curriculum and evaluation.  Revision: New AS 64 credit curriculum developed. To start January 2016. New online text, Vsim and course point.

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					<p><b>ELA Not Met 2014:</b> 69.49% first time pass rate. National average for Associate Degree programs 79.27%.</p>	<p>Standardized testing policy for program.</p> <p>Revision: TEAS entrance exam required 2015 with competitive entry. Raised the passing grade to 80% on proctored exams. Increased rigor throughout curriculum. Added nationally normed Kaplan exams throughout curriculum.</p>
<p>6.3 The program demonstrates evidence of students' achievement in completing the nursing program.</p>	<p>70% of the students will complete the program in 150% of time from entering the program with the first nursing course</p> <p>AAS/AS Generic</p>	<p>Director of Nursing Programs</p>	<p>Annual Assessment - May</p>	<p>Quantitative Analysis:</p> <p>Review number of admitted vs. number that completed the program within 150% of time</p>	<p><b>ELA Not Met spring 2016:</b> 64.4% (38/59)</p> <p><b>ELA Met Dec. 2015:</b> 70.18% (40/57)</p> <p><b>ELA not met spring 2015:</b> 67.27% (37/55)</p> <p><b>ELA Met December 2014:</b> 83.61% (51/61)</p> <p><b>ELA Met spring 2014:</b> 85.45% (50/57)</p>	<p>Revision:</p> <p>Due to lower than average NCLEX-RN pass rates which resulted in increased program rigor noted decline in competition ratios. Reset value to a more obtainable percentage based national ACEN averages and LSC's averages.</p> <p>Greater % of drops than ever before. Some scholastic and others had a variety of reasons. See folder.</p>

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Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision
	<p>70% of the students will complete the program in 150% of time from entering the program with the first nursing course</p> <p>AST Track</p> <p>Changed Spring 2017.</p>	Director of Nursing Programs	Annual Assessment - May	<p>Quantitative Analysis:</p> <p>Review number of admitted vs. number that completed the program within 150% of time</p>	<p><b>ELA Met Spring 2016:</b> 70.83% (17/24) completed within 150% time.</p> <p><b>ELA Not Met spring 2015:</b> 68.97% (20/29) graduated on time.</p> <p><b>ELA Met spring 2014:</b> 92.86% (26/28) graduated on time. One student on track to graduate Dec. 2014 – did graduate.</p>	<p>Revision: Due to lower than average NCLEX-RN pass rates which resulted in increased program rigor noted decline in competition ratios. Reset value to a more obtainable percentage based national ACEN averages and LSC's averages.</p> <p>Monitor: slight increase in competition ratio. Discussed at faculty meeting. See minutes dated 11/18/15. Noted faculty mentoring for those at risk seems to be increasing completion ratios.</p> <p>Passing standard increased 2014-2015 which impacted course pass rates.</p> <p>Maintain</p>

	Plan				Implementation									
Component	Expected Level of Achievement	Person(s) Responsible	Frequency of Assessment	Assessment Method(s)	Results of Data Collection and Analysis	Actions for program Development, Maintenance, or Revision								
					<p><b>ELA Met Spring 2013 graduates: First cohort to graduate from this program.</b> 88% (22/25) students graduated on May 2013.</p>									
<p>6.4</p> <p>The program demonstrates evidence of graduates' job placement.</p>	<p>At six months post-graduation, at least 80% of graduates will report either placement as a professional nurse and/or enrolled in a Bachelors/Masters in Nursing program</p>	<p>Director of Nursing Programs</p>	<p>Yearly on 6 month post-graduation</p>	<p>Quantitative Analysis:</p> <p>Question on 6 month post-graduation survey with question directed at employment/education And student self-reporting to faculty.</p>	<p><b><u>MnSCU Graduate Job Placement History</u></b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Employment rate (%)</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>98.6%</td> </tr> <tr> <td>2014</td> <td>94.7%</td> </tr> <tr> <td>2013</td> <td>89.5%</td> </tr> </tbody> </table> <p>Data available in Resource room</p> <p><a href="http://www.lsc.edu/wp-content/uploads/Graduate-Job-Placement-History_2011-2015.pdf">http://www.lsc.edu/wp-content/uploads/Graduate-Job-Placement-History_2011-2015.pdf</a></p>	Year	Employment rate (%)	2015	98.6%	2014	94.7%	2013	89.5%	<p>Maintain:</p> <p>Program continues to enjoy high job placement.</p> <p>2016 data available from MN State between Aug – Oct. 2017</p>
Year	Employment rate (%)													
2015	98.6%													
2014	94.7%													
2013	89.5%													