



BOARD OF REGISTERED NURSING
PO Box 944210, Sacramento, CA 94244-2100
P (916) 322-3350 F (916) 574-8637 | www.rn.ca.gov
Louise R. Bailey, MEd, RN, Executive Officer

EDUCATION/LICENSING COMMITTEE MEETING

AGENDA

Hilton Sacramento Arden West
2200 Harvard Street
Sacramento, CA 95815
(916) 922-4700

January 14, 2016

Thursday, January 14, 2016 - 09:00 am

7.0 CALL TO ORDER/ROLL CALL/ESTABLISHMENT OF A QUORUM

7.1 VOTE ON WHETHER TO APPROVE MINUTES:

7.1.1 October 8, 2015

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

7.2.1 San Francisco State University Baccalaureate and Entry Level Master's Degree Nursing Programs

7.2.2 Evergreen Valley College Associate Degree Nursing Program

7.2.3 Kaplan College Associate Degree Nursing Program

7.2.4 Santa Barbara City College Associate Degree Nursing Program

7.2.5 University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Nurse Practitioner Program

7.2.6 University of San Francisco Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

7.2.7 American University of Health Sciences Baccalaureate Degree Nursing Program

7.2.8 California State University, San Marcos Baccalaureate Degree Nursing Program and ABSN Option

7.2.9 University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Entry Level Master's Degree Nursing Program, Nurse Practitioner Program, Clinical Nurse Specialist Program

7.2.10 United States University Entry Level Master's Degree Nursing Program

7.2.11 Cabrillo College Associate Degree Nursing Program

7.2.12 Los Angeles Trade-Tech College Associate Degree Nursing Program

7.2.13 Mt. San Jacinto, MVC Associate Degree Nursing Program

7.2.14 Porterville College Associate Degree Nursing Program



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7.3 VOTE ON WHETHER TO RECOMMEND CONTINUATION OF APPROVAL OF PRELICENSURE NURSING PROGRAM

- 7.3.1 San Diego State University Baccalaureate Degree Nursing Program
- 7.3.2 Evergreen Valley College Associate Degree Nursing Program
- 7.3.3 Fresno City College Associate Degree Nursing Program
- 7.3.4 Los Angeles Harbor College Associate Degree Nursing Program
- 7.3.5 Reedley College at Madera Community College Center LVN-RN Associate Degree Nursing Program

7.4 VOTE ON WHETHER TO RECOMMEND CONTINUATION OF APPROVAL OF ADVANCE PRACTICE NURSING PROGRAM

- 7.4.1 San Diego State University Nurse Midwifery Program
- 7.4.2 San Diego State University Nurse Practitioner Program

7.5 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

- 7.5.1 Simpson University Baccalaureate Degree Nursing Program (increase enrollment)
- 7.5.2 Golden West College Associate Degree Nursing Program (curriculum)
- 7.5.3 Unitek College LVN-RN Associate Degree Nursing Program (change to generic, increase enrollment)

7.6 VOTE ON WHETHER TO ACCEPT STAFF PLAN FOR IMPLEMENTATION OF SB466 REQUIREMENTS REGARDING EDUCATION REGULATIONS

7.7 2014-2015 ANNUAL SCHOOL SURVEY REPORTS (DRAFT)

7.8 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

7.9 ADJOURNMENT

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**BOARD OF REGISTERED NURSING
EDUCATION/LICENSING COMMITTEE MINUTES**

DRAFT

DATE: October 8, 2015

TIME: 0900-1130

LOCATION: Embassy Suites Santa Ana
Orange County Airport North
1325 E. Dyer Road
Santa Ana, CA 92705

PRESENT: Michael Jackson, MSN, RN, Chairperson
Raymond Mallel

ABSENT: Jeanette Dong

STAFF PRESENT: Louise Bailey, Executive Officer; Stacy Berumen, AEO; Miyo Minato, SNEC; Katie Daugherty, NEC; Janette Wackerly, SNEC; Leslie A. Moody, NEC; Shelley Ward, NEC; Badrieh Caraway, NEC; Susan Engle, NEC; Carol Mackay, NEC.

7.0 CALL TO ORDER/ROLL CALL/ESTABLISHMENT OF A QUORUM

Michael Jackson called the meeting to order at 09:15am. A quorum was established with two of the three committee members in attendance. It was determined that Mr. Jackson would abstain from voting on item 7.4.3 regarding CSU San Marcos Major Curriculum Revision due to a conflict of interest, but that this would not preclude the item being heard and recommendation for action being made to the Board.

7.1 VOTE ON WHETHER TO APPROVE MINUTES

7.1.1 August 6, 2015

ACTION: The minutes of the August 6, 2015 meeting were approved as presented.

Motion: Michael Jackson	Second: Ray Mallel
MJ: Aye	RM: Aye

Public Input: None.

7.2 VOTE ON WHETHER TO RECOMMEND RATIFICATION OF MINOR CURRICULUM REVISION

- 7.2.1 Charles R. Drew University of Medicine and Science Entry Level Master's Degree Nursing Program
- 7.2.2 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program
- 7.2.3 Samuel Merritt University Baccalaureate Degree Nursing Program
- 7.2.4 Sonoma State University Baccalaureate Degree Nursing Program
- 7.2.5 The Valley Foundation School of Nursing at San Jose State University Baccalaureate Degree Nursing Program
- 7.2.6 University of California, Irvine Baccalaureate Degree Nursing Program
- 7.2.7 University of California, San Francisco Entry Level Master's Degree Nursing Program
- 7.2.8 Carrington College LVN-RN Associate Degree Nursing Program

7.2.9 El Camino College and Compton Community Education Center Associate Degree Nursing Program

7.2.10 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program

7.2.11 Pasadena City College Associate Degree Nursing Program

Acknowledge Receipt of Program Progress Report:

7.2.12 Mount Saint Mary's University, Los Angeles Baccalaureate Degree Nursing Program

7.2.13 University of San Diego Hahn School of Nursing Entry Level Master's Degree Nursing Program

7.2.14 Western Governors University Baccalaureate Degree Nursing Program

7.2.15 Carrington College LVN-RN Associate Degree Nursing Program

7.2.16 Fresno City College Associate Degree Nursing Program

7.2.17 Los Angeles Southwest College Associate Degree Nursing Program

7.2.18 Mendocino College Associate Degree Nursing Program

7.2.19 Mount Saint Mary's University, Los Angeles Associate Degree Nursing Program

7.2.20 Solano Community College Associate Degree Nursing Program

7.2.21 Victor Valley College Associate Degree Nursing Program

ACTION: Ratify Minor Curriculum Revision and Acknowledge Receipt of Program Progress Report as presented.

Motion: Michael Jackson		Second: Ray Mallel
MJ: Aye	RM: Aye	

Public Input: None.

7.3 VOTE ON WHETHER TO RECOMMEND CONTINUATION OF APPROVAL OF PRELICENSURE NURSING PROGRAM

7.3.1 Charles R. Drew University (CDU) of Medicine and Science Entry Level Master's Degree Nursing Program for Clinical Nurse Leader (CNL).

Dr. Sheldon D. Fields, Dean/Program Director and Dr. Rebecca Harris-Smith, Associate Dean/Assistant Program Director represented the program.

Miyo Minato, SNEC presented this report. CDU is a private, non-profit, non-sectarian, minority-serving medical and health sciences institution located in the Watts-Willowbrook section of south Los Angeles. Initial approval of the CDU ELM Program for CNL was given on May 9, 2009, and ELM program started in Fall 2010 with Cohort 1 of 18 students and in Spring 2011 with Cohort 2 of 11 students. On June 15 – 16, 2015 Miyo Minato, SNEC, and Laura Shainian, and Dr. Linda Sperling, NECs, conducted the first continuing approval visit. This visit was initially scheduled on December 2014 but was re-scheduled due to a change in the program's leadership. This continuing approval visit also included the focus visit pursuant to CCR section 1431(b), annual NCLEX-RN pass rate below 75% for two consecutive years. The program was found to be in non-compliance in two areas: CCR 1426.1 Preceptorship and CCR 1431 NCLEX Pass Rate. Six recommendations involving eight sections were given: Curriculum CCR 1424(a) Philosophy and related section CCR 1426(b) Unifying theme; CCR 1424(b)(1) Total Program Evaluation; CCR 1424(c) Organizational Chart and related section CCR 1424(f) Assistant Director duties; CCR 1425(f) Content Expert; CCR 1425.1(b) Faculty Orientation; CCR 1426(f) Clinical Evaluation Tool. The program submitted a progress report on September 14, 2015 that shows plans and identified timeline for implementation of corrective actions.

Institutional and program leadership changes that have occurred in the 5 years since program implementation were described. Following the initial successful outcomes for the first two cohorts of graduates in 2012-2013 with NCLEX pass rate of 95% (19/20), the program has experienced two years of below 75% pass rate with subsequent graduates, Cohorts 3, 4, 5, and 6: 2013-2014, 47.62% (30/62

passed); 2014-2015 (3 quarters), 51.47% (35/68 passed). Starting with Cohort 3, the program admitted 40 students each semester. The program submitted a minor curriculum change in 2013, extending the program from five semesters to six semesters, and changed clinical experience, adding preceptorship experience (Residency 1, in the 5th semester) to enhance students' understanding of clinical nursing concepts and improve success on the licensing exam. However, this change had a delayed impact since the change is now being done with Cohort 7 for the first time because the change was implemented with the entering class of Fall 2013 and not with the group that was in their 5th semester in 2013. At this time, the preceptorship course did not include all required components. Cohort 7 is also taking their NCLEX at the end of the 5th semester instead of the 6th semester, at the completion of the CNL curriculum. This change shortens the time between students' last direct patient care clinical and taking the NCLEX-RN exam. The program acknowledged the highly complex process involved to identify the reasons for the pass rate and plans for improvement. They engaged a curriculum consultant from UCSF School of Nursing to assist. Their report reviewed and identified eight areas affecting students' performance, including issues related to admission, student population, academic rigor, testing delays, English as second language, deficient basic reading/math skills, faculty development, and student support. The program must continue the careful data collection and analyses in order to clearly target their interventions for improvement. The program is implementing HESI pre-admission testing, starting with Cohort 11, Fall 2015. The faculty has reviewed policies and practices, and is revising their course progression, such as passing score, course repeat policy, etc. Additionally, the faculty and the program are strengthening student learning resources to increase student success. Another area related to plans for improving student success is a major curriculum revision that the program has already identified and has been working on. This is an ongoing process for the faculty, and will help to strengthen the curriculum and their graduates. The recommendations made related to curriculum address this current work of faculty members.

Dr. Fields explained the program has applied use of standardized exams and other measures which are expected to improve graduate outcomes and that preceptor noncompliance was related to maintenance of records. Mr. Mallel asked for clarification regarding faculty and Dr. Fields responded that there are 14 full-time and 2 part-time faculty. Mr. Jackson asked whether the faculty continue in practice to which Dr. Fields responded that most faculty continue in clinical practice. Dr. Fields provided additional information regarding program, curriculum and student support improvements. Mr. Jackson asked about the success of the school's Nurse Practitioner Program and Dr. Fields informed that the pass rate for national certification exams is approximately 90%. Mr. Mallel asked about student success issues including language barriers. Dr. Fields advised that an analysis of student characteristics had been performed to identify factors contributing to poor NCLEX outcomes so that solutions can be focused. It was found that many students were working full-time, had commute to school of one hour or more, were below university admission standards, and for many English was a second language for which tutors have now been provided. Mr. Jackson noted that many schools with large populations of ESL students are able to meet or exceed the minimum required NCLEX-RN pass rate performance threshold. Mr. Mallel observed that in 2012/13 the NCLEX-RN pass rate was 95% but declined to 47.62% in 2013/14 concurrent with increased enrollment, and asked whether there are adequate clinical facilities to support student learning. The program representative provided a description of multiple varied clinical facilities. Ms. Minato informed that the program delayed implementation of some program improvement measures and confirmed that the enrollment beginning with cohort 3 had approximately doubled. Ms. Minato advised that additional time would be needed to observe whether corrective actions now implemented would produce successful results.

ACTION: Defer action to continue approval of Charles R. Drew University of Medicine and Science Entry Level Master’s Degree Nursing Program for Clinical Nurse Leader, with progress report required and return to Education/Licensing Committee in May 2016. Enrollments are not to exceed forty students twice per year.

Motion: Michael Jackson	Second: Ray Mallel
MJ: Aye	RM: Aye

Public Input: Dr. Geneviève M. Clavreul expressed concern regarding allowing the program additional time to correct areas of noncompliance.

7.3.2 Gavilan College LVN to RN Associate Degree Nursing Program.

Ms. Debra Amaro, Interim Program Director represented the program.

Susan Engle, NEC presented this report. Debra Amaro was appointed Interim Director February 26, 2015 to cover previous program director Director Karen Bedell’s period of leave and subsequent retirement. The director has 50% release time to administer the LVN to RN program. Susan Turner RN, MSN, FNP was appointed assistant director January 22, 2007. The assistant director has 0% percent release time to assist the director in administering the program. A regularly scheduled continuing approval visit was conducted May 11-13, 2015 by Susan Engle and Katie Daugherty, Nursing Education Consultants. The program was found to have one area of non-compliance CCR 1424. Administration and Organization of the Nursing Program: the director and assistant director have insufficient time to administer all aspects of the program and to ensure compliance with the regulations. Recommendations were made for CCR 1424 Sufficient Resources, 1425 Faculty, 1426 Curriculum, 1428 Student Participation, and 1431. Licensing Examination pass rate standard. The program submitted a progress report to address the area of non-compliance and the recommendations.

Ms. Engle noted that the program’s 2014-15 NCLEX-RN pass rate was below threshold at 69.23% and advised that Board policy will be followed regarding monitoring for a first-year failure to meet standard. Mr. Mallel requested additional information from the program regarding the pass rate and Ms. Amaro informed that the program was affected by multiple factors including changes of program director, issues with clinical faculty, program and curriculum design which needed strengthening, and that the program will conduct thorough review and take corrective action for these areas of concern.

ACTION: Continue approval of Gavilan College LVN to RN Associate Degree Nursing Program.

Motion: Michael Jackson	Second: Ray Mallel
MJ: Aye	RM: Aye

Public Input: None.

7.3.3 Holy Names University (HNU) LVN to Baccalaureate Degree Nursing Program.

Dr. Edith Jenkins-Weinrub, Program Director/Department of Nursing Chair and Ms. Beth Martin, VP Academic Affairs represented the program.

Katie Daugherty, NEC presented this report. Dr. Jenkins-Weinrub has been at HNU for the last 15 years, and became the Program Director (PD) / Department of Nursing (DON) Chair in June 2014. Dr. Jenkins-Weinrub, participated as the former program assistant director (AD) in the program’s first continuing approval visit in April 2014 and represented HNU at the August 2014 Education/Licensing Committee (ELC) when the continuing approval visit findings were presented. Due to the finding of annual NCLEX pass rate below 75%, the program was placed on deferred action at the September 2014 Board meeting. HNU voluntarily suspended program enrollment in January 2014. Currently a total of 51 students remain in the program and are expected to graduate by December 2016.

The continuing approval visit conducted in April 2014 identified three areas of non-compliance: sufficient faculty resources; submission of required BRN paperwork; and a second annual school pass rate below the required 75% at 62.79%. The first two areas were corrected. Because of the remaining non-compliance concerning the required NCLEX pass rate, the program was placed on deferred action and required to submit progress reports and return to the ELC in 2015 for re-evaluation when the 2014/2015 pass rate results were available. Over the past year the appropriate progress reports were submitted and reported to ELC and the Board. The most recent annual NCLEX pass rate (July 1, 2014- June 30, 2015) is 42.4% for the total of 33 first time testers. A progress report outlined the key factors affecting pass rates and the actions/solutions implemented for improvement since 2012. HNU reports current stable program leadership, a stable group of 14 FT/PT experienced faculty, curriculum mapped to the NCLEX test blueprint, and continuing access and use of an adequate number and type of clinical facility placements. Evidence shows increasing effectiveness in meeting program learning objectives/outcomes with the exception of the required annual NCLEX pass rate. As part of the program's proposed actions, HNU has decided to request approval for teach-out of the remaining 51 students enrolled in this degree option and provided a proposed plan. The school plans a future request for approval to offer a generic BSN program. **Mr. Mallel asked the program to identify corrective actions that resulted in NCLEX-RN outcomes improvement. Program representatives described interventions and reported that changes in leadership and faculty have increased the level of experience and expectations. Ms. Daugherty explained some of the challenges peculiar to LVN to RN programs. Mr. Mallel commented that evaluation of these issues is important to identification and resolution of the issues.** **ACTION: Continue to defer action for continuing approval of Holy Names University LVN to Baccalaureate Degree Nursing Program. Accept the program's teach-out plan for existing students with no additional enrollment of students. Program will provide progress report and return to Education/Licensing Committee in October 2016.**

Motion: Michael Jackson	Second: Ray Mallel
MJ: Aye	RM: Aye

Public Input: A member of the public inquired about the teach-out plan. It was explained that this plan is to ensure currently enrolled students have the opportunity to complete the program, and that details are available in the agenda packet documents which can be accessed on the BRN website.

7.4 VOTE ON WHETHER TO RECOMMEND APPROVAL OF MAJOR CURRICULUM REVISION

7.4.1 Azusa Pacific University (APU) Entry Level Master's Degree Nursing Program (ELM). Dr. Renee Pozza, Associate Dean, School of Nursing represented the program.

Badrieh Caraway, NEC presented this report. A major curriculum revision proposal was submitted to offer an additional track in Healthcare Administration for ELM students, to be implemented in Spring 2016. The ELM- Healthcare Administration track would prepare students for a role in nursing leadership. The curriculum replicates the current BRN approved ELM program with the addition of post-licensure course work to support the track, and will prepare students for eligibility to sit for either the certification in Executive Nursing Practice or Nurse Manager and Leader offered by the American Organization of Nurse Executives. Students may take the post-licensure coursework in a full or part time format. The Healthcare Administration Track utilizes existing core graduate curriculum and secondary specialization courses in nursing. Two courses will be taken in the School of Business at APU. The Healthcare Administration coursework will include 37 units for a total ELM program of 107 units. Enrollment is approximately 20 students per cohort, three times per year, at three site locations (Azusa/Monrovia, San

Diego, Inland Empire), for a total of 180 students per calendar year. Total program length varies from 3-6 years depending on full time or part time study.

Adding the nursing administration master’s track will help meet the leadership needs of health care organizations responsible for increasingly complex, high acuity patient populations. The University has approved the development and implementation of the Healthcare Administration track and has approved fiscal support for the program including budget for faculty. A current faculty member will assume leadership for this additional track as a program director. Additional clinical placement needs should be minimal as the curriculum is based on practical experiences in healthcare organizations. Current full time faculty will serve as the preceptors and mentors to the students in this track. There will be no negative impact on students enrolled in the ELM program. Current students will be advised on the new option and allowed to continue with their program plan or change to the new track if desired. Beginning in Spring 2016 students will be informed about their curriculum options in information meetings, orientation meetings, and individual advising appointments. The University Graduate Catalog, marketing materials and website postings will be updated to reflect the additional Health Care Administration track.

ACTION: Approve major curriculum revision for Azusa Pacific University Entry Level Master’s Degree Nursing Program.

Motion: Michael Jackson		Second: Ray Mallel
MJ: Aye	RM: Aye	

Public Input: None.

**7.4.2 California State University, San Bernardino Baccalaureate Degree Nursing Program
Dr. Mary Anne Schultz, Chair Department of Nursing and Director represented the program.**

Badrieh Caraway, NEC presented this report. The major curriculum revision is planned to be implemented beginning Fall 2016. Revision of the curriculum was required for the program to meet Executive Order 1084 to reduce curriculum units from 184 to 180. The program’s faculty and students worked with the curriculum committee and other college departments to review nursing program curriculum and degree requirements, and develop the proposal. The revision includes updated language of the American Association of Colleges of Nursing’s, integration of the Quality and Safety Education for Nurses competencies, and strengthening of courses and overall program outcomes. Summary of the revision elements was presented. Complete documentation including course syllabi and content distribution map had been reviewed by the NEC found to demonstrate total curriculum integration of the revised structure, philosophy, framework and concepts. The revised units are: Nursing -67 units: (Theory-40 units and Clinical-27 units), Communication-12 units; Sciences -32units; Total units for graduation-180 units. This proposal meets BRN rules and regulations.

• **ACTION: Approve major curriculum revision for California State University, San Bernardino Baccalaureate Degree Nursing Program.**

Motion: Michael Jackson		Second: Ray Mallel
MJ: Aye	RM: Aye	

Public Input: None.

**7.4.3 California State University, San Marcos Baccalaureate Degree Nursing Program.
Dr. Denise Boren, Program Director represented the program.**

Leslie A. Moody, NEC presented this report. The CSU Chancellor’s Office Executive Order 1084 included requirements for change related to prerequisites, articulation and maximum units allowed for degree requirement (120 units). To comply with this mandate, CSUSM program faculty conducted a detailed curriculum review of prerequisites, program courses and overall graduation requirements. This

work resulted in identification of content redundancy across courses, duplicated course requirement for graduation, and other opportunities to create a more streamlined and focused nursing curriculum. The proposed revision decreases program units as well as overall units required for graduation for both the generic and accelerated tracks of this program, while continuing to provide appropriate depth and scope of prelicensure nursing education. The total BSN curriculum is reduced by 14 units, from 134 units to 120 units. The revision will be implemented for new admissions to both generic and accelerated options beginning Fall 2015. Curriculum revisions will not be applied to current program students. The revision will benefit students through improved concentration of content delivery and decreased unit requirements, which also reduces cost for students. The proposed revised curriculum meets BRN requirements.

ACTION: Approve major curriculum revision for California State University, San Marcos Baccalaureate Degree Nursing Program.

Motion: Michael Jackson		Second: Ray Mallel
MJ: Aye	RM: Aye	

Public Input: None.

7.4.4 University of San Francisco (USF) Entry Level Master’s Degree Nursing Program. Dr. Scott Ziehm, Associate Dean for Pre-Licensure Programs & Accreditation represented the program.

Shelley Ward, NEC presented this report. The University previously established an extended campus location for the BSN program option (Board approval November 2014) at its campus in Sacramento. USF is requesting approval to establish an alternative campus site location in Orange County, CA, to offer its BRN approved Entry Level Master’s Degree Clinical Nurse Leader Option at this location, and will continue to offer the same option at the main campus location. The program, in partnership with the Sisters of St. Joseph of Orange, has designated the alternate campus site to be located at the St. Joseph’s Center in the city of Orange. USF has operated the Sport Management Master’s Degree program at this center since 1983. Prospective applicant pool data has been analyzed via survey and other methods to establish the demand for the program at this location. The intent is in part to increase the diversity of master’s prepared registered nurses to serve community needs.

The program intends to enroll (24) students each fall on an ongoing basis, after the initial enrollment of (24) students in Spring 2016 and Fall 2016 in the first year of the program. The curriculum will be the same as the curriculum on the main campus, consisting of 6 semesters nursing coursework after completion of program prerequisites. Total Units for Licensure is 73, Nursing Units are 41 (23 theory/18 clinical), Science Units are 26, and Communication Units are 6. Other degree requirements are 27. Total units required for the degree are 100. Students take the NCLEX- RN examination after completion of the 5th semester. The St. Joseph’s Center plans to ensure adequate physical plant, faculty, skills/sim lab space, computer lab, library, student financial aid and support services, and other resources was presented. The program has secured commitments to place students for clinical rotations at St. Joseph Hospital; St. Jude Medical Center; St. Francis Medical Center; AltaMed Health Services Corporation; Anaheim Global Medical Center; Miller Children’s and Women’s Hospital of Long Beach, California; Orange County Health Care Agency clinics; University of California, Irvine Medical Center; and Children’s Hospital Los Angeles.

Ms. Ward advised that an assistant director is already appointed and faculty identified for the first year of the program. The program reports that no students of other nursing programs will be displaced from clinical facilities. Dr. Ziehm stated the university is only considering this extension due to the request of the Sisters at St. Josephs who feel strongly this program is necessary to meet nursing leadership needs in Orange County.

ACTION: Approve major curriculum revision for University of San Francisco Entry Level Master’s Degree Nursing Program – Clinical Nurse Leader Option.

Motion: Michael Jackson		Second: Ray Mallel
MJ: Aye	RM: Aye	

Public Input: None.

7.5 VOTE ON WHETHER TO RECOMMEND GRANT INITIAL APPROVAL OF NEW PRELICENSURE NURSING PROGRAM

7.5.1 Chamberlain College of Nursing Baccalaureate Degree Nursing Program.

Dr. Laura Smith-McKenna, Program Director, Angela Strawn, Assistant Director, and Ruth Weibel, Director of Accreditation represented the program.

Sue Engle, NEC presented this report. Dr. Laura Smith-McKenna, PhD, RN was appointed the program director effective June 3, 2015. Angela Strawn was appointed Assistant Director May 27, 2015. An initial program approval site visit was conducted by Susan C. Engle, Nursing Education Consultant on June 23 and July 22, 2015 (refer to the Consultant Approval Report Initial Prelicensure Program Visit and the Report of Findings for details). The program was found to be in compliance with the Board’s rules and regulations and no recommendations were made. Chamberlain’s BSN degree program had a CCNE site visit in 2013-2014 and received continued accreditation through 2024. The history of Chamberlain College and other campuses/programs within and outside of California, and total cost of program per student was reviewed. Information was presented regarding all required resources including: clinical sites and driving distances from the program’s location to the clinical agencies; program plan for assigning students to clinical sites based on student proximity to the clinical agency or facility; faculty and faculty recruitment; student support services; the Chamberlain Care Student Success Model; library and services; simulation, skills and computer labs; technology; and the college’s approach to student recruitment to create an ethnically diverse student population and accommodate foreign student applicants.

Ms. Engle reported that the school plans to implement the nursing program in May 2016 if Board approval is granted. Dr. Smith-McKenna reported receiving a great deal of support from the national offices of Chamberlain College in regards to development of the program. Mr. Mallel noted the approximately \$80,000 program cost and asked whether financial aid is available for students. Program representatives informed that there are multiple aid opportunities and assistance obtaining aid is provided so that students rarely pay the entire cost out of pocket.

ACTION: Grant initial approval of Chamberlain College of Nursing Baccalaureate Degree Nursing Program with enrollment of thirty students three times per year.

Motion: Michael Jackson		Second: Ray Mallel
MJ: Aye	RM: Aye	

Public Input: None.

7.6 VOTE ON WHETHER TO RECOMMEND ACCEPTANCE OF FEASIBILITY STUDY FOR PRELICENSURE NURSING PROGRAM

7.6.1 Gurnick Academy of Medical Arts, Fresno Associate Degree Nursing Program.

Dr. Karen Johnson-Brennan, Director of RN-BSN Program at Gurnick Academy, Concord, and Dr. Larisa Revzina, Chief Academic Officer, represented the program.

Carol Mackay, NEC presented this report. July 29, 2015 Gurnick Academy of Medical Arts submitted a Feasibility Study (FS) for a new Associate Degree Nursing Program. Dr. Karen Johnson-Brennan, Director of the RN-BSN program on the Gurnick Academy Concord campus, is responsible for the development of the FS. Details relating to the FS are provided in the Nursing Education Consultant

(NEC) Report. A summary of highlights from the proposal was presented to include institutional history, proposed program and curriculum, applicant pool, resources, budget, and clinical facilities. NCLEX-RN pass rate for the school's existing programs indicated since 2012 the NCLEX-PN pass rates (75%-83%) for first time candidates from the GA Fresno campus have meet the BRN minimum standard of 75% success rate. However, in the second quarter of 2015, the pass rate dropped (64.71%, N 17). The school attributes the decline to a vacant position that has responsibility for assisting students to prepare for NCLEX-PN. The position has been filled and a return to satisfactory NCLEX-PN pass rates is expected. The FS meets the BRN requirements. Three concerns about the FS are: recent NCLEX-PN pass rates, operationalization of the new Student Services Resource Center, and clinical placements in the pediatric and psychiatric nursing areas. These areas, as well as all BRN regulations, will be thoroughly reviewed during the Self Study phase of new RN program approval process.

Mr. Mallel expressed concern that positive NCLEX outcomes were reliant upon a single faculty.

Dr. Johnson-Brennan informed that faculty are provided a one and one-half month orientation which includes clinical, and updated that an additional nine clinical facilities have been secured to ensure adequate pediatric experiences and efforts continue to add psych and peds facilities.

ACTION: Accept feasibility study for Gurnick Academy of Medical Arts Associate Degree Nursing Program.

Motion: Michael Jackson		Second: Ray Mallel
MJ: Aye	RM: Aye	

Public Input: Several members of the public spoke to express opinions regarding the importance of retaining capable faculty, varying student needs including LVN-RN, the need for consistently applied student success measures, the potential need for additional academic strengthening of LVN-RN students to ensure RN program success, and the challenges of attracting new faculty since many positions have salaries lower than service sector nursing jobs requiring comparable experience and credentials.

7.6.2 Pacific College (PC) Associate Degree Nursing Program

Ms. Judy Corless, Consultant, Dr. Sybil Damon, Consultant, Mr. Bill Nelson, President/Owner, and Mr. Brian Chilstrom, Vice-President represented the program.

In July 2015, Judy Corless, MN, RN, consultant, submitted the most recent Feasibility Study (FS) for a new Associated Degree Nursing program. PC has been working toward establishing an ADN program for many years, and was in the process of FS review when the BRN placed a moratorium on accepting FS in June 2011. After the moratorium was lifted (May 2013), PC submitted a new FS (June 2013): however, there was a delay in reviewing this document until the school's NCLEX-PN pass rates improved, which has now occurred with NCLEX-PN pass rates for the last four consecutive quarters (07/01/2014-06/30/2015) at 75.9% (83). Specifics of the program delivery, curriculum and enrollments plans were presented. Information was reviewed regarding institutional description, intended location of the program, physical plant facilities, and accreditation. Tuition for the four semesters of PC nursing courses will be \$46,600. The FS demonstrated clinical placements to support student placement in all BRN required clinical areas. There are two weak areas relating to clinical placements in the pediatric and psychiatric areas. The concerns pertain to census and location. PC is a member of the Orange County clinical placement consortium. There is no clinical placement consortium in LA. PC works directly with the facilities for placements in the LA area.

The PC FS meets all BRN FS requirements. Two weak areas are NCLEX-PN pass rates and the availability and adequacy (census and location) of the clinical placements in the pediatric and psychiatric

nursing areas. These areas, as well as all BRN regulations for schools, will be reviewed thoroughly during the Self Study phase of new RN program approval process.

ACTION: Accept Feasibility Study for Pacific College Associate Degree Nursing Program.

Motion: Michael Jackson	Second: Ray Mallel
MJ: Aye	RM: Aye

Public Input: Members of the public spoke to note the cost of private school nursing programs and that many available student nurse grants are not awarded due to lack of applications.

7.7 PUBLIC COMMENT FOR ITEMS NOT ON THE AGENDA

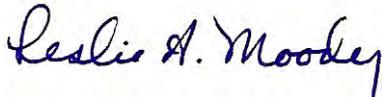
Ms. Celeste Pederson, a past cohort 8 student of the United States University ELM/ABSN nursing program related that she had failed out of the program and was unable to later re-enter. She subsequently made a complaint to the BRN but feels that the school provided misinformation regarding her situation and requests the Board re-evaluate.

Dr. Geneviève M. Clavreul reported hearing of many cases of nurses with false licensure discovered in Massachusetts and Minnesota.

7.8 ADJOURNMENT

The meeting was adjourned at 11:30am.

Submitted by:



Leslie A. Moody, MSN, MAEd, RN
Nursing Education Consultant/ELC Liaison

Accepted by:

Michael Jackson, MSN, RN
Chairperson

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.2
DATE: January 14, 2016

ACTION REQUESTED: Vote On Whether To Recommend Ratification Of Minor Curriculum Revision and Acknowledge Receipt Of Program Progress Report

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND:

According to Board policy, Nursing Education Consultants may approve minor curriculum changes that do not significantly alter philosophy, objectives, or content. Approvals must be reported to the Education/Licensing Committee and the Board.

Minor Curriculum revisions include the following categories:

- Curriculum changes
- Work Study programs
- Preceptor programs
- Public Health Nurse (PHN) certificate programs
- Progress reports that are not related to continuing approval
- Approved Nurse Practitioner program adding a category of specialization

The following programs have submitted minor curriculum revisions that have been approved by the NECs:

- 7.2.1 San Francisco State University Baccalaureate and Entry Level Master's Degree Nursing Programs
- 7.2.2 Evergreen Valley College Associate Degree Nursing Program
- 7.2.3 Kaplan College Associate Degree Nursing Program
- 7.2.4 Santa Barbara City College Associate Degree Nursing Program
- 7.2.5 University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Nurse Practitioner Program
- 7.2.6 University of San Francisco Nurse Practitioner Program

Acknowledge Receipt of Program Progress Report:

- 7.2.7 American University of Health Sciences Baccalaureate Degree Nursing Program
- 7.2.8 California State University, San Marcos Baccalaureate Degree Nursing Program and ABSN Option
- 7.2.9 University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Entry Level Master's Degree Nursing Program, Nurse Practitioner Program, Clinical Nurse Specialist Program
- 7.2.10 United States University Entry Level Master's Degree Nursing Program
- 7.2.11 Cabrillo College Associate Degree Nursing Program
- 7.2.12 Los Angeles Trade-Tech College Associate Degree Nursing Program
- 7.2.13 Mt. San Jacinto, MVC Associate Degree Nursing Program
- 7.2.14 Porterville College Associate Degree Nursing Program

NEXT STEP: Place on Board Agenda.

PERSON TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: January 14, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
San Francisco State University Baccalaureate and Entry Level Master's Degree Nursing Program	S. Ward	12/18/2015	The program will separate theory and clinical nursing courses so that they have different course numbers without altering the course objectives, content, outcomes or methods of delivery. The clinical component of Advanced Medical Surgical and Critical Care Nursing Practicum (3 units) will be numbered either N521 or N523 depending on if a cohort or preceptorship model is used.
Evergreen Valley College Associate Degree Nursing Program	S. Engle	10/21/2015	Program submitted revised EDP-P-05 form to reflect that the program is 17.5 week semester with content delivered in 16 weeks. The units remain the same.
Kaplan College Associate Degree Nursing Program	L. Moody	11/19/2015	The program will change from enrolling 50 students 3 times per year to enrolling a cohort of 30-38 students approximately every 10 weeks beginning March 2016 in the following pattern: 2016: 4 starts – March 02-37 students, May 18-38 students, August 03-37 students, and October 19- 38 students. 2017: 5 starts – January 10-30 students, March 22-30 students, June 7-30 students, August 23-30 students, November 8-30 students. Subsequent years will have either 4 starts of 37/38 students or 5 starts with 30 students each depending on the cycle of ten-week quarters interspersed with break periods. This enrollment pattern will maintain and not exceed the currently approved enrollment level of 150 admissions per year. Faculty, clinical placements and classroom space have been evaluated to verify this pattern can be supported. Smaller cohort size will facilitate clinical placements, improve student learning experiences in the classroom setting, and align nursing program admission pattern with the general college to better integrate nursing students into the college community and experience.
Santa Barbara City College Associate Degree Nursing Program	C. Velas	10/26/2015	SBCC has had challenges getting all students scheduled for clinical hours in OB and Peds courses. Nursing 164-Nursing Care of Childbearing Families and Nursing 167-Pediatrics are currently 12 week courses that will extend to full 16 week semester courses effective Spring 2016. No units or content will change.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: January 14, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	SUMMARY OF CHANGES
University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Nurse Practitioner Program	L. Moody	10/20/2015	Courses previously numbered for separate theory and clinical were combined to create a single course with no change to units allotted to each of theory and clinical: PrimAdult/GeroHlthCare NPTC535(theory 3u) + NPTC537(clinical 3u) = NPTC535 (6u: 3th/3cl); PrimPedHlthCareNPTC549 (theory 3u) + NPTC 550 (clinical 3u) = NPTC549 (6u: 3th/3cl). Clinical units were reassigned to increase effectiveness of clinical experience: 1u of clinical was moved from each of NPTC608 Primary Care IIIA (now 2u) and NPTC 609 Primary Care IIIB (now 2u) to NPTC602 Primary Care I (now 3u); 1u of clinical moved from NPTC 651 Primary Mental Health Care II (now 1u) to NPTC627 Primary Mental Health Care I (now 1u) which previously had no clinical time allotted. These revisions were made for both DNP and MSN program tracks. For the DNP track only, DNPC653 Financial Decision Making for Health Care Settings (3u) replaces ENLC553 Financial Management in Health Care Systems (3u). None of these changes affected required units for overall program completion which remain the same. Revisions are implemented Fall 2015 semester.
University of San Francisco Nurse Practitioner Program	S. Ward	12/17/2015	The curriculum was modified to better align with the National Organization of Nurse Practitioner Faculty (NONPF) competencies.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: January 14, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
American University of Health Sciences Baccalaureate Degree Nursing Program	L. Moody	12/21/2015	Multiple complaints were received in November 2015. Two NEC visits to the program were conducted to explore complaints received and concerns regarding program leadership which included leave of absence of program director beginning October 2015 with the assistant director assuming duties for administration of the program. The program provided a written response to issues of concern identified including resources related to faculty, classroom space and library services, and communication between university leadership/program faculty/students. The assistant director has been appointed 'acting director' by the school, and continues to fulfill the role of director during the leave period of the program director. NEC will visit the program prior to start of the January 2016 term to verify all reported actions have been implemented and will continue to monitor the program.
California State University, San Marcos Baccalaureate Degree Nursing Program (ABSN option)	L. Moody	12/22/2015	A single complaint was received in November 2015 citing concerns regarding program resources of skills lab and classroom space, faculty responsibilities and enrollment increase at the Temecula campus. The campus was visited on December 11 and the program provided a written response to the concerns. During the visit a tour was provided of expanded skills lab and classroom spaces in progress to be completed by beginning of the January 2016 term, and plan for additional open lab hours and staffing was reviewed. The program plans to submit a request for Board approval for enrollment increase but will not increase enrollment prior to approval. Some faculty approvals required updating and this was accomplished during the complaint investigation period. NEC will visit the program prior to start of the January 2016 term to review new classroom and lab spaces.
University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research Entry Level Master's Degree Nursing Program, Nurse Practitioner Program, Clinical Nurse Specialist Program	L. Moody	10/20/2015	The school's name has been changed to the University of San Diego Hahn School of Nursing and Beyster Institute for Nursing Research.

MINOR CURRICULUM REVISIONS

Education/Licensing Committee

DATE: January 14, 2016

SCHOOL NAME	APPROVED BY NEC	DATE APPROVED	PROGRESS REPORT
United States University Entry Level Master's Degree Nursing Program	L. Moody	12/09/2015	Dr. Steve Stargardter has been appointed as the new university President replacing Dr. Barry Ryan.
Cabrillo College Associate Degree Nursing Program	S. Ward	11/09/2015	The program submitted a progress report dated 10-21-15 to address NCLEX examination pass rate standards in academic year 2014-15 (69.39%). NCLEX examination pass rate outcomes for first time test takers in July 2015- Sept. 2015 are at 90.48%.
Los Angeles Trade-Tech College Associate Degree Nursing Program	L. Chouinard	12/16/2015	As of July 1, 2015 Los Angeles Trade Technical College combined Allied Health with Kinesiology and the new department name is Health and Exercise Sciences Department. With this merger, the Chair of the department is now Joseph Raticliff and Paula Johnson was appointed the Interim Nursing Director and continues to function in this role.
Mt. San Jacinto, MVC Associate Degree Nursing Program	S. Ward	12/18/2015	An interim visit was conducted on 12/1/15 to determine that the program is continuing to meet the requirements stated in the Board Action Letter dated 6/5/2015.
Porterville College Associate Degree Nursing Program	C. Velas	11/12/2015	Porterville College experienced substandard annual NCLEX pass rates (72.73%, 8/11) for July 2014-June 2015 reporting period. Kim Behrens was notified and EDP-I-29 was reviewed. The Program Director and Faculty have submitted a comprehensive action plan including assessment and strategies to increase and sustain NCLEX pass rates to come into compliance with CCR 1431.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.1

DATE: January 14, 2015

ACTION REQUESTED: Vote On Whether To Recommend Continuation of Approval for San Diego State University (SDSU) Baccalaureate Degree Nursing Program

REQUESTED BY: Leslie A. Moody, Nursing Education Consultant

BACKGROUND: Philip A. Greiner, DNSc, RN, Professor and Director, has served as program director since June 2012 and Marjorie Peck, PhD, RN was appointed as assistant director August 2012. The SDSU BSN program enrolls 160 students annually each Fall and currently has approximately 473 students enrolled in the program.

A continuing approval visit was conducted October 13-14, 2015 resulting in a finding of one area of noncompliance, 1427(c) clinical facility agreements. Neither the agreement template nor the executed clinical facility agreements contained the required elements. The program has created an addendum for the clinical facilities agreement that includes all required elements. The addendum has been sent to all program clinical facilities for signature.

Major curriculum revisions implemented in the past five year period included changing enrollment from twice per year to once annually and reduction of total units for graduation to 120. Opportunities for improvement currently being worked on by faculty include use of simulation and improving progression of content across program courses. Although the simulation lab is well equipped and utilized for some Med/Surg and OB instruction, faculty are working to further develop skills and expand the use of simulation for clinical instruction. The faculty is also in the process of reviewing and mapping content to improve leveling of skills and knowledge within and across courses, and expect this work will be completed and revisions ready for implementation no later than Fall 2016 following receipt of BRN approval for curriculum revision.

Strengths of the program include a dedicated experienced faculty, supportive university leadership, effective program leadership and knowledgeable support services for program advisement and student success support. Students express strong satisfaction with their academic experience. Process for addition of two full-time tenure track faculty is in progress with qualified applicants under consideration and completion of hiring expected to occur soon. Filling these positions is important to ensure continuity of the program's faculty and leadership resources including filling the position of assistant director vacated in December 2015 due to faculty retirement. Program graduates' NCLEX outcomes have been consistently above the BRN minimum required threshold as well as above state and national average.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant

Board Registered Nursing

REPORT OF FINDINGS

**San Diego State University Baccalaureate Degree Nursing Program
Continuing Approval Visit: October 13-14, 2015**

NON-COMPLIANCE:

SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;**
- (2) Provision for orientation of faculty and students;**
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;**
- (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;**
- (5) Provisions for continuing communication between the facility and the program; and**
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.**

The clinical facility agreement template and executed clinical facility agreements do not address the required elements.

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

(916) 322-3350

PROGRAM NAME: San Diego State University Baccalaureate Degree Nursing Program

DATES OF VISIT: October 13-14, 2015

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR</p> <p>SECTION 1425(a) The director of the program shall meet the following minimum qualifications:</p> <ul style="list-style-type: none"> (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h); (3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and (4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or (5) Equivalent experience and/or education as determined by the board. <p>SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.</p> <p>SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.</p>	<p>X</p> <p>↓</p> <p>X</p> <p>X</p>		<p>Philip A. Greiner, DNSc, RN, Professor and Director, has served as program director since June 2012 and meets all BRN qualifications requirements.</p> <p>Marjorie Peck, PhD, RN was appointed as assistant director August 2012 and meets all BRN qualifications requirements.</p> <p>Dr. Greiner has 100% 12-month appointment for administration of the nursing programs which include the BSN program, RN-BSN program (main & 1 extended campus in Calexico), MSN program (3 concentrations with 5 specializations). An additional 5% overload time is allotted for administration of a HRSA Nursing Workforce Diversity grant. Dr. Peck is a half-time employee whose time is 100% allotted to management of the undergraduate nursing programs.</p>	

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X		Dr. Peck is BRN approved, has served in the assistant director role for three years and has demonstrated knowledge of the program in communications with the BRN related to faculty and clinical facility approvals, and curriculum revision. The authority to perform the director's duties in the director's absence is stated in the job description. The program's assistant director is appointed to the position by the program director for a two-year term. Dr. Peck will be fully retiring in December 2015 and a search is currently underway to fill the assistant director position as part of a full-time tenure track faculty position.	
SECTION 2: TOTAL PROGRAM EVALUATION				
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X		Program policies are presented in the nursing student handbook which is provided to all enrolled students. Information is also available in the university catalogue.	
(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.	X		The plan for evaluation of the total program includes all required elements and is systematically implemented. Faculty meet regularly to discuss program policies and curriculum, and data gathered as part of the program evaluation process is applied to decision-making.	
SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.	X		Steps for resolving grievance are explained in the nursing student handbook and the university catalogue.	
SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.	X		The organizational chart maps relationships, lines of authority and channels of communication with the school of nursing, and also between the school of nursing and the university, and includes all required elements.	

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.</p>	X		<p>Faculty: There are 6 tenure-track full-time faculty, 11 full-time faculty and 40 part-time faculty assigned to the school of nursing. Faculty are assigned across the various nursing programs based on their expertise. The equivalent value for only prelicensure BSN program is 3.13 tenure-track full-time faculty, 9.1 full-time faculty and 17.77 part-time faculty. Faculty time assigned to the prelicensure program is adequate in type, number and scope to meet instructional assignment needs for current enrollment level. The school is currently recruiting to fill 2 full-time tenure track positions and has received adequate qualified applications to anticipate these positions will be quickly filled. 35 faculty are approved as Instructor; 24 as Assistant Instructor. The assistant director is retiring December 2015. Retirement of 4 tenured faculty is anticipated to occur across the next five years.</p> <p>Library: Holdings include a variety of print and electronic access resources. University library staff now includes a Health Librarian who works closely with the program to ensure adequate, appropriate and contemporary nursing resources.</p> <p>Staff/Support Services: Staff include a clinical placement coordinator; lab coordinator (equipment/supplies/student staffing), 3 administrative support staff and a student assistant to provide office management and clerical support for program leadership and faculty, and three student advisors. Two emeritus faculty volunteer their time to provide student success support services.</p> <p>Physical Space/Labs/Equipment/Technology: Program offices, classrooms, labs and other spaces have been consolidated into a single area improving accessibility for students and faculty. The Health Assessment Lab (1093 sq ft) provides multiple simulators and has 8 fully equipped exam stations, and has a smart classroom system to enhance instruction. Senior students are retained as student workers to assist in the skills lab. The SON Media Lab has 32 computers with installed instructional multimedia software and printer/scanner access, and TV stations with media players for small group viewing. The media lab is staffed with a coordinator and student assistants. Additional consolidation will occur in 2017 with the relocation of the simulation center. Faculty have properly equipped office spaces and conference rooms are available. The simulation center (14,000 sq ft) is a 4 room facility with video capture, equipped with 7 hi-fidelity patient simulators (5 adult, 1 ped, 1 infant) which include a female birthing simulator. There is a simulation coordinator. Labs and classrooms have appropriate furnishings,</p>

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
			equipment and supplies. There are adequate physical plant spaces equipped with appropriate contemporary technology to support delivery of the program.
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS			
SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:	X		The program director submits requests for faculty approval as appropriate. All faculty, director and assistant director are BRN approved and meet required qualifications.
SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.	X		Tenure track faculty have responsibility for policies and procedures, planning, organizing, implementing and evaluating all aspects of the program, including curriculum. Faculty and committee meetings are held regularly.
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		[see also 1424(d)] Faculty time assigned to the prelicensure program is adequate in type, number and scope to meet instructional assignment needs for current enrollment level.
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X		Compliance with these reporting relationships is reflected in the organizational chart.
SECTION 1425(c) An instructor shall meet the following minimum qualifications:	X		All Instructor level faculty meet the BRN required qualifications.

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>(1) The education requirements set forth in subsection (a) (1).</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:</p> <p>(A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and</p> <p>(1) Completion of at least one (1) year experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.</p>				
<p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <p>(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;</p> <p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p>	X		All assistant instructor faculty meet BRN required qualifications.	
<p>SECTION 1425(c) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	N/A		CTA level faculty are not utilized.	

APPROVAL CRITERIA

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>Content experts make recommendations to the faculty for content, clinical experiences and evaluation methods. Content experts who meet minimum qualifications are identified for each of the five major content areas:</p> <p>Med/Surg: Gerilyn Herold, MSN, RN OB: Sherry Kari, MSN, FNP, CNM Peds: Kristiana Cullum, PhD, RN PMH: Terri Fitzpatrick, RN Geri: Young-Shin Lee, PhD, RN</p> <p>Specific requirements for content expert were reviewed with program leadership and faculty.</p>
<p>Section 5: CURRICULUM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		The statement of philosophy addresses required elements.
<p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	X		Faculty are responsible for instruction and the curriculum. Meetings of the faculty are regularly held to discuss program delivery and curriculum. Participation by tenure-track faculty is required but is not required for other full or part-time faculty thus attendance at meetings by those groups is less.
<p>SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p>	X		An orientation is planned and carried out for all new faculty by the assistant director or the course coordinator. An orientation manual is maintained and provided to all new faculty.
<p>SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.</p>	X		All faculty maintain clinical competency through continuing education and clinical practice or instruction.

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The curriculum includes all required elements and is informed and guided by appropriate reference resources and standards including the 2010 Institute of Medicine's - Future of Nursing, Carnegie Study on the Transformation of Nursing Education, the Quality and Safety Education for Nurses (QSEN) Competencies, The Essentials of Baccalaureate Education in Nursing. The most recent major curriculum revision was approved 10/2013 and minor curriculum revision 2015. A course "Informatics for the Nurse" is part of the required curriculum.
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		The theme of caring is operationalized in outcome statements which include concepts of nurse education, evidence-based practice, professionalism, communication, clinical reasoning, accountability, responsibility, collaboration, leadership, and participation and advocacy. These role concepts are applied to frame content delivery and evaluation of student performance.
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice. (2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication. (3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		The current approved curriculum (11/6/2013) meets all BRN requirements for units and content: Nursing 55 units (35 theory; 20 clinical) Communication 9 units Science 26 units Total Units For Licensure 90 units Other Degree Requirements 30 units Total Units For Graduation 120 units The major curriculum revision approved 10/2013 included reduction of total units for graduation from 133 to 120 units. When the program revised enrollment pattern in 2015 from admitting 80 students twice annually (Fall and Spring) to admitting 160 students all in the Fall semester, it was necessary to develop two course tracks. Each track is overall identical in courses and units but sequencing of courses varies somewhat between the tracks. This allowed the program to absorb the increased Fall enrollment without requiring an increase of faculty and other resources. An elective work-study externship opportunity is available to students who meet criteria.

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		Courses presenting the major content areas each have a clinical component which is completed concurrently with the theory component. All elements of required instructional content are addressed in the curriculum.
SECTION 1426(c) The following shall be integrated throughout the entire nursing curriculum. (1) nursing process; (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; (3) physical, behavioral and social aspects of human development from birth through all age levels; (4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines; (5) communication skills including principles of oral, written and group communications; (6) natural sciences including human anatomy, physiology and microbiology; and (7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X		The required elements are represented across the entire nursing curriculum as reflected in individual course descriptions and learning outcome statements.

APPROVAL CRITERIA

WORK COPY

APPROVAL CRITERIA	Compliance	Non-Compliance	COMMENTS
	<p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <ul style="list-style-type: none"> (a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: <ul style="list-style-type: none"> (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: <ul style="list-style-type: none"> (A) An active, clear license issued by the board; and (B) Clinically competent and meet the minimum qualifications specified in section 1425(c); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: <ul style="list-style-type: none"> (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; <ul style="list-style-type: none"> (1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. 	X	

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>(2) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>				
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(3) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		<p>The BRN approved curriculum reflects calculation of units consistent with this requirement. Course of instruction is presented in semester units.</p> <p>At least 75% of clinical hours are conducted in direct patient care settings. Simulation currently used primarily in Med/Surg. Peds is beginning to use simulation and conducts some scenarios in collaboration with students from the Social Worker program. Senior students in the Leadership course participate in a multidisciplinary simulation exercise conducted at the University of California San Diego medical school. The program plans to increase faculty skills for simulation and increase use for instruction other content areas, and plans in the future to add the use of standardized patients and increase multidisciplinary involvement.</p>	
<p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p>	X			

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.	X		Records are maintained for preceptors who oversee student externships and NURS498 Cooperative Education Supervised Practice and NURSE499 Special Study clinical experiences.
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X		BRN approvals are on file for all clinical facilities utilized.
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Clinical facilities are provided course objectives and students are assigned to clinical experiences consistent with learning objectives.
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.		X ↓	The clinical facility agreement template and executed clinical Facility agreements do not address the required elements. Noncompliance: Clinical facility agreements do not address the required elements.
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency.	X			
SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.	X		Faculty work is currently underway to map concepts, progression and skills across the curriculum to ensure current content, bridging across courses of knowledge and skills, and levelling of skills, with expected completion and implementation by Fall 2016.	
SECTION 7: STUDENT PARTICIPATION				
SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to: (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities.	X		Students feel there are adequate opportunities for input. The program has an active CNSA chapter and this framework is used to ensure student representation at faculty meetings and other forums for decision-making regarding program policies and procedures, curriculum and other program delivery dimensions. A joint committee of students and faculty reviewed supplemental nursing resource materials, selected and implemented the use of Kaplan test and study support materials in 2015.	
SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS				
SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.	X		The LVN 30-Unit Option requirements are included in the program's BRN approved curriculum.	

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD</p> <p>SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p>	X		<p>Program graduates' NCLEX outcomes have been consistently above the BRN minimum required threshold as well as above state and national average.</p> <p>2010-11 92.83% (265) 2011-12 88.38% (198) 2012-13 87.97% (158) 2013-14 90.98% (122) 2014-15 92.72% (151)</p>	
	n/a			
	n/a			
	n/a			

	Compliance	Non-Compliance	COMMENTS
<p>SECTION 11: CHANGES TO AN APPROVED PROGRAM SECTION 1432</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(5) Notify the board within ten (10) days of any:</p> <p>(6) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(7) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(8) Change in location.</p> <p>(9) Change in ownership.</p> <p>(10) Addition of a new campus or location.</p> <p>(11) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>	<p>X</p>		<p>The program has communicated with the BRN as required.</p>



SAN DIEGO STATE
UNIVERSITY

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December 14, 2015

Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
California Board of Registered Nursing

Dear Ms. Moody,

Thank you and your Board of Registered Nursing (BRN) visit team for your time and effort. We are in agreement with the report regarding the pre-licensure program. The area of non-compliance, "SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;
- (2) Provision for orientation of faculty and students;
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
- (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;
- (5) Provisions for continuing communication between the facility and the program; and
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

The clinical facility agreement template and executed clinical facility agreements do not address the required elements." has been addressed.

We received internal San Diego State University approval for an Addendum to our Service Learning Agreement (MOU) that contains the BRN required language, which you approved, and we have sent the Addendums to each clinical agency on our approved BRN list. We expect to receive these signed addendums back in January 2016. I will be monitoring the responses and will confirm when all signed Addendums are received. A copy of the addendum is attached.

I do take issue with the two area of recommendation in the report regarding our graduate Nurse Practitioner programs that referred to "inadequate released time for administration" and to the "need for more staff support for the track coordinators". I was not asked about these two issues during the site visit. As Director of the School of Nursing, I have taken these faculty concerns to the Dean, College of Health & Human Services. These two track coordinators currently carry a smaller student load than do faculty in similar positions within the college and are not being held to the scholarly productivity standards of these other tenured faculty. Therefore, the Dean feels, as do I, that they have the necessary time available to them for administration and she is

unwilling to provide any additional released time for administration. Regarding the second item, there are four staff available for support of these two track coordinators. The availability of these staff is well-known by the track coordinators, but the track coordinators have not chosen to use their services. The track coordinators do need to schedule their work requests into the staff workload, something the track coordinators have been unwilling to do. Currently, there is more than sufficient staff support for these two roles.

Thank you for the opportunity to address these concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Philip A. Greiner".

Philip A. Greiner, DNSc, RN
Professor and Director

Service-Learning / Affiliation Agreement Amendment
University and Learning Activity Site / Agency

This 1st Amendment is made and entered into on December 14, 2015 and amends that certain Service Learning Agreement Number 40xxxxxx, dated _____ (“Agreement”), by and between _____ and San Diego State University “University”. All terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise specifically defined herein. Whenever the terms of this Amendment are inconsistent with the Agreement, the terms of this Amendment shall be controlling.

The Agreement is hereby amended as follows:

1. Attachment A: California Board of Registered Nursing (BRN/CA) Requirements, consisting of six (6) pages.
2. Other than the modifications set forth above, the Agreement remains unchanged.

The parties acknowledge they have read the referenced Agreement and this Amendment, understand them, and agree to be bound by their terms and conditions.

**LEARNING ACTIVITY SITE / AGENCY
UNIVERSITY**

SAN DIEGO STATE

5500 Campanile Dr.
San Diego CA 92182

Authorized Signatory

Department Chair

Print Name

Print Name

Date

Date

Street Address

Associate Dean

City State Zip

Print Name

Email

Date

Phone

Contract and Procurement Management

Fax

Print Name

Date

Amendment to Service Learning / Affiliation Agreement SDSU School of Nursing

The California Board of Registered Nursing (BRN/CA) requires the following in School of Nursing (SON) Service Learning and Affiliation agreements for student placements. The BRN/CA state requirements are listed below. Please check or fill in blanks for each item.

1. There is assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (SDSU School of Nursing Baccalaureate Program objectives are referenced on pages 3- 4).
 - a. _____ (Agency/Facility Name) is willing and able to provide an appropriate learning environment for undergraduate students as evidenced by students being permitted to provide care for patients under the supervision of their faculty. SDSU School of Nursing (SON) is responsible to assure student readiness to be in the setting and to provide qualified faculty supervision.

2. Provision for orientation of faculty and students;
 - a. _____ (Agency/Facility Name) provides orientation information for students and faculty either through the San Diego Nursing and Allied Health Service-Education Consortium website or through their own education department. _____ (Yes/No)

 - b. Faculty may arrange for their own on site orientation to the assigned clinical areas by contacting the organization's education liaison at: (Yes/No and contact, if Yes)

3. A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
 - a. Facility staff are responsible to permit faculty and students access to the work area to select patients with appropriate staff input, and to answer questions and provide direction to faculty and students regarding policies, and resources. If at any time departmental leadership (clinical or managerial) deem a situation to be inappropriate for student involvement, the SDSU clinical faculty person should be so informed. Faculty will withdraw the student from the situation.

4. Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients;
 - a. Are there adequately prepared staff in adequate numbers to care for the patient populations served in your facility (facilities)? _____ (Yes/No)

 - b. As evidenced by continued Joint Commission accreditation _____ (Check, if appropriate) and/or CA Department of Public Health licensing. _____ (Check, if appropriate)

5. Provisions for continuing communication between the facility and the program; and
 - a. The SDSU School of Nursing (SON) Placement Coordinator communicates the placement needs and requests for the SDSU SON each semester through the San Diego Nursing and Allied Health Service-Education Consortium. The SDSU SON placement coordinator communicates with each facility's education liaison in order to verify placement availability, number of students, and to notify the facility who the faculty are that will be in the facility.
 - b. Faculty are expected to notify the person in charge of the department when they are on the unit/in the department and to communicate anticipated student activities for that day. The SDSU SON Placement Coordinator and/or the Associate Director of the SDSU SON are available to talk with facility leadership, education liaisons whenever desired.
6. A description of the responsibilities of faculty (Clinical Instructors) assigned to the facility utilized by the program are referenced on pages 5-6.

SDSU SCHOOL OF NURSING
Student Learning Outcomes: Baccalaureate Program
(approved by Faculty 10/15/13)

1. Applies an integrated liberal educational experience in personal and professional development.
Examples of potential evidence include: Noting developmental and/or cultural differences in planning nursing care; or incorporating knowledge of the political process in lobbying for a health care policy change. These could both be documented in student portfolios.
2. Demonstrates the central professional value of caring by delivering compassionate, safe, appropriate and culturally sensitive care.
Examples of potential evidenced include: Acceptable completion of a patient care assignments in clinical labs. Graded care plans articulating the planned care and faculty notation of student completion of the care.
3. Consistently uses communication, assessment, contextual knowledge, clinical reasoning, and evidence in the delivery of nursing care.
Examples of potential evidence include: Documented plans of care for patients assigned. Plans of care validated for appropriateness by faculty. Appropriate student responses to significant changes in the condition of patient(s), documented by student and faculty.
4. Demonstrates accountability for professional values and standards of nursing practice in a variety of settings among diverse populations.
Examples of potential evidence includes: Articulates in a course paper, the relationship between written professional standards and the practice witnessed by the student. In a paper or journal articulates what values guided the planning and implementation of care for an individual, family or population.
5. Accepts responsibility for professional growth and learning in consonance with the emerging roles of the nurses in a changing society.
Examples of potential evidence includes: Completion of course work, preparation course or discussion group for NCLEX examination, applying for work in an organization supportive of nursing development through a residency program. Active participation in California Nursing Student Association (CNSA).
6. Demonstrates effective collaboration skills when interacting with patients families, populations, and interdisciplinary healthcare teams.
Examples of potential evidence include: Planning and completing a community assessment with nurses and one or more members of other disciplines; Planning and implementing a plan of care for an individual working with the patients and 1 or more members of their significant group. Planning, gathering supplies for, and executing an international trip during which care is provided to a population by a team of people.

7. Demonstrates leadership within local, national, and global healthcare.
Examples of potential evidence include: participation in local, national, or global professional organizations such as CNSA, SDSU Associated Student Organization, Global Care Brigades, local, state or national government, or work related governance groups.

8. Develops an awareness of, participates in, and/or advocates for social, economic, and political issues that affect healthcare.
Examples of potential evidence include: Participation in an organization that develops, implements, markets, and/or lobbies for initiatives that influence health care at the local, national or international level. Such activities could be documented in student portfolios, on YouTube, and/or in the University newspaper.

Clinical Instructor Description
SDSU School of Nursing
Qualifications:

Required: Valid, current Registered Nurse license in California. Masters in Nursing or related field. Experience and documented expertise in the clinical area in which she/he is teaching. Teaching experience (may be in service or academic settings).

Preferred: Certification in area of clinical specialization.

Role/Definition:

The clinical instructor is responsible for overseeing students in clinical settings as they practice the nursing content and concepts they are learning in the theory portion of their classes. Supporting students in the development of critical thinking skills, assessment, planning, patient care, evaluation of care, and professional communication is central to this role. The clinical instructor is a role model for students on how to work with patients and communicate with other healthcare professionals. The clinical instructor is expected to provide clear and accurate feedback to students in order for students to develop an understanding of what they are doing well and what requires improvement and additional learning.

Requirements and Expectations for Clinical Faculty

1. Clinical faculty are expected to contact the agency they will be teaching a clinical lab at to complete orientation to that clinical agency prior to the start of the semester. Be advised that some agencies have an extensive orientation for faculty.
2. Clinical faculty shall abide by, and stay abreast of, all policies at the clinical agencies where they are teaching and all policies of the SDSU School of Nursing.
3. For all non-precepted courses, faculty must be at the institution when students are there providing care. Clinical faculty are expected to remain on the patient care units with students.
4. For courses where the students are working with preceptors, faculty must follow the SON requirements for supervising those students specific to the number and frequency of site visits and conferences/seminars with the entire clinical group. A minimum of two visits to preceptors and students is required each semester.
5. Clinical faculty are expected to know the sequence of the lecture content for their course so as to be able to appropriately reinforce those topics during the student's clinical experience. Clinical faculty are also expected to follow the specifications for the clinical experience and course grading outlined in the course syllabus and to attend course-specific faculty meetings.
6. Clinical faculty are expected to complete a course specific student evaluation form (each course will have the clinical evaluation form in the course syllabus. See course coordinator) on each of their students at midterm and at the end of the semester. Student evaluations should be a fair appraisal of the student's clinical performance (good and bad), are to be discussed with the student in detail, and must be turned in to the course coordinator on time. In the event a student is not performing at an acceptable level, clinical faculty are expected to develop a Clinical Performance improvement plan with input from the course coordinator, discuss the plan with the student, follow-up weekly on plan progress.
7. Clinical faculty are to keep the course coordinator abreast of any concerns about student performance or behavior and any untoward events that occur during the clinical experience. Clinical faculty are also to keep the course coordinator informed of any site-specific issues that may influence the student experience or the achievement of course outcomes.

8. Clinical Faculty, part time and full time, are encouraged to be at the faculty meetings and at in-service meetings held during administration week and finals week.
9. Clinical Faculty should be aware how their clinical course fits in with the overall curriculum.
10. Clinical Faculty are required to complete the same background check, drug screen, CPR, and Immunization requirements as the students.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.2
DATE: January 14, 2016

ACTION REQUESTED: Vote On Whether To Recommend Continuation Of Approval For Evergreen Valley College Associate Degree Nursing Program

REQUESTED BY: Susan C. Engle, Nursing Education Consultant

BACKGROUND: Antoinette Herrera, RN, MSN, EdD, Dean of Nursing & Allied Health was approved as director July 1, 2013. Felicia Mesa RN, MS, CNS was appointed assistant director March 23, 2015. Maureen Adamski RN, MS was appointed assistant director September 4, 2012.

A regularly scheduled continuing approval visit was conducted by this consultant and Dr. Carol Velas October 19-21, 2015. The program was found to be in compliance with BRN rules and regulations. Two recommendations were given in the areas California Code of Regulations (CCR) 1424 Administration & Organization of the nursing program (b) the policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students and CCR 1425 (f) (A) content expert continuing education units are to be completed and documented. Details of the visit are found in the Consultant Approval Report for Continuing Approval Review and the Report of Findings. The program submitted a progress report to address the recommendations.

The program has dedicated and knowledgeable faculty. NCLEX pass rates for the past five academic years are above the BRN standard. Administration is supportive of the program. Clinical experiences are consistent with the program objectives.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Susan C. Engle MSN, RN
Nursing Education Consultant

REPORT OF FINDINGS

EVERGREEN VALLEY COLLEGE

CONTINUING APPROVAL VISIT

October 19-21, 2015

NON-COMPLIANCE: None

RECOMMENDATIONS:

California Code of Regulations (CCR) 1424 Administration & Organization of the nursing program

(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.

- Ensure policies and procedures received by students are consistent in the syllabus, the student handbook, faculty handbook and the college catalog.

(e) The director & assistant director shall have sufficient time for the administration of the program

- Revise assistant director job description to include expanding responsibilities
- Evaluate assistant director assignment to ensure sufficient time is dedicated for the administration of the program
- Revise the program coordinator job description to be in compliance with the administration of the nursing program

CCR 1425 (f) (A) content expert continuing education units are to be completed and documented

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 09/13)

(916) 322-3350

PROGRAM NAME: Evergreen Valley College AND program

DATES OF VISIT: October 19-21, 2015

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR				
SECTION 1425(a) The director of the program shall meet the following minimum qualifications:	X		Antoinette Herrera, RN, MSN, Ed.D. Dean of Nursing & Allied Health Approved July 1, 2013 Other programs: family consumer studies, CNA, HHA, health education	
(1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration;	X			
(2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h);	X			
(3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and	X			
(4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or	X			
(5) Equivalent experience and/or education as determined by the board.	n/a			
SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Felicia Mesa RN, MS, CNS appointed March 23, 2015 Maureen Adamski RN, MS appointed September 4, 2012	
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		Director has 100% release time Assistant directors have 17% and 5% release time respectively	
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X			
SECTION 2: TOTAL PROGRAM EVALUATION				
SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.	X			

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p> <p>SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.</p> <p>SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p>	X			
<p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.</p>	X		Grant funding	
<p>SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS</p> <p>SECTION 1425 All faculty, the director, and the assistant director shall be approved by the board pursuant to the document, "Faculty Qualifications and Changes Explanation of CCR 1425 (EDP-R-02 Rev 02/09), which is incorporated herein by reference. A program shall report to the board all changes in faculty including changes in teaching areas, prior to employment of or within 30 days after termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02, Rev 02/09) and Director or Assistant Director Approval form (EDP-P-03, Rev 02/09), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:</p>	X		Faculty approvals complete & on file	
<p>SECTION 1424(g) Faculty members shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the program.</p>	X		Documented in faculty, curriculum meeting minutes	

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.	X		Ratio FT:PT faculty adequate in type and number to develop and implement the program.	
SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.	X			
SECTION 1425(c) An instructor shall meet the following minimum qualifications: (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing.	X X X X X			
SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications: (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;	X			

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>(2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by:</p> <p>(A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or</p> <p>(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.</p>	X			
SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.	n/a		At the time of the 2015 continuing approval visit, the program did not have any CTAs.	
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X X X X		Med-Surg: Nancy Lin OB: Susana Machado Peds: Patricia Braun Geriatrics: Susan Wetzel MH/psych: Barbara Tisdale	
Section 5: CURRICULUM				
SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure.	X			

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.				
SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.	X			
SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.	X			
SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.	X			
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X			
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		Consider major curriculum revision including contemporary nursing practice setting objectives (IOM, primary care, etc)	
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas:			EDP-P-06 revised (17.5 week semester compressed into 16 weeks/semester)	
(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.	X			
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.	X			
(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X			

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X			
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum.				
(1) nursing process;	X			
(2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;	X			
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X			
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X			
(5) communication skills including principles of oral, written and group communications;	X			
(6) natural sciences including human anatomy, physiology and microbiology; and	X			
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X			

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 1426.1 PRECEPTORSHIP</p> <p>A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p>			
(a) The course shall be approved by the board prior to its implementation.	X		
(b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following:	X		
(1) Identification of criteria used for preceptor selection;	X		
(2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities;	X		
(3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements:	X		
(A) An active, clear license issued by the board; and	X		
(B) Clinically competent and meet the minimum qualifications specified in section 1425 (e);	X		
(C) Employed by the health care agency for a minimum of one (1) year; and	X		
(D) Completed a preceptor orientation program prior to serving as a preceptor;	X		
(E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off.	X		
(4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses:	X		
(A) The frequency and method of faculty/preceptor/student contact;	X		
(B) Availability of faculty and preceptor to the student during his or her preceptorship experience;	X		
(1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship.	X		
(2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity.	X		

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for precetorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X			
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X			
<p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p> <p>SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p>	X			
	X			

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X			
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X			
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:	X			
(1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;	X			
(2) Provision for orientation of faculty and students;	X			
(3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;	X			
(4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;	X			
(5) Provisions for continuing communication between the facility and the program; and	X			
(6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X			
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X			
SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria: 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency.	X			

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.				
SECTION 7: STUDENT PARTICIPATION				
<p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ul style="list-style-type: none"> (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities. 	X		Documented in curriculum meeting minutes. Student representatives attend meetings to participate in program decisions.	
SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS				
<p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X			
<p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p>	X		Objective counseling is made available to the LVN applicant.	

APPROVAL CRITERIA

			COMMENTS	WORK COPY	
	Compliance	Non-Compliance			
<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	X		N005 Role transition course not required for LVN 30-unit option.		
	X				
	X				
<p>SECTION 9: PREVIOUS EDUCATION CREDIT</p> <p>SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X				
<p>SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD</p> <p>SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p>	X		2011-2012 83.33% 2012-2013 90.77% 2013-2014 81.48% 2014-2015 94.34%		
	X				
	X				

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 11: CHANGES TO AN APPROVED PROGRAM</p> <p>SECTION 1432</p> <p>(a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>	<p>n/a</p>		

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.3
DATE: January 14, 2016

ACTION REQUESTED: Vote On Whether To Recommend Continuation of Approval For Fresno City College Associate Degree Nursing Program

REQUESTED BY: Shelley Ward, Nursing Education Consultant

BACKGROUND: Stephanie R. Robinson, RN, MHA is the Program Director.

The Board rendered the following action at its February 5, 2015 meeting: Defer action to continue approval of Fresno City College Associate Degree Nursing Program.

The action was determined subsequent to a scheduled continuing approval visit conducted on September 24-26, 2014, related to a continuance of non-compliance with CCR Section 1431 NCLEX examination outcome.

BRN NCLEX Pass Rates First Time Candidates Report:
2013-2014 – 65.82% (354 taken, 233 passed)
2014-2015 – 67.30% (367 taken, 247 passed)

The program submitted actions plans to address and improve outcomes since the findings were first reported to the Board. The most recent dated 9/1/15 and 12/3/15 are attached. An interim visit was conducted on 10/27/15 to determine progress toward resolution of examination outcomes.

The program has identified and taken consistent actions related to determination of specific variables that have been determined as contributing to the outcomes, and has complied with Board policy related to the finding. The BRN NCLEX Pass Rates First Time Candidates Report in 2015-2016 (July-Sept.) is 80.43 % (92 taken, 74 passed).

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Shelley Ward, MPH, RN
Nursing Education Consultant

Fresno City College
RN Program progress in improving NCLEX-RN Pass Rates
Submitted by Stephanie R. Robinson, Director of Nursing, RN Faculty

This progress report is intended to inform the Board of Registered Nursing (BRN) Education Committee of the efforts that the Fresno City College RN Program had put forth to improve upon the NCLEX-RN Pass Rates. Meeting to be held on October 8, 2015, with the final quarter NCLEX examination scores below the 75% pass rate (67%) for 2014-2015.

Ongoing/Current Work by the RN Program:

1. The faculty is following the NCSBN NCLEX test plan in developing paper and computer tests that more closely reflect a balance of questions in the percentages that are documented in the plan. Course exams and finals are also being reviewed and edited by peer instructors for validity, clarity, and design, as needed, before being given to students.
 - a. The yearly National Council for State Board of Nursing report is purchased and allows for a comparison benchmark of the nursing program's performance on a yearly basis. The faculty can then review this performance based upon the nursing curriculum by mapping of curriculum content to the NCLEX-RN outcomes. The nursing curriculum will then be evaluated based upon student performance by the identified Content Experts of the Nursing Department and the RN Department Curriculum Committee.
 - b. A test template is being designed, by the faculty, to reflect NCLEX level of questions and the number of types of questions desired for each semester level (multiple choice, calculations, sequence, figures etc). Faculty has been working and will continue to work on identifying trends and analyzing ways to improve upon the identified areas of concern. ATI Content Mastery Examinations and the RN Comprehensive Predictor will be utilized to obtain details of student performance from 1st semester thru the 4th semester.
2. A formal orientation process for newly hired faculty has been implemented. Dr. Diane Benefiel is the "Point Person" to assist with the orientation and continued resources for new faculty. She has put together an orientation plan including a checklist for standardization of orientation topics, she is a contact/resource to the nursing faculty to point new faculty in the right direction during their new assignments, is updating the orientation manual, and has developed tutorials for Blackboard and Web Advisor. The department chair and the RN program's assigned Faculty Content Experts will be used to assist with curriculum implementation.

Past work:

1. The LVN to RN Articulation application requirements for enrollment has been changed to allow for a better prepared student in preparation for the NCLEX-RN Examination. The following elements have been implemented:
 - a. Enrollments for the C6/TAACCCT will be reduced from 180 students enrolled per year from Fall 2012 to Fall 2014 to one year enrollments will occur with 24 students starting in the Summer 2016.
 - b. LVN to RN Program changed the requirement to have the TEAS V pass rate of 62%, which started in the Fall of 2014. This TEAS V test requirement was set as a standard to assess Basic Skills (Reading, Writing, Math, and Sciences) prior to entry into the RN program.
 - c. The minor curriculum change occurred for the Transition Courses-(RN 101 Theory Transition Course and RN 102 Transition Skills Lab), which extended the number of weeks from 6 weeks to 10 weeks to allow an increased period of instruction for student comprehension of course content. Enrollment will be in the Summer of each year starting with the Transition Courses.
 - d. These highly recommended courses are not mandatory, but additional courses that were created for the LVN to RN student: RN-205 and RN-206 for the LVN to RN are Maternity/Pediatric courses with 18 lecture hours (9 LHE Pediatrics and 9 LHE Maternity Nursing) and 36 hours simulation. Simulation will occur for pre-, intra-, and post-partum, as well as for a pediatric developmental assessment and common pediatric illness simulation.
 - e. All general education, pre-requisites, and the LVN license are to be completed prior to the lottery selection.

Fresno City College
RN Program progress in improving NCLEX-RN Pass Rates
Submitted by Stephanie R. Robinson, Director of Nursing, RN Faculty

2. Flex Day activity from Spring 2015 session:
 - a. Description of activity: Celebrating Best Practice
 - i. Review highlights from Workshop on January 8, 2015
 - ii. If nothing changes, then nothing changes.
 - iii. Do things differently
 - iv. Changes begin with leadership
 - v. A sense of urgency drives a shared vision
 - vi. The need for courageous conversations.
 - vii. Shared struggle can lead to good results.
 - viii. How do we create a village between faculty?
 - ix. We are smarter/stronger together than apart.
 - b. NCSBN: Prioritization and Management of Care are key issues
 - i. Increase emphasis on skills and clinical. Bring in the connection to theory.
 - ii. Review Brett Hood's clinical pathway to reinforce learning. More organized because critical thinking and multidisciplinary questions help students to work through the process of critical thinking.
 - iii. Consider increasing "*select all that apply*" questions in theory testing.
 - iv. Failures from Spring 2015 will wait to start again in the Fall 2015 semester.
 - v. Diane Benefiel is assigned as Point Person for new faculty. Before new faculty can receive assistance, they must have employee ID#, email and blackboard account, and Web Advisor access. If emailing adjuncts nursing office will include Diane in the email and should not start working until oriented.
 - vi. Department chair to review the syllabi for the faculty and adjuncts.
 - vii. Adjuncts have been added to the Blackboard FCC Nursing Department site.
 - c. Faculty theory instructors assigned as Content Experts are to ensure the curriculum is implemented based upon the approved curriculum by the BRN.
 - d. FLEX DAY Best Practice Content Spring 2015: First Semester:
 - i. Reviewed 4 scenarios / midterm and final.
 - ii. Timed: What is wrong, assessment
 - iii. Debriefed about success and failure
 - iv. Use test cover sheet.
 - v. Bingo Nurse and care plan races.
 - vi. RN-202: Residue of memory puzzle reading.
 - e. Second Semester:
 - i. Computer Exams
 - ii. Use Keith RN for theory
 - iii. Google Exams
 - iv. Concept Maps - Written and Oral
 - v. 1-3 Care plans
 - vi. Prep-sheets for written preparation
 - vii. Google voice
 - f. Third Semester
 - i. Test bank usage? Change questions and use markers to identify. (Every 5th question)
 - ii. Increased the percentage of select all that apply.
 - iii. Use generic names like NCLEX.
 - iv. Share medication list with pharmacology.

Fresno City College

RN Program progress in improving NCLEX-RN Pass Rates

Submitted by Stephanie R. Robinson, Director of Nursing, RN Faculty

- v. Technical resources to deliver content, application in class.
 - vi. Online adaptive quizzes
 - vii. Care studies
 - viii. Collaborative leaning techniques: limit lecture. Make large classroom into smaller groups.
- g. Fourth Semester
- i. Using hospital order sets in skills
 - ii. Group quizzes
 - iii. Select all that apply in each exam.
 - iv. Case studies
 - v. Concept mapping
 - vi. Clinical judgment - clinical
 - vii. NCLEX 201 coincides with RN-61
3. Flex Day activity for specific Laerdal Simulation Training was August 14 & 15, 2015. Training was provided by Laerdal Staff to the RN faculty to improve Student Learning Outcomes through hands on simulation scenarios. The third and fourth semester faculties have dedicated time in the skills lab for simulation to occur based upon established objectives in the nursing curriculum. The educational workshop trained six faculty instructors and one adjunct faculty member in the use of the new SIM Man 3G in the Health Sciences Skills Lab.
- a. During the SIM Man 3G training, the faculty were divided into 2 teams and practiced structured simulation scenarios that allowed them to understand and demonstrate focused student learning objectives in the FCC nursing curriculum. The faculty was also trained to develop specific activities that would assist in integrating critical assessment, clinical reasoning and nursing skills needed to deliver and practice safe and effective nursing care. The planned increase use of the 5 simulators (3 adult and 1 children high fidelity mannequins) in 2015-2016 will assist nursing instructors in also preparing students to apply the nursing process in a controlled risk free environment. The faculty believes that the clinical simulation will also enhance the graduate nurse's ability to better answer NCLEX questions regarding prioritizing, delegating and managing patients in health care environments. Presently, the faculty teams in each semester, plan simulation activities that correlate with their current theory content.

Future Planning for the RN Program:

1. The Multi-Criteria Screening Committee has developed criterion for screening students into the program with faculty, counselors, staff, and leadership. The California Community College State Chancellor's Office Criteria will be followed and the RN Program at Sacramento City College was the model reviewed before implementation. The RN Policy and Procedure Committee will work with assigned staff to review potential options for the point values of each criterion and the cut score. Data Analysis on past RN student performance has been obtained from the Fresno City College (FCC) Institutional Review Board Director- Lijuan Zhan. She pulled results related to the Multi-Criteria Screening elements for FCC students enrolled from Spring 2010 to Fall 2014 and the NCLEX-RN examination first time pass or fail rates. Lijuan Zhan, Director of Institutional Research, Assessment, & Planning at Fresno City College has assisted the nursing program in researching the information necessary for analysis of areas of strengths and weakness informing leadership and faculty of results. A formal timeline has been set to implement the Multi-Criteria Screening process in the Spring of 2017.
2. A formal Action Plan was submitted to the Fresno City College Strategic Planning Committee based upon a need for a Simulation Technician to assist the RN Faculty in setting up, running, and removing equipment on a day to day basis for improved student learning outcomes. The objective is to modify the current Nursing Skills Resource Assistant (2113R2810NSR) to a Simulation Technician to increase the usage of High Fidelity Simulation with the RN faculty to have oversight of instruction to meet established objectives of courses assigned to the skills lab.

Faculty Meetings for the RN Department:

October 14, 2014

1. Students in the nursing program to be selected by semester for representation on the following committees: a) RN Faculty Meeting, b) Curriculum Committee, c) Policy and Procedure Committee, d) Student Success/Program Review. The Student Nurses Association will be asked to find representation to participate on these committees.
2. TEAS V Testing is required of all nursing students with a 62% pass rate for the application to the RN Program. The application period is from September 15, 2014 through February 6, 2015. The TEAS V 62% requirement needs to be added to the curriculum as a requirement for application to the program.
3. Website for the RN program will be updated to meet the programs requirements. A group will review and provide feedback to make sure the site is up to date with current information. Brett Hood, RN Faculty and Janine Gonzales, Nursing Counselor will lead the efforts in this project.
4. Multi-screening Committee begins their work for selection criteria used by Sacramento City College with the Policy and Procedure Committee.
5. Student Success and Program Review support the remodel of the Loma Linda Room within HS-240 to a simulation room using Laerdal Sim Man Essential mannequins.
6. Product review of ATI, Elsevier and Kaplan to be completed next week with the RN Faculty to decide on what will be used for student success that would start in the Fall 2015.
7. The NCSBN reports from the last two years were provided to the RN Faculty to review based upon performance of the RN students taking the NCLEX-RN examination.
8. The Transfer/International Panel RN Faculty was selected for candidate review. The team will be Eileen Gonzalez, Gretchen Ezaki, Helen Hubbard, and Stephanie Robinson. Potential candidates were reviewed on October 20, 2014 with 12 candidates chosen.

November 18, 2014

1. The Summer 2015 session will be optional for all entering the 2nd, 3rd, and 4th semesters. The RN program will accept forty 1st semester applicants.
2. A formal Performance Improvement plan was submitted to the BRN for the Areas of Non-Compliance related to the September 24 through 26, 2014 visit. A face to face meeting will occur on January 8, 2015 with the Education/Licensing Committee.
3. Multi-screening criteria sub-committee will be working on the specifics of the criteria and will provide items to Lijuan Zhan to run in a retrospective study on passed enrolled RN students who have taken the NCLEX-RN Examination. This study was requested by Tony Cantu, President of Fresno City College.
4. NCLEX-RN pass rate report was presented and is below the 75% minimum standard. Faculty are asked to review the NCSBN reports, the ATI Content Mastery Examinations, and the RN Comprehensive Predictor to identify areas requiring further instruction to our nursing students.
5. Reviewed the Summer 2014 and Fall 2014 RN Program Survey from our nursing students. Faculty to work together to support students and each other.
6. The Policy on Failed Students to be revised and implemented in Fall 2015 to allow for student notification of the new policy.

November 15, 2014

1. The Pros and Cons were reviewed for the vendor selection for supplemental instruction from Elsevier, Kaplan, and ATI Vendors. The faculty voted to implement Elsevier for the Fall 2015.

Fresno City College
RN Program progress in improving NCLEX-RN Pass Rates
Submitted by Stephanie R. Robinson, Director of Nursing, RN Faculty

December 9, 2014

1. Formal presentation occurred from Lijuan Zhan, Director of Institutional Research to present the Multi-screening Criteria results from the past with the following criteria:
 - a. NCLEX - first attempt only from 2010 to 2014 (1,429)
 - b. TEAS – match only 807 students
 - c. GPA in Science – match 1024 students
 - d. GPA in other prerequisites – match 980 students
 - e. Have all above data elements – 627
2. Flex Day activity in January 2015 to include the how to use the NCSBN Reports by Pamela Vogel and Diane Benefiel.
3. Total Program evaluation will be updated by Stephanie Robinson and Assistant Director Elizabeth Day on a yearly basis to support the RN Programs data presented.

January 13, 2015

1. The RN application period will be limited to one month from September 1, 2015 to September 30, 2015 to then have the lottery selection for the Spring, Summer and Fall 2016 candidates for the RN Program (SP15 & FA15) and the LVN to RN Program (SU15). The RN Program website will be updated with the most current information.

February 10, 2015

1. The Total Program Evaluation will be added to the Student Success and Program Review Committee with the Director and Assistant Director on the committee. An action plan for the various data elements being collected will need to occur for the RN program. Program Surveys from students, Alumni Survey, Employer Survey, NCLEX-RN Results and Multi-screening Outcome data.

March 10, 2015

1. Mandatory ATI Review for "At Risk and "Need Improvement" All students will attend the mandatory occur for 3rd and 4th semester students for success in taking NCLEX-RN.
2. A scheduled training session for Reading Comprehension for student success will be available to the faculty to take this course.
3. Application transition was presented to look at moving from the Lottery Selection to the Multiscreening process with a potential implementation of the Spring 2017. Students in the lottery at this time are at approximately 800 to 750. Notification to the nursing students would need to occur in the Fall of 2015 to allow for the transition of selection process. Only two attempts will be allowed on the TEAS V examination starting in the Fall 2015 selection process for lottery.

April 14, 2015

1. Review of the 3rd Quarter NCLEX-RN Pass rates are below the 75% minimum standard. The ATI Pulse reports were presented to the faculty with average probability of the nursing student to pass the NCLEX-RN examination based upon the TEAS V Exam, Content Mastery Examinations (Foundations, Pharmacology, Maternal Child, Pediatrics, Adult Medical-Surgical, Mental Health), and the RN Comprehensive Predictor. The report provides a profile of student performance and the "Average Possibility of Passing the NCLEX-RN Examination. Student performance can be evaluated based upon areas not meeting expected course content.

Fresno City College
RN Program progress in improving NCLEX-RN Pass Rates
Submitted by Stephanie R. Robinson, Director of Nursing, RN Faculty

2. NCSBN 2014-2015 report will not be available until April-May 2015 and will be sent out as soon as the report is available.

May 12, 2015

1. Students who have failed in the Spring 2015 will be enrolled in the Fall 2015. Students who have been selected for the summer have the opportunity to stay enrolled or give their position for another student to take their place. The Program Fail Policy was reviewed with the following voted upon by the faculty. PROGRAM FAIL POLICY
 - a. If a student earns two failing grades in any of the required nursing courses the student will be removed from the Fresno City College Nursing program and will not be allowed reentry as a nursing student in this college of nursing. The required nursing courses are: RN 31, RN 32A, RN 32, RN 33, RN 35A, RN 35B, RN 41, RN 42A, RN42, RN 45, RN 46, RN 51, RN 52A, RN 52, RN 53, RN 55, RN 56, RN 61, RN 62A, RN 62, RN 65, RN 66, RN 101, RN 102. (Rev 05/22/2015)
 - i. 1. Failing a lecture and clinical component together would count as one failure.
 - ii. 2. Failing a lecture and being successful in a clinical component would count as one failure.
 - iii. 3. Failing any required nursing course that does not have a clinical component would count as one failure.
 - iv. 4. Failing the medication math exam resulting in withdrawal from theory and/or clinical and/or skills in the same semester would count as one failure.

August 13, 2015

1. The remodel of the Loma Linda Room should occur Fall 2015, and thus be ready for classes with utilizing simulation.
2. The NCLEX-RN Report from July 1, 2014 through June 30, 2015 was presented to the nursing faculty: the Generic Program with a 77% pass rate, the LVN to RN program with a 30% pass rate, and the transfers with a 70% first-time pass rate. Dr. Diane Benefiel presented the ATI RN Comprehensive Predictor Results and the NCSBN report to identify gaps and areas of weakness in our nursing students' ability to respond to NCLEX-RN questions for the nursing program. Areas identified were given to the nursing faculty to review and identify which nursing course/instructor would be responsible for the identified contents and what strategies would be implemented to address the topic areas.

August 25, 2015

1. Faculty met and discussed ATI RN Comprehensive Predictor Results; in particular, low-scoring topics and items. Faculty took responsibility to address and implement strategies to address low-scoring topics and items. Will review Fall 2015 ATI results and compare findings.



Fresno City College

1101 East University Avenue, Fresno, California 93741 Phone: 559-244-2604 FAX: 559-499-6047

Allied Health, Physical Education & Athletics Division

December 3, 2015

Shelley Ward, RN, MPH, NEC
Board of Registered Nursing
P.O. Box 944210
Sacramento, CA 94244-2100

RE: Progress Report / Action Plan

Dear Ms. Ward:

Attached, please find the progress report in preparation for the BRN Education and Licensing Committee meeting on January 14, 2016 with an expected deadline of December 3, 2015. The progress report includes the following:

1. Restatement of the area of non-compliance and the NCLEX scores related to the area.
2. Restatement of the prior progress reports provided to the BRN since the area of non-compliance occurred.
3. Summary list of the major causes (variables) identified as contributing to the NCLEX examination outcomes (there were 3 or 4 that we discussed).
4. Actions taken specific to each major cause with date started, completed or pending.
5. Brief concluding statement of when sustained compliance is expected. Include the first quarter positive results and best forecast for the rest of this academic year.

Sincerely yours,

Stephanie R. Robinson, RN, MHA
Director of Nursing, Fresno City College

SRR/pw

The Board of Registered Nursing, at its February 5, 2015 meeting in Ontario, California voted the following action: "Defer action to continue approval of Fresno City College Associate Degree Nursing Program." A progress report was submitted on November 1, 2014 for the following areas: The program was found to be in noncompliance with CCR Sections 1424(h), 1425, and 1425.1(d) Faculty Qualifications; 1425.1(b) Faculty Responsibilities; 1427(c) Clinical Facilities; 1429(b) LVN 30-unit Option; and 1431 Licensing Examination Pass Rate Standard.

Recommendations were made related to CCR 1424(b)(1) Total Program Evaluation; 1424(d) Resources; 1424 Administration and Organization of the Nursing Program; 1425.1 Faculty Responsibilities; 1426(a) Curriculum; 1427(a) Clinical Facilities; and 1428 Student Participation. The program submitted a progress report in November 2014 that addressed the findings and areas of noncompliance, including a plan developed by faculty to address the low NCLEX scores which continues as an area of noncompliance.

On September 1, 2015 a second progress report was submitted for the area of non-compliance to address the low NCLEX-RN pass rate of 65.5%, which is below the 75% target.

Introduction

Fresno City College's Associate Degree Nursing Program over the last two years is below the 75% target pass rate. The tables below represent the NCLEX-RN pass rates by program with 65.5% pass rate for July 1, 2013 through June 30, 2014 and 67.3% pass rate for July 1 2014, through June 30, 2015.

Fresno City College RN Program July 1, 2013 through June 30, 2014					
Row Labels	Column Labels				
	Fail	Pass	Grand Total	1st Time Fail Percentage	1st Time Pass Percentage
	A-First Attempt	A-First Attempt			
LVN/RN	68	92	160	42.5%	57.5%
Traditional	50	138	188	26.6%	73.4%
Transfer	5	4	9	55.6%	44.4%
Grand Total	123	234	357	34.5%	65.5%

Fresno City College RN Program July 1, 2014 through June 30, 2015					
Row Labels	Column Labels				
	Fail	Pass	Grand Total	1st Time Fail Percentage	1st Time Pass Percentage
	A-First Attempt	A-First Attempt			
LVN/RN	65	68	133	48.9%	51.1%
Traditional	52	172	224	23.2%	76.8%
Transfer	3	7	10	30.0%	70.0%
Grand Total	120	247	367	32.7%	67.3%

Assessment/Recommendation

Assessments of our LVN to RN cohorts have made a significant impact upon our nursing program's performance. The following are our interventions to improve upon our program's success.

1. The LVN to RN Articulation application requirements for enrollment have been changed to allow for a better prepared student for the NCLEX-RN Examination. The following elements have been implemented:
 - a. Enrollments for the C6/TAACCCT will be reduced from 180 students enrolled per year from Fall 2012 to Fall 2014 to 24 students enrolled each year starting in the Summer 2016.
 - b. LVN to RN Program changed the requirement to have the TEAS V pass rate of 62%, which started in Fall 2014. This TEAS V test requirement was set as a standard to assess Basic Skills through tutoring (Reading, Writing, Math, and Sciences) prior to entry into the RN program. Students are referred to tutorial services located in the Health Sciences Building (HS-220) The tutors and RN educators in the nursing program assist students with medication math, writing research papers, test taking strategies, and NCLEX RN review questions.
 - c. A minor curriculum change occurred for the Transition Courses (RN 101 Theory Transition Course and RN 102 Transition Skills Lab) to extend the length of the courses from 6 weeks to 10 weeks to allow an increased period of instruction for student comprehension of course content. Transition classes will be offered in the summer of each year starting in 2016.

d. Additional highly recommended courses were created for the LVN to RN student starting in the fall 2015. RN-205 Theory and RN-206 Skills for the LVN to RN are Maternity/Pediatric courses with 18 lecture hours (9 LHE Pediatrics and 9 LHE Maternity Nursing) and 36 hours simulation. Simulation will occur for pre-, intra-, and post-partum, as well as for a pediatric developmental assessment and common pediatric illness simulation.

e. PN to RN Mobility Exam will be used to determine the placement of the LVN to RN students based upon performance with prior BRN approval of changes.

2. Summer Courses at 10 week sessions will be cancelled for the Generic Program in the future to allow a full 18 week session in the spring and fall starting in the summer 2016.

There have been a series of actions to allow for the program to improve upon the pass rates by the following:

1. All Pre-enrollments are based upon Policy and Procedures with a required TEAS V Assessment score of 62%. This policy was initiated for the LVN to RN Program in the Fall 2014. All general education, pre-requisites, and the LVN license are to be completed prior to the lottery selection.
2. Student Success Strategies include the Student Assessment Referral Program, Medication Math support, tutoring from library staff, and tutoring by part-time nursing faculty who are available early morning, evening and weekend hours. This support has been in place since fall 2012 with the assistance of grant funding.
3. Starting in the fall of 2015, the Failure Policy was changed to reflect the following: If a student earns two failing grades in any of the required nursing courses the student will be removed from Fresno City College's Nursing program and will not be allowed reentry as a nursing student in this nursing program. The required nursing courses are: RN 31, RN 32A, RN 32, RN 33, RN 35A, RN 35B, RN 41, RN 42A, RN42, RN 45, RN 46, RN 51, RN 52A, RN 52, RN 53, RN 55, RN 56, RN 61, RN 62A, RN 62, RN 65, RN 66, RN 101, RN 102. (Rev 05/22/2015)
 - a. Failing a lecture and clinical component together would count as one failure.
 - b. Failing a lecture and being successful in a clinical component would count as one failure.
 - c. Failing any required nursing course that does not have a clinical component would count as one failure.
 - d. Failing the medication math exam resulting in withdrawal from theory and/or clinical and/or skills in the same semester would count as one failure.

Conclusion

Fresno City College's RN program has taken steps to ensure compliance due to the following:

1. The failure policy may increase attrition, but should also increase those nursing students who are prepared to pass the NCLEX-RN exam

2. ATI Content Mastery Examination, the RN Comprehensive Predictor, HESI Exams, and the NCSBN yearly reports will be analyzed. Each semester faculty will review areas which have low scores to assist in improved Student Learning Outcomes.
3. Instructors to compare individual testing from course work to the ATI and HESI Examinations assigned for validity of student learning outcomes of course objectives.
4. Actions appear to be positively impacting the Fresno City College RN program success rate. First quarter NCLEX-RN pass rate for 2015 is at 80.43%.

Fresno City College RN Program July 1, 2015 through September 30, 2015 (First Quarter Data)					
Row Labels	Column Labels				
	Fail	Pass	Grand Total	1st Time Fail Percentage	1st Time Pass Percentage
	A-First Attempt	A-First Attempt			
LVN/RN	7	14	21	33.33%	66.67%
Traditional	10	59	69	10.00%	85.51%
Transfer	1	1	2	50.00%	50.00%
Grand Total	18	74	92	19.57%	80.43%

FRESNO CITY COLLEGE
 2015-2016
 10/20/15

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.4
DATE: January 14, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval of Los Angeles Harbor College Associate Degree Nursing Program

REQUESTED BY: Loretta Chouinard, Nursing Education Consultant

BACKGROUND: Lynn Yamakawa, MSN, RN is the Chairperson, Health Sciences Director and oversees Los Angeles Harbor College (LAHC) Associate Degree in Nursing and the EMT, CNA/HHA programs. She assumed this position in 2009 and has 100% release time (90% RN, 5% CNA, 5% EMT). She has worked for LAHC since 1995 in various positions. Susan Nowinski has served as ADON since August 2014 and has taught for LAHC since 2003. LAHC's Associate Degree in Nursing Program is located in Wilmington, CA and has been graduating nurses since 1963. The college is an accredited member of the Western Association of Schools and Colleges (WASC) and the Accreditation Commission for Education in Nursing (ACEN).

On November 16-17, 2015 a scheduled routine continuing approval visit was conducted at LAHC by Loretta Chouinard Nursing Education Consultant and Dr. Carol Velas, Nursing Education Consultant. There were no findings of non-compliance and no recommendations (visit is detailed in the Report of Findings and the Consultant's Report).

LAHC's Nursing program is a mature prelicensure program with experienced program leadership and faculty. In 2012, the nursing program was re-organized under the Economic and Workforce Development division and Dean. The program has continued to show evidence of support of the college administration, high student satisfaction and NCLEX pass rates, along with strong community support. LAHC enrolls 40 nursing students per semester. LAHC's Nursing Program graduates have consistently scored better than 95 percent on their first time NCLEX pass rate since 2008.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Loretta Chouinard MSN RNC
Nursing Education Consultant
(916) 330-0454

REPORT OF FINDINGS

Los Angeles Harbor College Associate Degree in Nursing Program

CONTINUING APPROVAL VISIT: November 16 and 17, 2015

NON-COMPLIANCE: None

RECOMMENDATIONS: None

**CONSULTANT APPROVAL REPORT FOR
CONTINUING APPROVAL REVIEW**

EDP-S-08 (Rev. 09/13)

(916) 322-3350

PROGRAM NAME: LA Harbor College ADN program

DATES OF VISIT: 11/16-11/17/2015

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 1: PROGRAM DIRECTOR / ASSISTANT DIRECTOR				
SECTION 1425(a) The director of the program shall meet the following minimum qualifications: (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; (2) One (1) year's experience as an administrator with validated performance of administrative responsibilities consistent with 1420 (h); (3) Two (2) year's experience teaching in pre- or post-licensure nursing programs; and (4) One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or (5) Equivalent experience and/or education as determined by the board.	X		Lynn Yamakawa, MSN, RN, Chairperson, Health Sciences Director April 2009 – present. EDP-P-03 approved and on file	
SECTION 1425(b) The assistant director shall meet the education requirements set forth in subsections (a)(1) above and the experience requirements set forth in subsections (a)(3) and (a)(4) above or such experience as the board determines to be equivalent.	X		Susan Nowinski, MSN, RN ADON August 2013 – Present. EDP-P-03 approved and on file.	
SECTION 1424(e) The director and the assistant director shall dedicate sufficient time for the administration of the program.	X		Lynn Yamakawa, MSN, RN, Chairperson, Health Sciences Director has 100% (90% RN, 5% CNA, 5% EMT) release time 12 month FT position with Susan Nowinski, MSN, RN with 20% release time 10 month position to oversee both the ADN program and the EMT, CNA/HHA programs.	
SECTION 1424(f) The program shall have a board-approved assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in the director's absence.	X		Susan Nowinski has served as ADON since Aug. 2013 and has taught at LAHC since 2003. She is knowledgeable and current regarding the Nursing program and its P&Ps. The current organizational chart depicts the chain of command and delegation of authority.	

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
SECTION 2: TOTAL PROGRAM EVALUATION				
<p>SECTION 1424(b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and objectives of the program, and shall be available to all students.</p>	X		P&Ps are present in the LAHC Catalogue, online on their website, and in the Nursing Student Handbook	
<p>(b)(1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.</p>	X		Program evaluation is performed routinely and meets requirements. This evaluation and implementation process is monitored by the College's Evaluation Committed and Continuous Quality Improvement. Currently the program is tracking, evaluating, and implementing strategies to address a higher than normal second semester and accelerated LVN option attrition rate.	
<p>SECTION 1424(b) (2) The program shall have a procedure for resolving student grievances.</p>	X		The Nursing program/college's grievance process is present in both the Nursing Student handbook and the College Catalogue. *No grievances have been filed since the last BRN visit.	
<p>SECTION 1424 (c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the program, between the program and other administrative segments of the institution with which it is affiliated, and between the program, the institution and clinical agencies.</p>	X		LAHC and Nursing program Organizational chart clearly identifies relationships, lines of authority and channels of communication within the program, college administration and affiliated clinical agencies.	

APPROVAL CRITERIA			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>SECTION 3: SUFFICIENCY OF RESOURCES</p> <p>SECTION 1424(d) The program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment including technology to achieve the program's objectives.</p>			<p>The Nursing Department – Unofficially, it is seen as a college within a college. The nursing students have an entire building that is designated to them. They have eating areas for both faculty and students, an outdoor patio, and a “pit” sitting area that is used for studying and gatherings. FT faculty have their own offices and adjunct have a shared office space. There is a space designated as a conference room and there is a small computer lab and nursing library nearby. There are multiple support staff available for the nursing students and faculty: one PT Nursing Success Advisor, one FT Nursing Instructional Assistant, one FT Simulation Technician, one 0.25 Simulation Coordinator, one Senior Office Assistant, and One PT Nursing Transfer Counselor. They have a strong student mentorship program and the have implemented Survey Monkey to assist them with student and graduate surveys.</p> <p>Campus Resources: <u>Library</u> - Program students, staff, and faculty have extensive nursing related library resources available in digital online formats. Digital resources can be accessed on and off campus 24/7/365. In the fall of 2015 the library will pilot streaming videos. The students have access to a campus library as well as a nursing specific library that is housed in the nursing building. <u>Student services</u> - include financial aid, counseling, disabled student service, veteran services, tutoring, and more. Student Health Center and Psychological Services are available for students.</p> <p>Learning Resources: Contemporary technology (hardware, software, services, resources) is in place for all aspects of program delivery and support services. Kaplan Test Prep is currently available for all Nursing students throughout their program at a cost of \$100.00. Included in this package is the 3-4 day onsite intensive review at the end of the program</p>

APPROVAL CRITERIA			COMMENTS
	Compliance	Non-Compliance	
			<p>Skills/Simulation Lab: The lab is equipped with low and high fidelity mannequins, standard hospital equipment, and an automated medication dispensing unit (Pyxis). The Simulation laboratory has recording capabilities for student scenario debriefing. The Simulator Technician and Simulation Coordinator oversee the simulation lab, supplies, work with faculty and assist students in the lab, set-up, run, and trouble-shoot ongoing needs of simulation equipment. Students have simulation incorporated in each one of the content areas and have access to open lab hours.</p> <p>Faculty: The program has a FT non-instructional Director of Nursing, 10 FT faculty and 18 PT faculty. Faculty resources are adequate to provide instruction and fulfill other faculty responsibilities to ensure effective delivery of the program as approved. The program has strong campus administration support when requesting new faculty and currently their requests are ranked #1 and #3 for position approval. They have requested an Allied health counselor to assist with admission and transfer information for incoming and current nursing students, that position was preliminarily ranked at #17.</p> <p>The college provides adequate budget for program delivery with additional funds obtained via grants to enhance the quality of student support services, faculty, equipment and supplies.</p>
SECTION 4: PROGRAM ADMINISTRATION AND FACULTY QUALIFICATIONS			

APPROVAL CRITERIA

		WORK COPY
Compliance	Non-Compliance	COMMENTS
X		Signed and approved EDP-P-02 for all Faculty members and EDP-P-03 for the ADON and DON are on file. Changes have been reported to the board prior to employment; change in assignments, and after termination. The DON tracks and ensures that each faculty member's license is clear and active.
	X	Full time and part time faculty members have primary responsibility in P&P development, planning, organizing, implementing and evaluating the program. This is demonstrated through P&P and job descriptions.
X		<p>SECTION 1424(h) The faculty shall be adequate in type and number to develop and implement the program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing required by section 1426 (d) who will be the content expert in that area.</p> <p>Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.</p>
X		<p>SECTION 1424(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director or the assistant director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.</p>
X		<p>FT = 10 + DON PT = 18 I = 11 AI = 18 CTA = 0</p> <p>They have at least one qualified instructor and Content Expert in each of the areas of nursing. All faculty stay current through CEUs, concurrent practice, instruction, and clinicals.</p>
X		Nursing organization chart, Job descriptions, and Nursing policies reflect the chain of command and a supervisory relationship.

APPROVAL CRITERIA

WORK COPY

			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 1425(c) An instructor shall meet the following minimum qualifications:</p> <ul style="list-style-type: none"> (1) The education requirements set forth in subsection (a) (1). (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: <ul style="list-style-type: none"> (A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and (3) Completion of at least one (1) year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing. 	X		Signed and approved EDP-P-02 for all Instructors are on file
<p>SECTION 1425(d) An assistant instructor shall meet the following minimum qualifications:</p> <ul style="list-style-type: none"> (1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice; (2) Direct patient care experience within the previous five (5) years in the nursing area to which he or she will be assigned, which can be met by: <ul style="list-style-type: none"> (A) One (1) year's continuous, full-time or its equivalent providing direct patient care as a registered nurse in the designation nursing area; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency. 	X		Signed and approved EDP-P-02 for all Assistant Instructors are on file
<p>SECTION 1425(e) A clinical teaching assistant shall have at least one (1) continuous, full-time or its equivalent experience in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.</p>	N/A		N/A

APPROVAL CRITERIA

			WORK COPY
	Compliance	Non-Compliance	COMMENTS
<p>Section 1425(f) A content expert shall be an instructor and shall possess the following minimum qualifications:</p> <p>(1) A master's degree in the designated nursing area; or</p> <p>(2) A master's degree that is not in the designated nursing area and shall:</p> <p>(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and</p> <p>(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.</p>	X		<p>M/S: Doris Webster, Nobeyba Ortega</p> <p>OB: Joyce Saxton, Catherine Marin</p> <p>Peds: Deborah Larson</p> <p>Psych/MH: Edie Moore</p> <p>Geriatrics: Sue Nowinski</p> <p>Content Experts meet qualifications that are specified by regulation in all areas. Discussed importance of CEUs in specialty area and the need to maintain clinical competency</p>
<p>Section 5: CURRICULUM</p> <p>SECTION 1424(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual differences of students, including their cultural and ethnic background, learning styles, goals and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.</p>	X		The program philosophy, conceptual framework, and objectives address all required curriculum elements.
<p>SECTION 1425.1(a) Each faculty member shall assume responsibility and accountability for instruction, evaluation of students, and planning and implementing curriculum content.</p>	X		See 1424(g)
<p>SECTION 1425.1(b) Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation.</p>	X		The Nursing Program has an established orientation procedure that meets requirements.
<p>SECTION 1425.1(d) Each faculty member shall be clinically competent in the nursing area in which he or she teaches.</p>	X		Clinical competence is maintained through current clinical practice and/or instruction. This is monitored and tracked by the DON and documented on the Report on Faculty in the self-study

APPROVAL CRITERIA

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	Compliance	Non-Compliance	COMMENTS
SECTION 1426(a) The curriculum of a nursing program shall be that set forth in this section and shall be approved by the board. Any revised curriculum shall be approved by the board prior to its implementation.	X		The program is following the most current BRN approved curriculum. All curriculum revisions are consistently submitted for approval to the BRN prior to implementation.
SECTION 1426(b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall be designed so that a student who completes the program will have the knowledge, skills and abilities necessary to function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet minimum competency standards of a registered nurse.	X		See 1424(a)
SECTION 1426(c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which shall include at least the following number at least the following number of units in the specified course areas: (1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18) semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter units will be in clinical practice.	X		The BRN approved curriculum meets all requirements 16 Week Semester Nursing: 37 Units (19 Theory, 18 Clinical) Total Units for Licensure: 64 Units Other Degree Requirements: 7 Units Total Units for Graduation: 71 Units
(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral, written and group communication.	X		Communication: 6 Units
(3) Related natural sciences, (anatomy, physiology, and microbiology courses with labs) behavioral and social sciences, sixteen (16) semester or twenty-four (24) quarter units.	X		Science: 21 Units
SECTION 1426(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics.. Instructional outcomes will focus on delivering safe, therapeutic, effective patient-centered care; practicing evidence-based practice; working as part of interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and management.	X		The approved BRN curriculum has all 5 required nursing areas with concurrent theory and clinical practice.
SECTION 1426(e) The following shall be integrated throughout the entire nursing curriculum. (1) nursing process; (2) basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing;	X X		All required content elements are present in the program curriculum

APPROVAL CRITERIA

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	Compliance	Non-Compliance		
(3) physical, behavioral and social aspects of human development from birth through all age levels;	X			
(4) the knowledge and skills required to develop collegial relationships with health care providers from other disciplines;	X			
(5) communication skills including principles of oral, written and group communications;	X			
(6) natural sciences including human anatomy, physiology and microbiology; and	X			
(7) related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness.	X			

			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 1426.1 PRECEPTORSHIP A preceptorship is a course, or component of a course, presented at the end of a board-approved curriculum, that provides students with a faculty-planned and supervised experience comparable to that of an entry-level registered nurse position. A program may choose to include a preceptorship in its curriculum. The following shall apply:</p> <ul style="list-style-type: none"> (a) The course shall be approved by the board prior to its implementation. (b) The program shall have written policies and shall keep policies on file for conducting the preceptorship that includes all of the following: <ul style="list-style-type: none"> (1) Identification of criteria used for preceptor selection; (2) Provision for a preceptor orientation program that covers the policies of the preceptorship and preceptor, student and faculty responsibilities; (3) Identification of preceptor qualifications for both the primary and relief preceptor that include the following requirements: <ul style="list-style-type: none"> (A) An active, clear license issued by the board; and (B) Clinically competent and meet the minimum qualifications specified in section 1425 (e); (C) Employed by the health care agency for a minimum of one (1) year; and (D) Completed a preceptor orientation program prior to serving as a preceptor; (E) A relief preceptor, who is similarly qualified to be the preceptor and present and available on the primary preceptor's days off. (4) Communication plan for faculty, preceptor, and student to follow during the preceptorship that addresses: <ul style="list-style-type: none"> (A) The frequency and method of faculty/preceptor/student contact; (B) Availability of faculty and preceptor to the student during his or her preceptorship experience; <ul style="list-style-type: none"> (1) Preceptor is present and available on the patient care unit the entire time the student is rendering nursing services during the preceptorship. (2) Faculty is available to the preceptor and student during the entire time the student is involved in the preceptorship learning activity. 	X		This program has established P&P and supporting documentation related to student preceptorships. BRN approved LAHC Faculty oversee and coordinate all preceptor experiences.

APPROVAL CRITERIA

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	Compliance	Non-Compliance	COMMENTS
<p>(5) Description of responsibilities of the faculty, preceptor, and student for the learning experiences and evaluation during preceptorship, that include the following activities:</p> <p>(A) Faculty member conducts periodic on-site meetings/conferences with the preceptor and the student;</p> <p>(B) Faculty member completes and conducts the final evaluation of the student with input from the preceptor;</p> <p>(6) Maintenance of preceptor records that include names of all current preceptors, registered nurse licenses, and dates of preceptorships.</p> <p>(7) Plan for ongoing evaluation regarding the continued use of preceptors.</p> <p>(c) Faculty/student ratio for preceptorship shall be based on the following criteria:</p> <p>(1) Student/preceptor needs;</p> <p>(2) Faculty's ability to effectively supervise;</p> <p>(3) Students' assigned nursing area; and</p> <p>(4) Agency/facility requirements.</p>	X		Faculty/student ratio for preceptorship is based on all required criteria per regulation.
<p>SECTION 1426(g) The course of instruction shall be presented in semester or quarter units or the equivalent under the following formula:</p> <p>(1) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit.</p> <p>(2) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. With the exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care in an area specified in section 1426(d) in a board-approved clinical setting.</p>	X		The program is implemented in a Semester format and is compliant in this regulation's formula for units/instructional hours.
<p>SECTION 6: CLINICAL FACILITIES</p> <p>SECTION 1425.1(c) The registered nurse faculty member shall be responsible for clinical supervision only of those students enrolled in the registered nursing program.</p>	X		Stated in P&P and clinical facility agreements.
<p>SECTION 1424(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his or her responsibilities shall be described in writing and kept on file by the nursing program.</p>	X		See 1426.1

APPROVAL CRITERIA

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	Compliance	Non-Compliance		
SECTION 1427(a) A nursing program shall not utilize any agency or facility for clinical experience without prior approval by the board. Each program must submit evidence that it has complied with the requirements of subdivisions (b),(c) and (d) of this section and the policies outlined by the board.	X		There is an approved EDP-P-08 on file for each clinical site and a current clinical facility agreement is maintained that meets all specified requirements.	
SECTION 1427(b) A program that utilizes an agency or facility for clinical experience shall maintain written objectives for student learning in such facilities, and shall assign students only to facilities that can provide the experience necessary to meet those objectives.	X		Clinical objectives are provided to the facility prior to students arriving. Reminded staff to post daily objectives for each clinical group in each clinical area.	
SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following: (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (2) Provision for orientation of faculty and students; (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students; (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients; (5) Provisions for continuing communication between the facility and the program; and (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.	X		The Clinical Contract Template meets all required elements. The Program Director will continue to ensure that contracts stay current and contain all the regulatory language as required.	
SECTION 1427(d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact of such additional group of students would have on students of other nursing programs already assigned to the agency or facility.	X		LAHC utilizes the CCSP consortium for placement at one area hospital. New clinical sites are procured through DON/ADON and faculty interaction. Other clinical sites are maintained due to longevity.	

APPROVAL CRITERIA

			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>SECTION 1424(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:</p> <ol style="list-style-type: none"> 1) Acuity of patient needs; 2) Objectives of the learning experience; 3) Class level of the students; 4) Geographic placement of students; 5) Teaching methods; and 6) Requirements established by the clinical agency. 	X		Student to Teacher ratio is typically 1:12. Assignments are based on all required criteria and clinical facility request.	
<p>SECTION 1426(f) The program shall have tools to evaluate a student's academic progress, performance, and clinical learning experiences that are directly related to course objectives.</p>	X		This program has tools for evaluation of the student's academic progression for each course and is specific to the stated learning/performance objectives.	
<p>SECTION 7: STUDENT PARTICIPATION</p> <p>SECTION 1428 Students shall be provided the opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:</p> <ol style="list-style-type: none"> (a) Philosophy and objectives; (b) Learning experience; and (c) Curriculum instruction and evaluation of the various aspects of the program, including clinical facilities. 	X		<p>Students in each semester elect a class representative who works with faculty to present the general student feedback and input. The student representatives are invited to participate in the faculty meetings and it is reported that they have a 90% participation rate. Another opportunity for student involvement is the NSNA. Each semester the student participates in multiple program evaluations including; clinical facilities, instructors, courses, and skills labs. These evaluations are reviewed, evaluated, and utilized in the decision making process.</p> <p>Evidence provided in the self-study and confirmed during the visit confirms multiple opportunities to share in their program review, P&P, and delivery.</p>	
<p>SECTION 8: LICENSED VOCATIONAL NURSES THIRTY (30) SEMESTER AND FORTY-FIVE (45) QUARTER UNITS</p> <p>SECTION 1429(a) An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth in Section 2736 of the Code. Such applicant shall submit evidence to the board, including a transcript of successful completion of the requirements set forth in subsection (c) and of successful completion or challenge of courses in physiology and microbiology comparable to such courses required for licensure as a registered nurse.</p>	X		The 30 unit option is delineated in the program's BRN approved Required Curriculum EDP-P-06 and totals 29 semester units. Required content is consistent with that identified by regulation and includes instructional content to prepare graduates for competent performance in section 1443.5	

APPROVAL CRITERIA

APPROVAL CRITERIA			COMMENTS	WORK COPY
	Compliance	Non-Compliance		
<p>SECTION 1429(b) The school shall offer objective counseling of this option and evaluate each licensed vocational nurse applicant for admission to its registered nursing program on an individual basis. A school's determination of the prerequisite courses required of a licensed vocational nurse applicant shall be based on an analysis of each applicants academic deficiencies, irrespective of the time such courses were taken.</p>	X		The DON provides objective counseling and evaluation for prospective students who inquire about this option.	
<p>SECTION 1429(c) The additional education required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may be fulfill the additional education requirement.</p> <p>Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.</p> <p>The nursing content shall include the basic standards for competent performance prescribed in section 1443.5 of these regulations.</p>	X			
<p>SECTION 9: PREVIOUS EDUCATION CREDIT SECTION 1430 An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation. The program shall make the information available in published documents, such as college catalog or student handbook, and online.</p>	X			P&P for previous credit evaluation is presented in the college catalogue. This is available in print and on-line.

			COMMENTS
	Compliance	Non-Compliance	
<p>SECTION 10: LICENSING EXAMINATION PASS RATE STANDARD SECTION 1431 The nursing program shall maintain a minimum pass rate of seventy five percent (75%) for first time licensing examination candidates.</p> <p>(a) A program exhibiting a pass rate below seventy five percent (75%) for first time candidates in an academic year shall conduct a comprehensive program assessment to identify variables contributing to the substandard pass rate and shall submit a written report to the board. That report shall include the findings of the assessment and a plan for increasing the pass rate including specific corrective measures to be taken, resources, and timeframe.</p> <p>(b) A board approval visit will be conducted if a program exhibits a pass rate below seventy five percent (75%) for first time candidates for two (2) consecutive academic years.</p> <p>(c) The board may place a program on warning status with intent to revoke the program's approval and may revoke approval if a program fails to maintain the minimum pass rate pursuant to Section 2788 of the code.</p>	X		<p>NCLEX-RN pass rates are maintained above the minimum pass rate.</p> <p>2011 – 2012 97.06% 2012 – 2013 98.25% 2013 – 2014 100% 2014 – 2015 96.88 %</p> <p>1st qtr 01 July 15 – 30 Sept 15 = 100%</p>

	Compliance	Non-Compliance	COMMENTS
<p>SECTION 11: CHANGES TO AN APPROVED PROGRAM SECTION 1432 (a) Each nursing program holding a certificate of approval shall:</p> <p>(1) File its legal name and current mailing address with the board at its principal office and shall notify the board at said office of any change of name or mailing address within thirty (30) days prior to such change. It shall give both the old and the new name or address.</p> <p>(2) Notify the board within ten (10) days of any:</p> <p>(A) Change in fiscal condition that will or may potentially adversely affect applicants or students enrolled in the nursing program.</p> <p>(B) Substantive change in the organizational structure, administrative responsibility, or accountability in the nursing program, the institution of higher education in which the nursing program is located or with which it is affiliated that will affect the nursing program.</p> <p>(b) An approved nursing program shall not make a substantive change without prior board authorization. These changes include:</p> <p>(1) Change in location.</p> <p>(2) Change in ownership.</p> <p>(3) Addition of a new campus or location.</p> <p>(4) Significant change in the agreement between an approved nursing program that is not an institution of higher education and the institution of higher education with which it is affiliated.</p>	<p>X</p>		<p>The nursing program consistently and appropriately notifies the BRN of changes as required per regulation.</p>

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.3.5
DATE: January 14, 2016

ACTION REQUESTED: Vote On Whether To Recommend Continuation of Approval For Reedley College at Madera Community College Center LVN-RN Associate Degree Nursing Program

REQUESTED BY: Shelley Ward, Nursing Education Consultant

BACKGROUND: Kimi Kato-Gee, RN, MSN is the Program Director. The Board rendered the following action at its September 3, 2015 meeting: Defer action to continue approval for Reedley College At Madera Community College Center Associate Degree Nursing Program, with progress report due for January 2016 Education/Licensing Committee. Limit annual enrollments to fifteen students.

The action was taken subsequent to the findings at the scheduled continuing approval visit conducted on April 30, 2015. There were three areas of non-compliance, and five recommendations were issued. The program responded with a progress report at the August 2015 Education and Licensing Committee to each area of non-compliance and for the recommendations.

One area of non-compliance related to an inadequate number and type of faculty to teach the March 2016 course in obstetrical nursing, and to ensure a content expert in this nursing area remained - CCR section 1424 (d), 1424 (h). The recent retirement of the prior program director who served as instructor and content expert in obstetrics was in part related. This contributed to the action to defer continuing approval.

The program subsequently secured BRN approval and hired two part-time faculty at the instructor level classification in obstetrics (OB), one of which is qualified and designated to serve as the (OB) content expert. Additionally, the program has scheduled two qualified part-time faculty to serve as clinical instructors in Ob, and has additional clinical faculty available if needed. The program also hired a part-time clinical teaching assistant in pediatrics, and is in the process of finalizing the hiring of a full-time faculty member qualified as an instructor in medical/surgical nursing. There are (8) enrolled student anticipated to continue in the Spring 2016 semester courses. The proposed faculty staffing plan indicates adequate type and number of resources to implement the OB course as planned.

NCLEX examination outcomes for first time test takers is at 100% from July 2015- Sept., 2015, and has been at 80% or at 100% since academic year 2011-2012.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Shelley Ward, MPH, RN Nursing Education Consultant



Shelley Ward MPH, RN
Nursing Education Consultant
CA Board of Registered Nursing
shelley.ward@dca.ca.gov

December 22, 2015

RE: Request consideration to return the Madera Community College Center LVN to RN ADN program to a continuing approval status

Dear Shelley,

Here is an update on the LVN to RN ADN program at the Madera Community College Center.

1. CCR Section 1424(e) insufficient program director time for administration of the program. I, (Kimi Kato-Gee) have 100% full release time as Director of the LVN to RN program. Elizabeth Day is approved at the Assistant Director and currently has 40% release time.

2. CCR Section 1424(d) insufficient faculty and support staff and related 1424(h) insufficient faculty. I have received faculty approval (from you) for Teresa Kratz and Gretchen Nelson as part-time OB instructors. Gretchen Nelson fulfills the requirements as the content expert and has agreed to assist Teresa as she is a novice OB theory instructor. Mai Tong Yang is approved as an AI for OB and Chelsey Shier is pending re- approval as a CTA for OB. These instructors are in part-time positions. Teresa Kratz has also expressed interest in teaching both the OB Theory and OB Clinical courses.

Kelly Kapoor interviewed for the full-time faculty instructor position on December 11, 2015. She was offered the position and final approvals for her employment will be complete when the Board of Trustees meets in January, 2016. Kelly will be assigned to work 50 / 50 with both the LVN program and the LVN to RN program at the Madera Center. Kelly has been approved as an instructor (I) for Medical-Surgical. I will be working with her to remediate to Geriatric content for preparation of Fall, 2016 courses.

We have hired a (shared/ part-time) lab technician who assists us with stocking, set-up, clean-up and other various duties in the Skills Lab. Elizabeth Day provides 8 hours of open Skills lab time each week for students to remediate / practice Skills and / or to work on study strategies for theory courses. Pamela Menyhay was approved for Pediatrics as a CTA and hired part-time. She will be teaching the clinical for 9 weeks in January, 2016. We are in the process of hiring an administrative assistant and hope to have the position filled in the Spring, 2016. Currently, a CalWorks student assists us 19 hours a week in the RN program.



3. CCR Section 1426(d) lack of geriatric clinical component. A minor curriculum change was submitted on June 11, 2015 to Leslie Moody addressing the proposed (now implemented) changes adding and amending learning objectives and directed assignments (and post-conferences) focused on the geriatric patient.

For Spring, 2016, we have a total of 8 students continuing coursework. Despite individualized tutoring services provided by Elizabeth Day, four students failed classes in the Fall, 2015. We are pleased with the progress of these 8 students.

Thank you for your consideration of our nursing program.

Respectfully Submitted,

Kimi Kato-Gee MSN, RN

Kimi Kato-Gee MSN, RN
Director of Nursing
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LVN to RN Associate Degree Program
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BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.1
DATE: January 14, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval of San Diego State University Nurse Midwifery Program

REQUESTED BY: Carol Mackay, Nursing Education Consultant

BACKGROUND: Dr. Philip Greiner is Director of the SDSU School of Nursing (SON). Dr. Lauren Hunter is Chair of the Women's Health and Midwifery Program.

The SDSU graduate Nurse-Midwifery (NM) Program offers three tracks: the Women's Health and Midwifery track; the Women's Health Nurse Practitioner (WHNP) track; and, the Nurse Midwife/Women's Health Nurse Practitioner track. (The review of the WHNP track will be reported in a separate agenda item).

Carol Mackay and Dr. Wayne Boyer, NECs, conducted this regularly scheduled continuing approval visit October 13-14, 2015. The program was found to be in compliance with the Board's rules and regulations. One recommendation was made regarding resources. The chair position of the NM Program is a faculty position with no assigned time for administrative duties. The chair has requested administrative assigned time, but University administration considers these administrative responsibilities as part of faculty role. A two part recommendation was made: to provide sufficient time for the NM Program Chair to coordinate and administer the NM Program as part of her assigned time; and, to provide sufficient staff and support services for the NM Program.

The NM program consists of 52 semester units (34 theory units, 15 clinical units-720 hours, and 3 units for thesis). The dual track NM/WHNP curriculum includes an additional 6 clinical units. The dual track program has 1008 clinical contact hours.

The NM curriculum is offered as a single track or a dual track NM/WHNP program. The first class graduated in 2010. To date, there have been 56 graduates (WHNP-15, CNM/WHNP-41). All of these graduates have passed their national certification exams.

The strengths of the NM Program include: dedicated/hard working chairs and faculty; motivated, highly qualified students; a strong collegial/professional/respectful relationship between faculty and students; a strongly integrated curriculum; and, highly qualified preceptors. Program challenges include preceptor record keeping.

NEXT STEPS: Place on Board agenda.
PERSON(S) TO CONTACT: Carol Mackay, MN, RN
Nursing Education Consultant

REPORT OF FINDINGS

San Diego State University
Nurse Midwifery Program
October 13-14, 2015

NON-COMPLIANCE

None

RECOMMENDATIONS

Section 1462 (c)

Faculty. Faculty of the Nurse Midwifery education program shall comply with all the following requirements.

Provide sufficient time for the Nurse Midwifery Program Chair to coordinate and administer the Nurse Midwifery Program as part of her assigned time.

Provide sufficient staff and support services for the Nurse Midwifery Program.

BOARD OF REGISTERED NURSING CONSULTANT APPROVAL REPORT NURSE-MIDWIFERY PROGRAM

PROGRAM: San Diego State University
Nurse Midwifery Program
Nurse Midwifery and Women's Health Nurse Practitioner Program

VISIT DATES: October 13-14, 2015

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS	WORK COPY
<p>Section 1462. Standards for Nurse-Midwifery Programs.</p> <p>SECTION 1462 (a) Program of Study. The program of study preparing a nurse-midwife shall:</p> <p>(1) Have as its primary purpose the preparation of nurse-midwives;</p> <p>(2) Have its philosophy clearly defined and available in written form;</p> <p>(3) Have its objectives, reflective of the philosophy, state in behavioral terms which describe the theoretical knowledge base and clinical competencies expected of the graduates.</p>	X		The primary purpose of the SDSU Nurse Midwifery Program is to prepare Registered Nurses at the graduate level to function as Nurse Midwives in accordance with the definition and standards of the American College of Nurse-Midwives (ACNM).	
	X		The faculty has adopted the philosophy and objectives of ACNM.	
	X		Program objectives describe the core competencies of a Nurse Midwife.	
<p>SECTION 1462 (b) Curriculum.</p> <p>(1) The curriculum shall be no less than twelve (12) months in length, and shall be specifically designed to provide a knowledge and skills base necessary for nurse-midwifery management of women and neonates. Such content shall include, but not be limited to, the following:</p> <p>(A) Anatomy; physiology; genetics; obstetrics and gynecology;</p>				
	X		<p>The curricula for the Nurse Midwifery Program and the NM/WHNP Program are offered either full time over two years, or part time over three-four years.</p> <p>As of Fall semester 2015, the Nurse Midwifery Program consists of 52 semester units (34 theory units, 15 clinical units – 720 hours, and 3 thesis units). The dual track Nurse Midwifery and Women's Health NP Program consists of an additional 6 clinical units. The dual track program has 1008 clinical contact hours.</p>	
	X		The first year of the Nurse Midwifery curriculum consists of	

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>embryology and fetal development; neonatology; child growth and development; pharmacology; nutrition; laboratory and diagnostic tests and procedures; and physical assessment.</p>			<p>the APRN core courses (Advanced Physical Assessment, Advanced Pathophysiology, and Advanced Pharmacology) and a primary care management course. The Nurse Midwifery population-specific curriculum consists of a series of three concurrent theory and clinical courses focusing on assessment and management of primary, antepartal, intrapartal, postpartum, family planning/gynecological, and newborn care.</p> <p>N636 emphasizes didactic content for women throughout the childbearing cycle, fetal physiology and development, and postpartum care. The diagnostic and treatment procedures in CNM practice are taught in N501L and N639.</p>
<p>(B) Concepts in psycho-social, emotional, and cultural aspects of maternal/child care; human sexuality; counseling and teaching; maternal/infant/family bonding process; breast feeding; family planning; principles of preventive health; and community health.</p>	X		<p>The required content is integrated across the curriculum.</p>
<p>(C) All aspects of the management of normal pregnancy, labor and delivery, postpartum period, newborn care, family planning and/or routine gynecological care in alternative birth centers, homes and hospitals.</p>	X		<p>N638 provides didactic content in high risk OB, intrapartum, newborn, and post partum care.</p>
<p>(2) The program shall provide concurrent theory and clinical practice in a setting in the United States.</p>	X		<p>All practicums are located in Southern California. The program uses 4-5 nurse midwifery services in the San Diego area for intrapartum clinical experiences. Outpatient preceptor experiences are provided in local community health clinics, hospital owned clinics, privately owned clinics, and Planned Parenthood facilities. Two preceptor visits were conducted: Scripps Clinic, Hillcrest – Physician Preceptor Kaiser Permanente, Zion – CNM Preceptor</p>
<p>(3) The program shall include the nurse-midwifery management process which includes the following steps:</p>	X		<p>Students are taught primary care management and Standardized Procedures in N654 (didactic). Primary care is emphasized in all clinical practicum courses; however, students typically concentrate on gynecological, family</p>

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS WORK COPY
<p>(A) Obtains or updates a defined and relevant data base for assessment of the health status of the client.</p> <p>(B) Identifies problems/diagnosis based upon correct interpretation of the data base.</p> <p>(C) Prepares a defined needs/problem list with corroboration from the client.</p> <p>(D) Consults and collaborates with and refers to, appropriate members of the health care team.</p> <p>(E) Provides information to enable clients to make appropriate decisions and to assume appropriate responsibility for their own health.</p> <p>(F) Assumes direct responsibility for the development of comprehensive, supportive care for the client and with the client.</p> <p>(G) Assumes direct responsibility for implementing the plan of care.</p> <p>(H) Initiates appropriate measures for obstetrical and neonatal emergencies.</p> <p>(I) Evaluates, with corroboration from the client, the achievement of health care goals and modifies plan of care appropriately.</p>			planning, well woman, and primary care experiences in N637 and N741.
	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		
	X		
<p>(4) The program shall prepare the nurse-midwife to practice as follows:</p> <p>(A) Management of the normal pregnancy.</p> <p>(B) Management of normal labor and delivery in all birth settings, including the following when indicated:</p> <p>1. Administration of intravenous fluids, analgesics, and postpartum</p>	X		Obstetrical/intrapartum/postpartum/newborn experiences are emphasized in N639 (practicum).
	X		
	X		
	X		

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS WORK COPY
oxytocics.			
2. Amniotome during labor.	X		
3. Application of external or internal monitoring devices.	X		
4. Administration of local anesthesia: paracervical blocks, pudendal blocks, and local infiltration.	X		Paracervical blocks are not taught. They are no longer considered part of CNM core competencies.
5. Episiotomy.	X		
6. Repair of episiotomies and lacerations.	X		
7. Resuscitation of the newborn.	X		
(C) Management of the normal postpartum period.	X		
(D) Management of the normal newborn care.	X		
(E) Management of family planning and/or routine gynecological care including: fitting vaginal diaphragms, insertion of intrauterine devices, selection of contraceptive agents from approved formulary.	X		It is increasingly difficult for students to have the opportunity to fit diaphragms. Very few women currently use them for birth control.
SECTION 1462 (c) (c) Faculty. Faculty of the nurse-midwifery educational program shall comply with the following requirements:	X		The Nurse Midwifery Chair is a faculty position with no assigned time for administration. Recommendation: Provide sufficient time for the Nurse Midwifery Program Chair to coordinate and administer the Nurse Midwifery Program as part of her assigned time. Provide sufficient staff and support services for the Nurse Midwifery Program.
(1) Faculty shall include one or more nurse-midwives and one or more physicians with current training and practice in obstetrics.	X		Three faculty members teach in the Nurse Midwifery Program. Wendy Bonnar, MSN, WHNP Sherry Kari Baum, MSN, CNM, WHNP, FNP Lauren Hunter, PhD, CNM, WHNP (Chair) Dr. Doug Woelker, Board Certified Perinatologist at UCSD,

APPROVAL CRITERIA	COMP	NON-COMP	COMMENTS WORK COPY
			is an adjunct faculty member at SDSU. He teaches two lectures per semester (high risk obstetrics, pre-eclampsia, and auto-immune disease).
(2) Faculty teaching in the program shall be current in knowledge and practice in the specialty being taught.	X		All faculty members are competent, and are working in the specialty areas that they are assigned to teach.
(3) Nurse-midwives, clinical instructors, and physicians who participate in teaching, supervising and evaluating students shall show evidence of current practice.	X		The Nurse Midwifery Program has a large pool of highly qualified preceptors. In the past year, a few MD preceptors have been added to the pool. Most of a student's practicums throughout the program are with CNMs. All preceptors may be appointed as SDSU adjunct faculty members. Currently, there 42 preceptors/adjunct faculty members.



SAN DIEGO STATE
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December 14, 2015

Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
California Board of Registered Nursing

Dear Ms. Moody,

Thank you and your Board of Registered Nursing (BRN) visit team for your time and effort. We are in agreement with the report regarding the pre-licensure program. The area of non-compliance, "SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;
- (2) Provision for orientation of faculty and students;
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
- (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;
- (5) Provisions for continuing communication between the facility and the program; and
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

The clinical facility agreement template and executed clinical facility agreements do not address the required elements." has been addressed.

We received internal San Diego State University approval for an Addendum to our Service Learning Agreement (MOU) that contains the BRN required language, which you approved, and we have sent the Addendums to each clinical agency on our approved BRN list. We expect to receive these signed addendums back in January 2016. I will be monitoring the responses and will confirm when all signed Addendums are received. A copy of the addendum is attached.

I do take issue with the two area of recommendation in the report regarding our graduate Nurse Practitioner programs that referred to "inadequate released time for administration" and to the "need for more staff support for the track coordinators". I was not asked about these two issues during the site visit. As Director of the School of Nursing, I have taken these faculty concerns to the Dean, College of Health & Human Services. These two track coordinators currently carry a smaller student load than do faculty in similar positions within the college and are not being held to the scholarly productivity standards of these other tenured faculty. Therefore, the Dean feels, as do I, that they have the necessary time available to them for administration and she is

unwilling to provide any additional released time for administration. Regarding the second item, there are four staff available for support of these two track coordinators. The availability of these staff is well-known by the track coordinators, but the track coordinators have not chosen to use their services. The track coordinators do need to schedule their work requests into the staff workload, something the track coordinators have been unwilling to do. Currently, there is more than sufficient staff support for these two roles.

Thank you for the opportunity to address these concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Philip A. Greiner".

Philip A. Greiner, DNSc, RN
Professor and Director

Service-Learning / Affiliation Agreement Amendment
University and Learning Activity Site / Agency

This 1st Amendment is made and entered into on December 14, 2015 and amends that certain Service Learning Agreement Number 40xxxxxx, dated _____ (“Agreement”), by and between _____ and San Diego State University “University”. All terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise specifically defined herein. Whenever the terms of this Amendment are inconsistent with the Agreement, the terms of this Amendment shall be controlling.

The Agreement is hereby amended as follows:

1. Attachment A: California Board of Registered Nursing (BRN/CA) Requirements, consisting of six (6) pages.
2. Other than the modifications set forth above, the Agreement remains unchanged.

The parties acknowledge they have read the referenced Agreement and this Amendment, understand them, and agree to be bound by their terms and conditions.

**LEARNING ACTIVITY SITE / AGENCY
UNIVERSITY**

SAN DIEGO STATE

5500 Campanile Dr.
San Diego CA 92182

Authorized Signatory

Department Chair

Print Name

Print Name

Date

Date

Street Address

Associate Dean

City State Zip

Print Name

Email

Date

Phone

Contract and Procurement Management

Fax

Print Name

Date

Amendment to Service Learning / Affiliation Agreement SDSU School of Nursing

The California Board of Registered Nursing (BRN/CA) requires the following in School of Nursing (SON) Service Learning and Affiliation agreements for student placements. The BRN/CA state requirements are listed below. Please check or fill in blanks for each item.

1. There is assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (SDSU School of Nursing Baccalaureate Program objectives are referenced on pages 3- 4).
 - a. _____ (Agency/Facility Name) is willing and able to provide an appropriate learning environment for undergraduate students as evidenced by students being permitted to provide care for patients under the supervision of their faculty. SDSU School of Nursing (SON) is responsible to assure student readiness to be in the setting and to provide qualified faculty supervision.

2. Provision for orientation of faculty and students;
 - a. _____ (Agency/Facility Name) provides orientation information for students and faculty either through the San Diego Nursing and Allied Health Service-Education Consortium website or through their own education department. _____ (Yes/No)

 - b. Faculty may arrange for their own on site orientation to the assigned clinical areas by contacting the organization's education liaison at: (Yes/No and contact, if Yes)

3. A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
 - a. Facility staff are responsible to permit faculty and students access to the work area to select patients with appropriate staff input, and to answer questions and provide direction to faculty and students regarding policies, and resources. If at any time departmental leadership (clinical or managerial) deem a situation to be inappropriate for student involvement, the SDSU clinical faculty person should be so informed. Faculty will withdraw the student from the situation.

4. Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients;
 - a. Are there adequately prepared staff in adequate numbers to care for the patient populations served in your facility (facilities)? _____ (Yes/No)

 - b. As evidenced by continued Joint Commission accreditation _____ (Check, if appropriate) and/or CA Department of Public Health licensing. _____ (Check, if appropriate)

5. Provisions for continuing communication between the facility and the program; and
 - a. The SDSU School of Nursing (SON) Placement Coordinator communicates the placement needs and requests for the SDSU SON each semester through the San Diego Nursing and Allied Health Service-Education Consortium. The SDSU SON placement coordinator communicates with each facility's education liaison in order to verify placement availability, number of students, and to notify the facility who the faculty are that will be in the facility.
 - b. Faculty are expected to notify the person in charge of the department when they are on the unit/in the department and to communicate anticipated student activities for that day. The SDSU SON Placement Coordinator and/or the Associate Director of the SDSU SON are available to talk with facility leadership, education liaisons whenever desired.
6. A description of the responsibilities of faculty (Clinical Instructors) assigned to the facility utilized by the program are referenced on pages 5-6.

SDSU SCHOOL OF NURSING
Student Learning Outcomes: Baccalaureate Program
(approved by Faculty 10/15/13)

1. Applies an integrated liberal educational experience in personal and professional development.
Examples of potential evidence include: Noting developmental and/or cultural differences in planning nursing care; or incorporating knowledge of the political process in lobbying for a health care policy change. These could both be documented in student portfolios.
2. Demonstrates the central professional value of caring by delivering compassionate, safe, appropriate and culturally sensitive care.
Examples of potential evidenced include: Acceptable completion of a patient care assignments in clinical labs. Graded care plans articulating the planned care and faculty notation of student completion of the care.
3. Consistently uses communication, assessment, contextual knowledge, clinical reasoning, and evidence in the delivery of nursing care.
Examples of potential evidence include: Documented plans of care for patients assigned. Plans of care validated for appropriateness by faculty. Appropriate student responses to significant changes in the condition of patient(s), documented by student and faculty.
4. Demonstrates accountability for professional values and standards of nursing practice in a variety of settings among diverse populations.
Examples of potential evidence includes: Articulates in a course paper, the relationship between written professional standards and the practice witnessed by the student. In a paper or journal articulates what values guided the planning and implementation of care for an individual, family or population.
5. Accepts responsibility for professional growth and learning in consonance with the emerging roles of the nurses in a changing society.
Examples of potential evidence includes: Completion of course work, preparation course or discussion group for NCLEX examination, applying for work in an organization supportive of nursing development through a residency program. Active participation in California Nursing Student Association (CNSA).
6. Demonstrates effective collaboration skills when interacting with patients families, populations, and interdisciplinary healthcare teams.
Examples of potential evidence include: Planning and completing a community assessment with nurses and one or more members of other disciplines; Planning and implementing a plan of care for an individual working with the patients and 1 or more members of their significant group. Planning, gathering supplies for, and executing an international trip during which care is provided to a population by a team of people.

7. Demonstrates leadership within local, national, and global healthcare.
Examples of potential evidence include: participation in local, national, or global professional organizations such as CNSA, SDSU Associated Student Organization, Global Care Brigades, local, state or national government, or work related governance groups.

8. Develops an awareness of, participates in, and/or advocates for social, economic, and political issues that affect healthcare.
Examples of potential evidence include: Participation in an organization that develops, implements, markets, and/or lobbies for initiatives that influence health care at the local, national or international level. Such activities could be documented in student portfolios, on YouTube, and/or in the University newspaper.

Clinical Instructor Description

SDSU School of Nursing

Qualifications:

Required: Valid, current Registered Nurse license in California. Masters in Nursing or related field. Experience and documented expertise in the clinical area in which she/he is teaching. Teaching experience (may be in service or academic settings).

Preferred: Certification in area of clinical specialization.

Role/Definition:

The clinical instructor is responsible for overseeing students in clinical settings as they practice the nursing content and concepts they are learning in the theory portion of their classes. Supporting students in the development of critical thinking skills, assessment, planning, patient care, evaluation of care, and professional communication is central to this role. The clinical instructor is a role model for students on how to work with patients and communicate with other healthcare professionals. The clinical instructor is expected to provide clear and accurate feedback to students in order for students to develop an understanding of what they are doing well and what requires improvement and additional learning.

Requirements and Expectations for Clinical Faculty

1. Clinical faculty are expected to contact the agency they will be teaching a clinical lab at to complete orientation to that clinical agency prior to the start of the semester. Be advised that some agencies have an extensive orientation for faculty.
2. Clinical faculty shall abide by, and stay abreast of, all policies at the clinical agencies where they are teaching and all policies of the SDSU School of Nursing.
3. For all non-precepted courses, faculty must be at the institution when students are there providing care. Clinical faculty are expected to remain on the patient care units with students.
4. For courses where the students are working with preceptors, faculty must follow the SON requirements for supervising those students specific to the number and frequency of site visits and conferences/seminars with the entire clinical group. A minimum of two visits to preceptors and students is required each semester.
5. Clinical faculty are expected to know the sequence of the lecture content for their course so as to be able to appropriately reinforce those topics during the student's clinical experience. Clinical faculty are also expected to follow the specifications for the clinical experience and course grading outlined in the course syllabus and to attend course-specific faculty meetings.
6. Clinical faculty are expected to complete a course specific student evaluation form (each course will have the clinical evaluation form in the course syllabus. See course coordinator) on each of their students at midterm and at the end of the semester. Student evaluations should be a fair appraisal of the student's clinical performance (good and bad), are to be discussed with the student in detail, and must be turned in to the course coordinator on time. In the event a student is not performing at an acceptable level, clinical faculty are expected to develop a Clinical Performance improvement plan with input from the course coordinator, discuss the plan with the student, follow-up weekly on plan progress.
7. Clinical faculty are to keep the course coordinator abreast of any concerns about student performance or behavior and any untoward events that occur during the clinical experience. Clinical faculty are also to keep the course coordinator informed of any site-specific issues that may influence the student experience or the achievement of course outcomes.

8. Clinical Faculty, part time and full time, are encouraged to be at the faculty meetings and at in-service meetings held during administration week and finals week.
9. Clinical Faculty should be aware how their clinical course fits in with the overall curriculum.
10. Clinical Faculty are required to complete the same background check, drug screen, CPR, and Immunization requirements as the students.

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.4.2
DATE: January 14, 2016

ACTION REQUESTED: Vote on Whether to Recommend Continuation of Approval of San Diego State University Nurse Practitioner Program

REQUESTED BY: Carol Mackay, Nursing Education Consultant

BACKGROUND: The SDSU Nurse Practitioner (NP) Program offers two population tracks: the Adult-Gerontology NP (AGNP) track and the Women's Health NP (WHNP) track.

Dr. Philip Greiner is Director of the SDSU School of Nursing (SON). Dr. Lorraine Fitzsimmons is Chair of the AGNP Program. Dr. Lauren Hunter is Chair of the WHNP and Nurse Midwifery Program. (The review of the Nurse Midwifery Program will be reported in a separate agenda item).

Carol Mackay and Dr. Wayne Boyer, NECs, conducted this regularly scheduled continuing approval visit October 13-14, 2015. The program was found to be in compliance with the Board's rules and regulations. One recommendation was made regarding resources. The Chair position of the NP Program is a faculty position with no assigned time for administrative duties. The Chair has requested administrative assigned time, but University administration considers these administrative responsibilities as part of faculty role. A two part recommendation was made: to provide sufficient time for the NP Program Chair to coordinate and administer the NP Program as part of her assigned time; and, to provide sufficient staff and support services for the NP Program.

As of fall semester 2015, the AGNP curriculum consists of 31 semester units (18 theory and 13 clinical). The WHNP curriculum consists of 34 semester units (21 theory and 13 clinical). The Master's Degree Program for both tracks totals 50 semester units.

The AGNP curriculum is part of a dual track NP and Clinical Nurse Specialist preparation leading to a Master's Degree in Nursing. The first class graduated in 1998. To date, there have been 164 graduates. All of these graduates have passed the national certification exam.

The WHNP curriculum is offered as a single track or a dual track WHNP/Nurse Midwifery program. The first class graduated in 2010. To date, there have been 56 graduates (WHNP-15, CNM/WHNP-41). All of these graduates have passed their national certification exams.

The strengths of the NP Program include: dedicated/hard working chair and faculty; motivated, highly qualified students; strong collegial/respectful relationship between faculty and students; a strongly integrated curriculum; and, highly qualified preceptors. Program challenges include future retirements and program record keeping.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Carol Mackay, MN, RN
Nursing Education Consultant

REPORT OF FINDINGS

San Diego State University
Nurse Practitioner Program
October 13-14, 2015

NON-COMPLIANCE

None

RECOMMENDATIONS

Section 1484 (c)

Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives.

Provide sufficient time for the NP Program Chair to coordinate and administer the NP Program as part of her assigned time.

Provide sufficient staff and support services for the NP Program.

BOARD OF REGISTERED NURSING CONSULTANT APPROVAL REPORT NURSE PRACTITIONER PROGRAM

PROGRAM: San Diego State University
Adult-Gerontology Nurse Practitioner Program
Women's Health Nurse Practitioner Program

VISIT DATES: October 13-14, 2015

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
<p>Section 1484. Standards of Education.</p> <p>The program of study preparing a nurse practitioner shall meet the following criteria:</p> <p>SECTION 1484(a) Purpose, Philosophy and Objectives</p> <p>(1) have as its primary purpose the preparation of registered nurses who can provide primary health care;</p>	X		<p>The purpose of the Adult-Gerontology Nurse Practitioner Program is to prepare Registered Nurses at the graduate level to provide direct care as primary care providers for adults, older adults, and the frail elderly.</p> <p>The purpose of the Women's Health Nurse Practitioner Program is to prepare Registered Nurses at the graduate level to provide primary care to women across the life cycle with an emphasis on reproductive-gynecologic and well women's health.</p>
<p>(2) have a clearly defined philosophy available in written form;</p>	X		
<p>(3) have objectives which reflect the philosophy, stated in behavioral terms, describing the theoretical knowledge and clinical competencies of the graduate.</p>	X		<p>The current philosophy and program objectives refer to the APRN. The faculty plans to further clarify the role of the NP in both the philosophy and program objectives.</p>
<p>SECTION 1484(b) Administration</p> <p>(1) be conducted in conjunction with one of the following:</p> <p>(A) An institution of higher education that offers a baccalaureate or higher degree in nursing, medicine or public health.</p>	X		<p>The NP programs are conducted by the School of Nursing at San Diego State University.</p> <p>The AGNP curriculum is a dual track NP & CNS preparation leading to a Master's Degree in Nursing.</p> <p>The WHNP curriculum is offered as either a single track or a dual track WHNP & CNM preparation leading to a Master's Degree in Nursing.</p>

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(B) A general acute care hospital licensed pursuant to Chapter 2 (Section 1250) of Division 2 of the Health and Safety Code, which has an organized outpatient department.	NA		
(2) Have admission requirements and policies for withdrawal, dismissal and readmission clearly stated and available to the student in written form.	X		The program policies are available on the SDSU SON web site and in the <i>2015-2016 Graduate Bulletin</i> .
(3) Have written policies for clearly informing applicants of the academic status of the program.	X		SDSU is accredited by WASC. The SDSU SON graduate programs are accredited by CCNE. The NP program is approved by the Board of Registered Nursing.
(4) Provide the graduate with official evidence indicating that he/she has demonstrated clinical competence in delivering primary health care and has achieved all other objectives of the program.	X		SDSU NP graduates are awarded a Master's of Science in Nursing on successful program completion. SDSU transcripts state the NP role and population.
(5) Maintain systematic, retrievable records of the program including philosophy, objectives, administration, faculty, curriculum, students and graduates. In case of program discontinuance, the board shall be notified of the method provided for record retrieval.	X		The SON maintains program records from 2007 to present. Transcripts are available at the Registrar's office for 75 years.
(6) Provide for program evaluation by faculty and students during and following the program and make results available for public review.	X		The SON Master Evaluation plan evaluates multiple components of the program: curriculum, faculty, students, and facilities/resources. The NP program monitors national certification results and post-graduation employment as benchmarks of success. The certification pass rates for the AGNP and WHNP exams for the past three years were 100%.
SECTION 1484(c) Faculty. There shall be an adequate number of qualified faculty to develop and implement the program and to achieve the stated objectives.	X		The NP Program Chair is a faculty position with no assigned time for administration. Recommendation: Provide sufficient time for the NP Program Chair to coordinate and administer the NP Program as part of her assigned time. Provide sufficient staff and support services for the NP Program.
(1) Each faculty person shall demonstrate current competence in	X		All faculty are currently involved in APRN practice or related

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
the area in which he/she teaches.			activities in assigned teaching area.
(2) The director or co-director of the program shall:	X		Dr. Lorraine Fitzsimmons, FNP, is chair of the AGNP program. Dr. Lauren Hunter, CNM, NP, is chair of the WHNP program.
(A) be a registered nurse;			
(B) hold a Master's or higher degree in nursing or a related health field from an accredited college or university;	X		
(C) Have had one academic year's experience, within the last five (5) years, as an instructor in a school of professional nursing, or in a program preparing nurse practitioners.	X		
(3) Faculty in the theoretical portion of the program must include instructors who hold a Master's or higher degree in the area in which he or she teaches.	X		All faculty members teaching in the NP graduate program have Master's or Doctoral degrees
(4) A clinical instructor shall hold active licensure to practice his/her respective profession and demonstrate current clinical competence.	X		All AGNP and WHNP faculty members have valid California RN licenses, NP certificates, and are nationally certified.
(5) A clinical instructor shall participate in teaching, supervising and evaluating students, and shall be appropriately matched with the content and skills being taught to the students.	X		AGNP clinical faculty members: Dr. L. Fitzsimmons, FNP; Dr. Sue Hadley, ANP-BC, GNP; Della Burns, MN, FNP. WHNP clinical faculty members: Dr. Lauren Hunter, CNM, NP; Wendy Bonnar, MSN, WHNP-BC; and, Sherri Kari Baum, MS, CNM, FNP.
SECTION 1484(d) Curriculum	X		The NP curricula are based on BRN requirements and multiple national standards (NCSBN, NONPF, and ACCN) related to NP practice and education.
(1) The program shall include all theoretical and clinical instruction necessary to enable the graduate to provide primary health care for persons for whom he/she will provide care.			
(2) The program shall provide evaluation of previous education and/or experienced in primary health care for the purpose of granting credit for meeting program requirements.	X		Challenge procedures to evaluate previous education and experience are available for NP courses. To date, there have been no challenges. The SON accepts 9 academic credit units for transfer.

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(3) Training for practice in an area of specialization shall be broad enough, not only to detect and control presenting symptoms, but to minimize the potential for disease progression.	X		
(4) Curriculum, course content, and plans for clinical experience shall be developed through collaboration of the total faculty.	X		Faculty is responsible for curriculum development.
(5) Curriculum, course content, methods of instruction and clinical experience shall be consistent with the philosophy and objectives of the program.	X		
(6) Outlines and descriptions of all learning experiences shall be available, in writing, prior to enrollment of students in the program.	X		Program information is available for future students on SDSU SON web site and Graduate Bulletin.
(7) The program may be full-time or part-time and shall be comprised of not less than (30) semester units,[forty-five (45) quarter units], which shall include theory and supervised clinical practice.	X		The NP programs are offered either full time (2 years) or part time (three years). The AGNP curriculum consists of 31 semester units (18 theory and 13 clinical). The Master's degree program totals 50 semester units. The WHNP curriculum consists of 34 semester units (21 theory and 13 clinical). The Master's degree program totals 50 semester units.
(8) The course of instruction shall be calculated according to the following formula: (A) One (1) hour of instruction in theory each week throughout a semester or quarter equals one (1) unit. (B) Three (3) hours of clinical practice each week throughout a semester or quarter equals one (1) unit. (C) One (1) semester equals 16-18 weeks and one (1) quarter equals 10-12 weeks.	X		The NP program theory and clinical contact hours are based on the BRN formulas. An academic semester consists of 16-weeks.
	X		
	X		
(9) Supervised clinical practice shall consist of two phases: (A) Concurrent with theory, there shall be provided for the student,	X		The AGNP and WHNP population-specific curricula consist of a series of concurrent theory and clinical courses focusing

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
demonstration of and supervised practice of correlated skills in the clinical setting with patients.			on provision of primary care.
(B) Following acquisition of basic theoretical knowledge prescribed by the curriculum the student shall receive supervised experience sand instruction in an appropriate clinical setting.	X		Following the APRN core courses (Advanced Physical Assessment, Advanced Pathophysiology, and Advanced Pharmacology), NP students progress to the concurrent theory and clinical courses in their respective populations.
(C) At least 12 semester units or 18 quarter units of the program shall be in clinical practice.	X		Both the AGNP and WHNP curriculum consists of 13 semester units of clinical practice (624 hours).
(10) The duration of clinical experience and the setting shall be such that the student will receive intensive experience in performing the diagnostic and treatment procedures essential to the practice for which the student is being prepared.	X		Instruction in diagnostic and treatment procedures begins in NURS 501L. Additional treatments (suturing, etc.) are taught in the primary care clinical courses or a workshop.
(11) The program shall have the responsibility for arranging for clinical instruction and supervision for the student.	X		The NP program chairs are responsible for preceptor assignments. Both NP tracks have a stable cadre of highly qualified preceptors in a variety of settings. Most student preceptor experiences are with APRNs. Preceptors are eligible to be SDSU adjunct faculty members.
(12) The curriculum shall include, but is not limited to:	X		The required content areas are integrated throughout the NP theory and clinical courses.
(A) Normal growth and development			
(B) Pathophysiology	X		NURS 610 Pathophysiology in Adults and the Elderly
(C) Interviewing and communication skills	X		
(D) Eliciting, recording and maintaining a developmental health history	X		
(E) Comprehensive physical examination	X		
(F) Psycho-social assessment	X		
(G) Interpretation of laboratory findings	X		

APPROVAL CRITERIA	COMP	NON-COMP	WORK COPY COMMENTS
(H) Evaluation of assessment data to define health and developmental problems	X		
(I) Pharmacology	X		NURS 658 Clinical Pharmacology for Advanced Practice Nursing. The course includes instruction on Schedule II-V drugs and Furnishing Numbers.
(J) Nutrition	X		
(K) Disease management	X		NURS 654 Advanced Practice Nursing Primary Care I includes instruction on Standardized Procedures.
(L) Principles of health maintenance	X		
(M) Assessment of community resources	X		
(N) Initiating and providing emergency treatments	X		
(O) Nurse practitioner role development	X		
(P) Legal implications of advanced practice	X		Furnishing Number and Standardized Procedure content is emphasized across the NP clinical courses.
(Q) Health care delivery systems	X		
(13) The course of instruction of a program conducted in a non-academic setting shall be equivalent to that conducted in an academic setting.			



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December 14, 2015

Leslie A. Moody, RN, MSN, MAEd
Nursing Education Consultant
California Board of Registered Nursing

Dear Ms. Moody,

Thank you and your Board of Registered Nursing (BRN) visit team for your time and effort. We are in agreement with the report regarding the pre-licensure program. The area of non-compliance, "SECTION 1427(c) Each such program shall maintain written agreements with such facilities and such agreements shall include the following:

- (1) Assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives;
- (2) Provision for orientation of faculty and students;
- (3) A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
- (4) Assurance that staff is adequate in number and quality to insure safe and continuous health care services to patients;
- (5) Provisions for continuing communication between the facility and the program; and
- (6) A description of the responsibilities of faculty assigned to the facility utilized by the program.

The clinical facility agreement template and executed clinical facility agreements do not address the required elements." has been addressed.

We received internal San Diego State University approval for an Addendum to our Service Learning Agreement (MOU) that contains the BRN required language, which you approved, and we have sent the Addendums to each clinical agency on our approved BRN list. We expect to receive these signed addendums back in January 2016. I will be monitoring the responses and will confirm when all signed Addendums are received. A copy of the addendum is attached.

I do take issue with the two area of recommendation in the report regarding our graduate Nurse Practitioner programs that referred to "inadequate released time for administration" and to the "need for more staff support for the track coordinators". I was not asked about these two issues during the site visit. As Director of the School of Nursing, I have taken these faculty concerns to the Dean, College of Health & Human Services. These two track coordinators currently carry a smaller student load than do faculty in similar positions within the college and are not being held to the scholarly productivity standards of these other tenured faculty. Therefore, the Dean feels, as do I, that they have the necessary time available to them for administration and she is

unwilling to provide any additional released time for administration. Regarding the second item, there are four staff available for support of these two track coordinators. The availability of these staff is well-known by the track coordinators, but the track coordinators have not chosen to use their services. The track coordinators do need to schedule their work requests into the staff workload, something the track coordinators have been unwilling to do. Currently, there is more than sufficient staff support for these two roles.

Thank you for the opportunity to address these concerns.

Sincerely,

A handwritten signature in cursive script, appearing to read "Philip A. Greiner".

Philip A. Greiner, DNSc, RN
Professor and Director

Service-Learning / Affiliation Agreement Amendment
University and Learning Activity Site / Agency

This 1st Amendment is made and entered into on December 14, 2015 and amends that certain Service Learning Agreement Number 40xxxxxx, dated _____ (“Agreement”), by and between _____ and San Diego State University “University”. All terms used herein shall have the meaning ascribed to them in the Agreement, unless otherwise specifically defined herein. Whenever the terms of this Amendment are inconsistent with the Agreement, the terms of this Amendment shall be controlling.

The Agreement is hereby amended as follows:

1. Attachment A: California Board of Registered Nursing (BRN/CA) Requirements, consisting of six (6) pages.
2. Other than the modifications set forth above, the Agreement remains unchanged.

The parties acknowledge they have read the referenced Agreement and this Amendment, understand them, and agree to be bound by their terms and conditions.

**LEARNING ACTIVITY SITE / AGENCY
UNIVERSITY**

SAN DIEGO STATE

5500 Campanile Dr.
San Diego CA 92182

Authorized Signatory

Department Chair

Print Name

Print Name

Date

Date

Street Address

Associate Dean

City State Zip

Print Name

Email

Date

Phone

Contract and Procurement Management

Fax

Print Name

Date

**Amendment to Service Learning / Affiliation Agreement
SDSU School of Nursing**

The California Board of Registered Nursing (BRN/CA) requires the following in School of Nursing (SON) Service Learning and Affiliation agreements for student placements. The BRN/CA state requirements are listed below. Please check or fill in blanks for each item.

1. There is assurance of the availability and appropriateness of the learning environment in relation to the program's written objectives; (SDSU School of Nursing Baccalaureate Program objectives are referenced on pages 3- 4).
 - a. _____ (Agency/Facility Name) is willing and able to provide an appropriate learning environment for undergraduate students as evidenced by students being permitted to provide care for patients under the supervision of their faculty. SDSU School of Nursing (SON) is responsible to assure student readiness to be in the setting and to provide qualified faculty supervision.

2. Provision for orientation of faculty and students;
 - a. _____ (Agency/Facility Name) provides orientation information for students and faculty either through the San Diego Nursing and Allied Health Service-Education Consortium website or through their own education department. _____ (Yes/No)

 - b. Faculty may arrange for their own on site orientation to the assigned clinical areas by contacting the organization's education liaison at: (Yes/No and contact, if Yes)

3. A specification of the responsibilities and authority of the facility's staff as related to the program and to the educational experience of the students;
 - a. Facility staff are responsible to permit faculty and students access to the work area to select patients with appropriate staff input, and to answer questions and provide direction to faculty and students regarding policies, and resources. If at any time departmental leadership (clinical or managerial) deem a situation to be inappropriate for student involvement, the SDSU clinical faculty person should be so informed. Faculty will withdraw the student from the situation.

4. Assurance that staff is adequate in number and quality to ensure safe and continuous health care services to patients;
 - a. Are there adequately prepared staff in adequate numbers to care for the patient populations served in your facility (facilities)? _____ (Yes/No)

 - b. As evidenced by continued Joint Commission accreditation _____ (Check, if appropriate) and/or CA Department of Public Health licensing. _____ (Check, if appropriate)

5. Provisions for continuing communication between the facility and the program; and
 - a. The SDSU School of Nursing (SON) Placement Coordinator communicates the placement needs and requests for the SDSU SON each semester through the San Diego Nursing and Allied Health Service-Education Consortium. The SDSU SON placement coordinator communicates with each facility's education liaison in order to verify placement availability, number of students, and to notify the facility who the faculty are that will be in the facility.
 - b. Faculty are expected to notify the person in charge of the department when they are on the unit/in the department and to communicate anticipated student activities for that day. The SDSU SON Placement Coordinator and/or the Associate Director of the SDSU SON are available to talk with facility leadership, education liaisons whenever desired.
6. A description of the responsibilities of faculty (Clinical Instructors) assigned to the facility utilized by the program are referenced on pages 5-6.

SDSU SCHOOL OF NURSING
Student Learning Outcomes: Baccalaureate Program
(approved by Faculty 10/15/13)

1. Applies an integrated liberal educational experience in personal and professional development.
Examples of potential evidence include: Noting developmental and/or cultural differences in planning nursing care; or incorporating knowledge of the political process in lobbying for a health care policy change. These could both be documented in student portfolios.
2. Demonstrates the central professional value of caring by delivering compassionate, safe, appropriate and culturally sensitive care.
Examples of potential evidenced include: Acceptable completion of a patient care assignments in clinical labs. Graded care plans articulating the planned care and faculty notation of student completion of the care.
3. Consistently uses communication, assessment, contextual knowledge, clinical reasoning, and evidence in the delivery of nursing care.
Examples of potential evidence include: Documented plans of care for patients assigned. Plans of care validated for appropriateness by faculty. Appropriate student responses to significant changes in the condition of patient(s), documented by student and faculty.
4. Demonstrates accountability for professional values and standards of nursing practice in a variety of settings among diverse populations.
Examples of potential evidence includes: Articulates in a course paper, the relationship between written professional standards and the practice witnessed by the student. In a paper or journal articulates what values guided the planning and implementation of care for an individual, family or population.
5. Accepts responsibility for professional growth and learning in consonance with the emerging roles of the nurses in a changing society.
Examples of potential evidence includes: Completion of course work, preparation course or discussion group for NCLEX examination, applying for work in an organization supportive of nursing development through a residency program. Active participation in California Nursing Student Association (CNSA).
6. Demonstrates effective collaboration skills when interacting with patients families, populations, and interdisciplinary healthcare teams.
Examples of potential evidence include: Planning and completing a community assessment with nurses and one or more members of other disciplines; Planning and implementing a plan of care for an individual working with the patients and 1 or more members of their significant group. Planning, gathering supplies for, and executing an international trip during which care is provided to a population by a team of people.

7. Demonstrates leadership within local, national, and global healthcare.
Examples of potential evidence include: participation in local, national, or global professional organizations such as CNSA, SDSU Associated Student Organization, Global Care Brigades, local, state or national government, or work related governance groups.

8. Develops an awareness of, participates in, and/or advocates for social, economic, and political issues that affect healthcare.
Examples of potential evidence include: Participation in an organization that develops, implements, markets, and/or lobbies for initiatives that influence health care at the local, national or international level. Such activities could be documented in student portfolios, on YouTube, and/or in the University newspaper.

Clinical Instructor Description

SDSU School of Nursing

Qualifications:

Required: Valid, current Registered Nurse license in California. Masters in Nursing or related field. Experience and documented expertise in the clinical area in which she/he is teaching. Teaching experience (may be in service or academic settings).

Preferred: Certification in area of clinical specialization.

Role/Definition:

The clinical instructor is responsible for overseeing students in clinical settings as they practice the nursing content and concepts they are learning in the theory portion of their classes. Supporting students in the development of critical thinking skills, assessment, planning, patient care, evaluation of care, and professional communication is central to this role. The clinical instructor is a role model for students on how to work with patients and communicate with other healthcare professionals. The clinical instructor is expected to provide clear and accurate feedback to students in order for students to develop an understanding of what they are doing well and what requires improvement and additional learning.

Requirements and Expectations for Clinical Faculty

1. Clinical faculty are expected to contact the agency they will be teaching a clinical lab at to complete orientation to that clinical agency prior to the start of the semester. Be advised that some agencies have an extensive orientation for faculty.
2. Clinical faculty shall abide by, and stay abreast of, all policies at the clinical agencies where they are teaching and all policies of the SDSU School of Nursing.
3. For all non-precepted courses, faculty must be at the institution when students are there providing care. Clinical faculty are expected to remain on the patient care units with students.
4. For courses where the students are working with preceptors, faculty must follow the SON requirements for supervising those students specific to the number and frequency of site visits and conferences/seminars with the entire clinical group. A minimum of two visits to preceptors and students is required each semester.
5. Clinical faculty are expected to know the sequence of the lecture content for their course so as to be able to appropriately reinforce those topics during the student's clinical experience. Clinical faculty are also expected to follow the specifications for the clinical experience and course grading outlined in the course syllabus and to attend course-specific faculty meetings.
6. Clinical faculty are expected to complete a course specific student evaluation form (each course will have the clinical evaluation form in the course syllabus. See course coordinator) on each of their students at midterm and at the end of the semester. Student evaluations should be a fair appraisal of the student's clinical performance (good and bad), are to be discussed with the student in detail, and must be turned in to the course coordinator on time. In the event a student is not performing at an acceptable level, clinical faculty are expected to develop a Clinical Performance improvement plan with input from the course coordinator, discuss the plan with the student, follow-up weekly on plan progress.
7. Clinical faculty are to keep the course coordinator abreast of any concerns about student performance or behavior and any untoward events that occur during the clinical experience. Clinical faculty are also to keep the course coordinator informed of any site-specific issues that may influence the student experience or the achievement of course outcomes.

8. Clinical Faculty, part time and full time, are encouraged to be at the faculty meetings and at in-service meetings held during administration week and finals week.
9. Clinical Faculty should be aware how their clinical course fits in with the overall curriculum.
10. Clinical Faculty are required to complete the same background check, drug screen, CPR, and Immunization requirements as the students.

BOARD OF REGISTERED NURSING

Education/Licensing Committee

Agenda Item Summary

AGENDA ITEM: 7.5.1
DATE: January 14, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for Simpson University (SU) Baccalaureate Degree Nursing Program

REQUESTED BY: Katie Daugherty, Nursing Education Consultant

BACKGROUND: Kristie Stephens is the Program Director and Dean of the SU School of Nursing (SON) that includes the pre-licensure traditional undergraduate generic (TUG) BSN degree program and a post-licensure RN to BSN degree option. Ms. Stephens has served as a SU faculty member, Assistant Director and now the Program Director and Dean of the School of Nursing (SON) effective June 2014 when the program's first program director retired.

SU is a private not-for-profit Christian university (total enrollment of ~1,162 FT students) offering liberal arts and professional studies programs in 26 undergraduate majors, four graduate majors, and adult degree completion programs. SU's generic BSN degree program (5 semesters in the nursing major) was approved in 2010. When initially approved, SU had full support from the other pre-licensure nursing programs (CSU Chico-BSN, College of the Siskiyous-LVN to RN, and Shasta College-AD) using the same clinical agencies in the Redding/Yreka region. At this time, the three other pre-licensure programs report no plans for increased enrollment in the future. CSUC (40) and Shasta (3) admit twice a year; SU (up to 32) and COS (30) once a year.

SU is a WASC Senior College and University accredited institution and in November 2015 the SON attained CCNE initial accreditation through 2020 on first attempt. In April 2014 SU's first BRN continuing approval visit occurred with one area of non-compliance related to 2012-2013 annual NCLEX pass rate of 70.59% pass rate identified. By August 2014, the area of non-compliance was corrected when the program achieved an annual pass rate of 95.45% (21/22 for 2013-2014). Continuing program approval was granted in September 2014. Since then, no areas of non-compliance have been identified and the annual NCLEX pass rate for 2014-2015 was 100% (32/32).

Currently SU admits 27-32 students once a year each Spring term. Program enrollment for Spring 2016 is expected to total ~90 students and typically decreases to ~60-64 students in Fall semesters because the program currently only admits once a year. SU reports 55-69% of the students enrolled in the nursing major are transfer students and 60-73% are from the local community. Approximately 50-71% of the program's graduates are hired within the local community after graduation. Attrition rates typically range from 3-10% for the last couple of graduating classes.

Per CCR 1432 regulation and requirements and the request from the Board's EO, SU's increased program enrollment request is being submitted for Board review as a substantive change. SU's proposed change would increase the total enrollment capacity from the existing pattern of ~60-64 each Fall semester and ~90 students each Spring semester. The program is proposing a twice a year admission pattern with incremental increases in Fall semester enrollment per the attached grid. The plan proposes admission of 30 students in Spring 2016 and then admission of 18 students in Fall 2016, followed by admission of 27 students in Spring 2017, then 24 students in Fall 2017 and thereafter to move to a continuous enrollment pattern of up to 27 students every Fall and Spring semesters beginning in Spring 2018.

SU's Program Director Ms. Stephens reports she has carefully and meticulously used all available open clinical slots identified on the clinical regional planning schedules to "plug in" clinical placements to support SU's proposed incrementally increased enrollment plans without displacing the other three programs. She reports she verified these slots were open when the schedules were reviewed at the regional planning meetings. Because the three other programs have not had the opportunity to review SU's detailed proposal and evidence supporting increased program enrollment, this has generated the most recent expressions of concern by the other nursing programs.

In November 2015, the Board received two separate letters of concern; one from the three other pre-licensure programs (CSU Chico, College of the Siskiyous, Shasta College) using clinical placements in the Redding/Yreka region and a letter of concern from the two College Presidents (College of the Siskiyous and Shasta College) as attached. This occurred after SU most recently announced its plans to move forward in pursuing increased program enrollment at the October 2015 clinical regional planning meeting. The Board members may also recall that in 2013 the former program directors from Shasta College and COS expressed concern about any future SU enrollment increases during the public comment period at the 11/6/13 Board meeting as attached.

According to the three other pre-licensure programs, a concern about limited clinical placement availability and any program's expansion has been consistently expressed at the local regional planning meetings in 2013, 2014, and 2015. According to the other three PDs, whenever SU has announced plans to pursue increase program enrollment the group has recommended SU expand its RN to BSN degree enrollment instead. SU reports it is working with the local AD programs and community clinical facilities to offer needed RN to BSN degree completion opportunities already.

Historically, since 2009 the Redding/Yreka area regional clinical planning for clinical placements for these four programs has been successfully handled by the local regional clinical planning group that meets at least twice a year (October and April and other times as needed). Over the last two to three years, a series of changes in the region including changes in nursing program directors, changes in the regularity of meeting attendance by all clinical facility representatives, meeting format/length, and changes within clinical agencies themselves may have had an impact on the issues/concerns arising at this time.

In late October 27, 2015, the Redding/Yreka region clinical planning group held the customary clinical planning meeting to confirm Spring 2016 clinical placements and to take a look at the

Fall 2016 clinical placement schedules. Two announcements during the meeting triggered three of the four pre-licensure programs to express increased concerns about clinical placements in the region and to submit the November 2015 letters of concern to the Board's NEC and EO as attached. SU announced its intent to pursue increased program enrollment as a general announcement but without further description of plan details. Additionally, Mercy Medical Center (MMC) representatives announced MMC was unable to confirm Fall 2016 for any schools as yet because it was launching its own RN employee Nurse Residency Program to train MMC employees to replace its own retiring RN staff.

In September 2015, SU submitted a detailed written proposal to increase its program enrollment. The proposal included the requisite information and evidence customarily required for consideration of increased program enrollment request. This included evidence that SU has identified/secured the necessary resources including budget, adequate prerequisite and degree courses, adequate faculty and support staff hiring plans, sufficient physical space, support services and clinical placement plans to support increased program enrollment without displacing the clinical placements for the other three pre-licensure programs. The evidence includes a series of signed documents from clinical agencies (completed in July-August 2015) that support SU's proposed program expansion plans. The forms signed by the clinical agency representatives clearly state SU's proposed admission cycle starting in Fall 2016 will not displace existing clinical placements for the other nursing programs. SU's proposal clearly states it will not move forward with program expansion and increased enrollment unless the necessary resources in every area are available. Since the other three pre-licensure programs have not seen the proposal, the clinical placement schedules or signed clinical agency evidence provided, it is unknown at this time if their review would identify any scheduling conflicts or displacement of clinical slots for these other programs.

On October 1, 2015 the NEC made a previously scheduled site visit to SU to verify the relocation of the SON to the new Science and Nursing building, successful implementation of the most recent major curriculum change (2013) to improve annual NCLEX pass rates and to discuss the program's readiness for possible increase enrollment. The visit showed the new physical space for the nursing program is sufficient to support on campus instructional activities including didactic, skills and simulation learning activities and plans for future expansion with the planned addition of 2 simulation pods to the existing 4 pods in Summer 2016. During the October NEC visit, students and faculty reported consistent and strong satisfaction with SU and program leadership, instruction, and resources available to support instruction and student learning needs in both groups. Faculty also reported stability and readiness for the proposed increased enrollment. The proposed program expansion was discussed with the program director and the senior administration (President and Provost) and included a NEC recommendation to continue collaborating with the other nursing programs concerning SU's request for increased program enrollment and a suggestion that SU consider an incremental "phased in" approach to plans for increasing program enrollment. Subsequently the program submitted the revised enrollment plan as attached.

SU is aware that the Board received two letters of concern regarding SU's proposed increased enrollment, SU has reached out to the other three programs to meet (December 18, 2015 and January 8, 2016) for purposes of review and discussion of the increased enrollment plans and the

evidence that shows SU will not be displacing clinical placements for any of the other programs. Because SU's meeting request occurred on short notice in the last week of the Fall term when the holiday break occurred, as of this ELC submission deadline, the group had not yet convened to review/discuss SU's proposed increased enrollment plan and evidence. SU's plan moving forward is convene the group as soon as possible and to clearly demonstrate that SU's plans for increased program enrollment do not or will not displace the clinical placements of the other pre-licensure programs in the area.

Only select relevant proposal documents have been included for the January ELC meeting because the complete proposal, addenda etc. are too voluminous for inclusion. The NEC will have the complete document set available at the meeting should the committee members wish to access.

Additionally other select documents submitted by the other nursing programs have also been included so the Board has some basic information related to the clinical placement issues facing this group of pre-licensure programs.

NEXT STEPS:

Place on Board Agenda

PERSON TO CONTACT:

Katie Daugherty, MN, RN
(916) 574-7685

Proposal Increased Enrollment Plan/Grid

Revised Increased Enrollment Pattern with Total Number of Students

Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020
1 st Semester: NURS 2310								
18 students	27 students	24 students	27 students					
2 clinical sections clinical sites: Kindred Golden Living Red Bluff HC	3 clinical sections clinical sites: Kindred Golden Living Red Bluff HC							
2 nd Semester: NURS 3310 NURS 3330								
30 students	18 students	27 students	24 students	27 students				
6 clinical sections clinical sites: MMCR SRMC Various MH sites	4 clinical sections clinical sites: MMCR SRMC Various MH sites	6 clinical sections clinical sites: MMCR SRMC Various MH sites						
4 th Semester: NURS 4310 NURS 4320	3 rd Semester: NURS 3350 NURS 3360 NURS 3370							
31 students	30 students	18 students	27 students	24 students	27 students	27 students	27 students	27 students
6 clinical sections clinical sites: MMCR SRMC Various CH sites	6 clinical sections clinical sites: MMCR SRMC	4 clinical sections clinical sites: MMCR SRMC	6 clinical sections clinical sites: MMCR SRMC					
	5 th Semester: NURS 4350W	4 th Semester: NURS 4310 NURS 4320						
	31 students	30 students	18 students	27 students	24 students	27 students	27 students	27 students

	4 clinical sections clinical sites: MMCR SRMC Vibra St. E's	4 clinical sections clinical sites: MMCR SRMC Various CH sites	2 clinical sections clinical sites: MMCR SRMC Various CH sites	6 clinical sections clinical sites: MMCR SRMC Various CH sites			
			5 th Semester: NURS 4350W 30 students	5 th Semester: NURS 4350W 18 students	5 th Semester: NURS 4350W 27 students	5 th Semester: NURS 4350W 24 students	5 th Semester: NURS 4350W 27 students
			4 clinical sections clinical sites: MMCR SRMC Vibra St. E's	2 clinical sections clinical sites: MMCR SRMC Vibra St. E's	3 clinical sections clinical sites: MMCR SRMC Vibra St. E's	3 clinical sections clinical sites: MMCR SRMC Vibra St. E's	3 clinical sections clinical sites: MMCR SRMC Vibra St. E's
79	106	99	126	123	132	132	135
Total Number of Students per Term							
Total Number of Clinical Sections							
14	17	15	21	23	24	24	24
Current Number of Clinical Sections							
12	14	12	14	12	14	12	12

Clinical Site Legend	
MMCR	Mercy Medical Center-Redding
SRMC	Shasta Regional Medical Center
St. E's	Saint Elizabeth's Community Hospital
Red Bluff HC	Red Bluff Health Care
MH Sites	Various placements in the community
CH Sites	Various placements in the community
Kindred	Kindred/Canyonwood

+ Vibra

Revised 12/21/2015



School of Nursing
Bachelor of Science in Nursing Curriculum Plan
Catalog Year 2016-2017

YEAR 1

BIOL 1310	Human Anatomy	4
CHEM 1300	Introduction to Chemistry	4
ENGL 1210	Principles of College Writing I	3
PSYC 1600	Intro to Psychology	3
BIBL 1300	Literature of Old Testament	3
*LEAD 1100	First Year Experience	1
Total		18

BIOL 1320	Human Physiology	4
ENGL 1220	Principles of College Writing II	3
COMM 1260	Oral Communication	3
BIBL 1310	Literature of New Testament	3
HUMA 1460	World Civilizations II	3
Total		16

YEAR 2

BIOL 2110	Nutrition	3
BIOL 2310	Microbiology	4
MATH 2610	Statistics	3
PSYC 3016	Lifespan Development	3
CORE 2000	The Christian, University & World	3
Total		16

NURS 2310	Foundations of Nursing & Professional Seminar	5
NURS 2320	Health Assessment & Nursing Skills	3
NURS 2330	Pathophysiology for Nurses	3
NURS 2340	Nursing Care of the Older Adult	2
**BIBL 2220	Hermeneutics & Bible Study Methods	3
Total		16

YEAR 3

NURS 3310	Nursing Care of the Adult I	5
NURS 3320	Pharmacology for Nurses	3
NURS 3330	Nursing Care for Mental Health & Professional Seminar	5
NURS 3340	Evidence Based Practice & Informatics for Nurses	2
Total		15

NURS 3350	Nursing Care of the Adult II	5
NURS 3360	Nursing Care of Maternal & Newborn	3
NURS 3370	Nursing Care of Children & Adolescents	3
NURS 3380	Health Promotion	3
**THEO 3600	Christian Theology	3
Total		17

YEAR 4

NURS 4310	Nursing Care of the Critical Ill Adult	5
NURS 4320	Nursing Care for the Community & Public Health	5
NURS 4330	Nursing Research & Professional Seminar	3
**ANTH 4110	Cultural Anthropology	3
Total		16

NURS 4340	Leadership & Management in Nursing	5
NURS 4350W	Nursing Capstone & Professional Seminar	5
NURS 4360	Preparation for Professional Practice	3
Total		13

Nursing Major Prerequisites	43
Nursing Major Requirements	68
Foundational Studies Requirements	15
TOTAL	126

* This course is not a graduation requirement for the Bachelor of Science in Nursing.

Revised: August 10, 2015 KS

**These courses will hold priority slots for students currently enrolled in the nursing program. Fall semester priority registration ends July 1st for nursing students. Spring semester priority registration ends December 1st for nursing students. Once the priority date expires the course is open to all students.

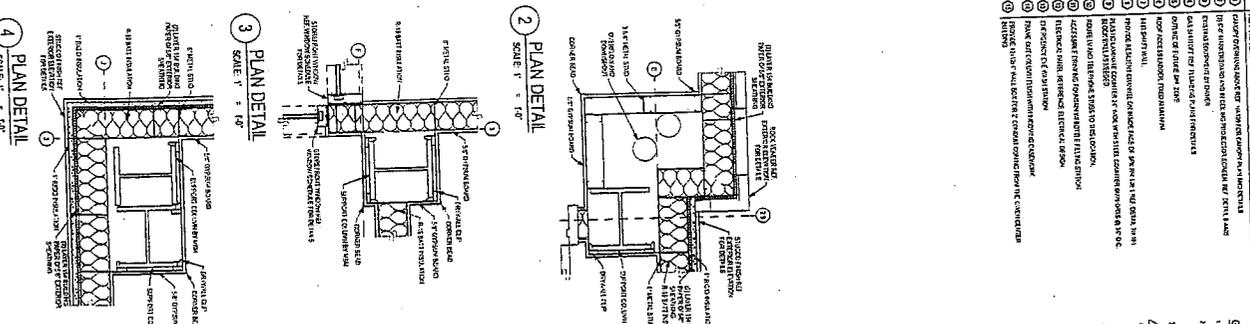
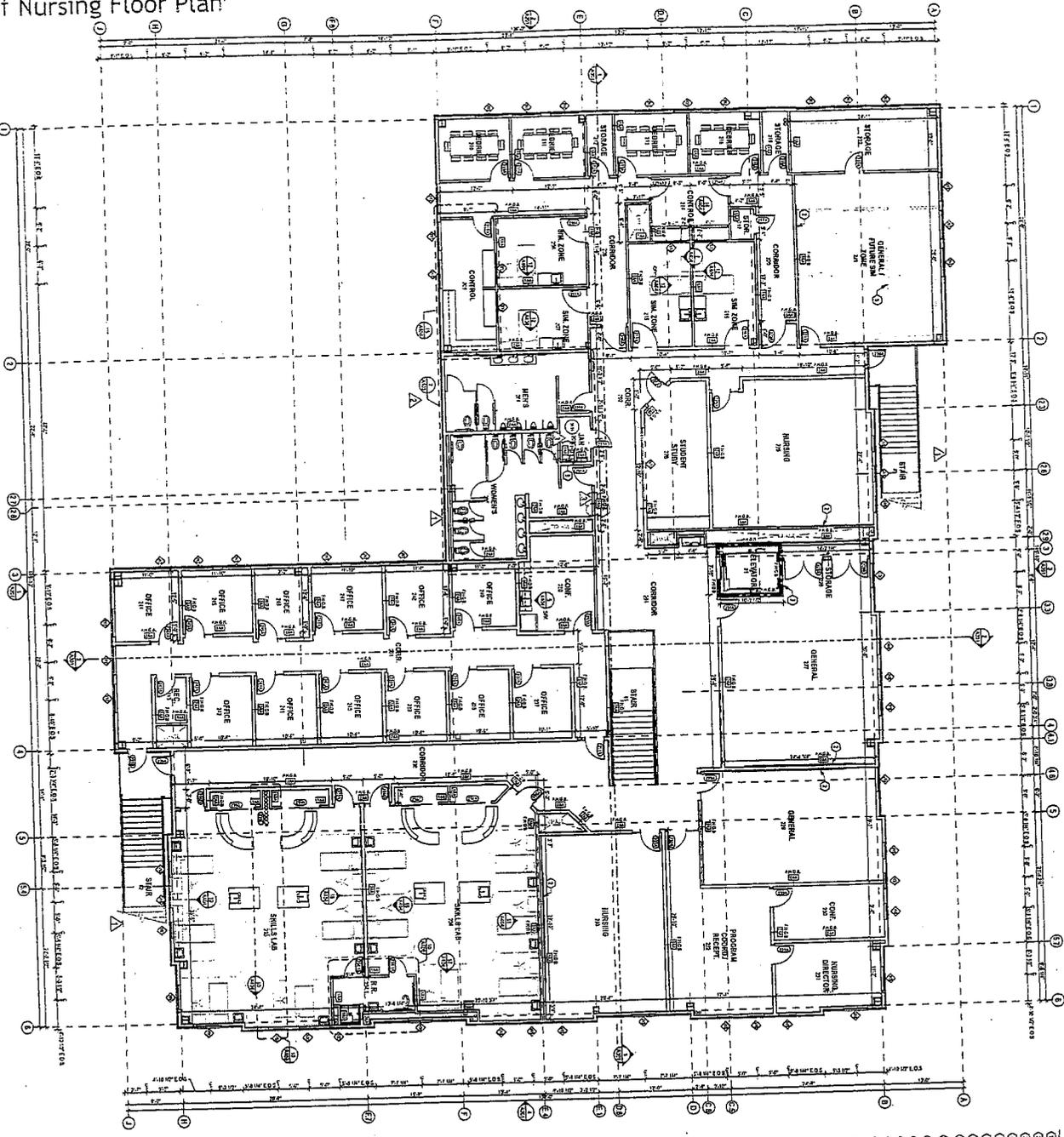
**September 2015 Proposal
Select Resources Evidence**

Table B. Approved Budget with Additional Enrollment Cycle

Line	General Account	Nursing	2015-2016 Annual Budget	2016-2017 Annual Budget	2017-2018 Annual Budget	2018-2019 Annual Budget
		26101				
51201	Full-time Faculty Salaries		\$528,000.00	\$740,520.00	\$887,436.00	\$910,000.00
51203	Faculty Overload		\$10,000.00	\$15,000.00	\$16,000.00	\$17,000.00
51204	Adjunct		\$120,000.00	\$120,000.00	\$150,000.00	\$150,000.00
51205	Non-Instructional Salaries		\$84,000.00	\$86,000.00	\$88,000.00	\$90,000.00
51301	Staff Salaries		\$92,500.00	\$144,100.00	\$146,982.00	\$149,950.00
53421	Honorariums		\$500.00	\$500.00	\$500.00	\$500.00
54101	Supplies		\$5,000.00	\$7,000.00	\$9,000.00	\$11,000.00
54102	Photocopies		\$8,500.00	\$10,500.00	\$12,500.00	\$14,500.00
54103	Subscriptions		\$500.00	\$700.00	\$900.00	\$1,100.00
54104	Instructional Materials		\$5,000.00	\$7,000.00	\$9,000.00	\$11,000.00
54108	Supply-uniforms		\$1,200.00	\$1,800.00	\$2,400.00	\$3,000.00
54111	Supplies Special Events		\$6,000.00	\$8,000.00	\$10,000.00	\$10,000.00
54117	Lab Supplies		\$10,000.00	\$11,000.00	\$12,000.00	\$13,000.00
54301	Postage		\$500.00	\$600.00	\$700.00	\$800.00
54502	Service Contracts		\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
54801	Advertising		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
54802	Printing		\$1,500.00	\$2,000.00	\$2,500.00	\$3,000.00
54701	Travel		\$13,500.00	\$16,500.00	\$19,500.00	\$19,500.00
54702	Travel -lodging					
54703	Meals/Entertainment					
54704	Mileage - Vehicle		\$600.00	\$600.00	\$600.00	\$600.00
54805	Faculty Development		\$5,000.00	\$8,000.00	\$9,000.00	\$9,000.00
54806	Conference costs					
56301	Memberships		\$2,500.00	\$3,000.00	\$3,000.00	\$3,500.00
56701	Capital Large Equipment		\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
56711	Small Equipment		\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
56731	Computer Software		\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
56732	Computer Hardware		\$15,000.00	\$35,000.00	\$15,000.00	\$15,000.00
56811	Employee Relations		\$2,000.00	\$3,000.00	\$5,000.00	\$5,000.00
56813	Community Relations		\$2,000.00	\$3,000.00	\$5,000.00	\$5,000.00
56822	WASC/Accreditation	CCNE	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
56831	Employee Hiring costs		\$500.00	\$500.00	\$500.00	\$500.00
56899	Misc. Income					
	TOTAL BUDGET		\$956,300.00	\$1,266,320.00	\$1,447,518.00	\$1,484,950.00

Appendix C
School of Nursing Floor Plan

1 SECOND FLOOR
SCALE: 1/8" = 1'-0"
SECTION: 1-1, 1-2, 1-3, 1-4, 1-5, 1-6, 1-7, 1-8, 1-9, 1-10, 1-11, 1-12, 1-13, 1-14, 1-15, 1-16, 1-17, 1-18, 1-19, 1-20, 1-21, 1-22, 1-23, 1-24, 1-25, 1-26, 1-27, 1-28, 1-29, 1-30, 1-31, 1-32, 1-33, 1-34, 1-35, 1-36, 1-37, 1-38, 1-39, 1-40, 1-41, 1-42, 1-43, 1-44, 1-45, 1-46, 1-47, 1-48, 1-49, 1-50, 1-51, 1-52, 1-53, 1-54, 1-55, 1-56, 1-57, 1-58, 1-59, 1-60, 1-61, 1-62, 1-63, 1-64, 1-65, 1-66, 1-67, 1-68, 1-69, 1-70, 1-71, 1-72, 1-73, 1-74, 1-75, 1-76, 1-77, 1-78, 1-79, 1-80, 1-81, 1-82, 1-83, 1-84, 1-85, 1-86, 1-87, 1-88, 1-89, 1-90, 1-91, 1-92, 1-93, 1-94, 1-95, 1-96, 1-97, 1-98, 1-99, 1-100



- KEY NOTES:**
1. ALL DIMENSIONS UNLESS OTHERWISE NOTED ARE TO FACE.
 2. ALL DIMENSIONS TO FACE UNLESS OTHERWISE NOTED.
 3. ALL DIMENSIONS TO CENTERLINE UNLESS OTHERWISE NOTED.
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 30. ALL DIMENSIONS TO CENTERLINE UNLESS OTHERWISE NOTED.

GENERAL NOTES:

1. ALL DIMENSIONS UNLESS OTHERWISE NOTED ARE TO FACE.
2. ALL DIMENSIONS TO FACE UNLESS OTHERWISE NOTED.
3. ALL DIMENSIONS TO CENTERLINE UNLESS OTHERWISE NOTED.
4. ALL DIMENSIONS TO CENTERLINE UNLESS OTHERWISE NOTED.
5. ALL DIMENSIONS TO CENTERLINE UNLESS OTHERWISE NOTED.
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30. ALL DIMENSIONS TO CENTERLINE UNLESS OTHERWISE NOTED.

A102
FOR CONSTRUCTION
CONTRACT SCALE DRAWING

SHEET TITLE:
SECOND FLOOR PLAN

PROJECT: AS111
FOR CONSTRUCTION: 11.13.2011
ORIGINAL ISSUE: 2.11.2011

PROJECT:
**SIMPSON UNIVERSITY
NEW SCIENCE / NURSING FACILITY**
2211 COLLEGE VIEW DRIVE
REDDING, CA 96003

DATE: 05/12/11
PROJECT: NEW SCIENCE / NURSING FACILITY
SHEET: 102 OF 102

DAVID COOK ARCHITECT | 2200 WASHINGTON BLVD., SUITE 100, REDDING, CA 96001 | 530.232.1717 | www.bow-services.com

NO.	DATE	DESCRIPTION
1	05-12-11	ISSUED FOR PERMITS
2	07-25-11	ISSUED FOR CONSTRUCTION
3	07-25-11	ISSUED FOR CONSTRUCTION
4	07-25-11	ISSUED FOR CONSTRUCTION
5	07-25-11	ISSUED FOR CONSTRUCTION
6	07-25-11	ISSUED FOR CONSTRUCTION
7	07-25-11	ISSUED FOR CONSTRUCTION
8	07-25-11	ISSUED FOR CONSTRUCTION
9	07-25-11	ISSUED FOR CONSTRUCTION
10	07-25-11	ISSUED FOR CONSTRUCTION

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1000 WASHINGTON BLVD., SUITE 100, REDDING, CA 96001
530.232.1717 | www.bow-services.com

Appendix E
Faculty Roster

** Note: 6 additional FT faculty are slated for hire if proposed increased enrollment plan is approved.*

*Designated Content Expert (in accordance with BRN requirements)

	Name	Rank	Entry Date	Clinical Content Area(s)
FT	Louann Bosenko, RN, MSN	Assistant Professor	2009	Medical/Surgical, Geriatrics, Pediatrics*, Obstetrics*, RN - BSN Track
	Linda Henrich, RN, MSN	Assistant Professor	2013	Medical/Surgical, Geriatrics*
	Paul Herman, RN, MSN	Assistant Professor	2014	Medical/Surgical, Geriatrics, Critical Care, RN - BSN Track
	Gerlinde Nosek, RN, MSN	Assistant Professor	2014	Medical/Surgical*, Geriatrics, Pediatrics, Obstetrics
	Kristie Stephens, RN, MSN	Assistant Professor	2012	Medical/Surgical, Geriatrics,
	Mark Schneider, RN, MSN	Assistant Professor	2013	Medical/Surgical, Geriatrics, Mental Health, Community Health
	Rebecca Swartzman, RN, MSN	Assistant Professor	2012	Medical/Surgical, Geriatrics, Mental Health*, Community Health
PT	Stacey Kelly, RN, MSN	Adjunct Faculty	2012	Medical/Surgical
	Misty Smith, RN, MSN	Adjunct Faculty	2015	Medical/Surgical
	Rebekah Arkens, RN, BSN	Clinical Adjunct Faculty	2015	Medical/Surgical
	Virginia Biffaretti, RN, MSN	Clinical Adjunct Faculty	2013	Pediatrics, Obstetrics
	Mary Ewert, RN, MSN	Clinical Adjunct Faculty	2014	Medical/Surgical
	Alan Harrell, RN, BSN	Clinical Adjunct Faculty	2015	Medical/Surgical
	David Hensley, RN, BSN	Clinical Adjunct Faculty	2013	Medical/Surgical
	Hannah Hinrichsen, RN, BSN	Clinical Adjunct Faculty	2015	Medical/Surgical
	Laura Jamieson, RN, BSN	Clinical Adjunct Faculty	2015	Obstetrics
	Kim Malson, RN, BSN	Clinical Adjunct Faculty	2014	Medical/Surgical
	Vasily Mariano, RN, BSN	Clinical Adjunct Faculty	2015	Medical/Surgical
	Jill Martin, RN, BSN	Clinical Adjunct Faculty	2014	Obstetrics
	Lisa Scott, RN, BSN	Clinical Adjunct Faculty	2014	Medical/Surgical
	Wendi Forrest, RN, BSN	Clinical Adjunct Faculty	2013	Medical/Surgical
	Ramona Stewart, RN, BSN	Clinical Adjunct Faculty	2013	Mental Health
	Chari Miller, RN, BSN	Clinical Adjunct Faculty	2013	Medical/Surgical
	Alison Weil, RN, BSN	Clinical Adjunct Faculty	2013	Medical/Surgical
	Peter Young, PhD	RN-BSN Adjunct Faculty	2006	RN - BSN Track
	Joan Bestor, RN, MSN	RN-BSN Adjunct Faculty	2012	RN - BSN Track
	James Roemmich, RN, MBA	RN-BSN Adjunct Faculty	2013	RN - BSN Track
	Cathe Ledford, RN, MSN	RN-BSN Adjunct Faculty	2008	RN - BSN Track

**Mercy Medical Center Redding
Letter of Support for
Simpson University Program
Expansion**



Dignity Health.

Mercy Medical Center
Redding

2175 Rosaline Avenue
Redding, CA 96001

March 20, 2015

Ms. Katie Daugherty, NEC
California Board of Registered Nursing
1747 North Market Boulevard, Suite 150
Sacramento, CA. 95834

Ms. Daugherty:

I am writing this letter of support for Simpson University's expansion of its Registered Nursing program for Bachelor of Science (BSN) prepared nurses.

Mercy Medical Center has traditionally had a much larger percentage of Associate Degree prepared nurses (ADN's) than BSN prepared nurses. This was largely due to our geographic isolation and distance from a university with a generic BSN program. For many years, we have only had the opportunity to hire ADN nurses from our local community college, Shasta College.

We have had a relationship with both Simpson University and with California State University, Chico for several years and have benefited as an organization from this clinical partnership. Referencing the Future of Nursing Report, Mercy Medical Center has especially been focused for about five (5) years now on Recommendation 3 (implement nurse residency programs), Recommendation 4 (increase the proportion of nurses with baccalaureate degree to 80 percent by 2020), and also Recommendation 5 (double the number of nurses with a doctorate by 2020).

We have had a nurse residency program for five (5) years now and have plans to expand that program to twice yearly. Since historically our proportion of ADN to BSN nurses has been low, we have worked actively to turn that ratio around, and Simpson and CSU Chico have been active partners in that work. Acute hospital nursing is very complex and becoming more so quickly, and we seek to have the majority of our nursing force have BSN's, MSN's or pursuing their Doctorate degrees.

We completely support Simpson University's plans to expand their program, and in fact have many open days and shifts that can accommodate nursing students in our hospital. I think it is important to mention that although we have recently heard complaints from Shasta College that they cannot place their students at our hospital, that is not entirely true.

We do struggle to provide Shasta College with the shifts and days they have occupied as the only clinical nursing program for several decades, but we have many days and shifts at our hospital that can accommodate nursing students. The schools need to be thinking in a more open fashion and consider that not all requests for Wednesday/Thursday day shift rotations can be accommodated. Times have changed and Shasta College needs to consider being more flexible in their clinical rotations and work more collaboratively with other essential partners toward an effective solution.

We have encouraged Shasta College to work toward seamless concurrent enrollment in a BSN program for their students for some time now, and are hopeful they will soon make this happen. This would be a great community benefit. Many community colleges have already adopted this model.

Mercy has been and remains a supporter of Shasta College and has no plans to displace any current students. We will continue to ask our nursing schools, in the interest of patient safety and student safety, to consider clinical rotations on nights and weekends as they do in other locations. With this collaboration, we can accommodate all current requests.

We strongly encourage the State Board of Registered Nursing to grant Simpson University's plan of expansion, and have adequate clinical space for our current affiliations.

Thank you for your consideration. Please don't hesitate to call me if I can be of any further assistance,

Sincerely,

A handwritten signature in cursive script that reads "Kim Shaw".

Kim Shaw, RN, BSN, MBA
V.P. Patient Care Services, Chief Nursing Executive

**September 2015 Proposal
Signed Clinical Facilities
Placement Verification Forms**

Appendix B
Signed Clinical Placement Rotations



SIMPSON
UNIVERSITY
School of Nursing

Golden Living

Semester	Mon	# students	Tues	# students	Wed	# students	Thur	# students	Fri	# students	Sat	# students
16 FA					6:30-13:30	8	6:30 - 11:00	8				
17 SP					6:30-13:00	8	6:30 - 11:00	8				
17 FA					6:30-13:30	8	6:30 - 11:00	8				
18 SP					6:30-13:30	8	6:30 - 11:00	8				
18 FA					6:30-13:30	8	6:30 - 11:00	8				

Golden Living supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.


Signature

Nate Echols
Printed name

Administrator
Title

7/20/15
Date

Mercy Medical Center
Fall 2016

No.	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.		
1 - Oncology (15 beds)	2	6:00-13:30	2 MS1						6:30-19:30	2			6:30-19:30	2												
1 - East (15 beds) Joint-Spine Ctr	2	6:00-13:30	2 MS1						6:30-19:30	2			6:30-19:30	2												
2 - East M/S/Ortho (20 beds)	2	6:00-13:30	2 MS1						6:30-19:30	2			6:30-19:30	2												
2 - South Medical (20 beds)	2	6:00-13:30	2 MS1						6:30-19:30	2			6:30-19:30	2												
2 - Pre-procedure unit (PASS)	2	6:00-13:30	1 MS1														6:30-18:30	1								
Subtotal Med/Surg	10																									
2 - 2 Central - (14 beds)	2	6:00-13:30	1 MS1														6:30-13:30	1 CC								
4 - Tele (12 beds)	2		6:30-19:00	2					6:30-13:30	1 CC							6:30-13:30	1 CC								
2 - IMCU (38 beds)	5		6:30-19:00	2					6:30-13:30	1 CC							6:30-13:30	1 CC								
Subtotal Tele Services Med/Surg	7																									
ICU 2S (10 beds)	1-2		6:30-19:00	1					6:30-13:30	2 CC							6:30-13:30	2 CC								
ICU 2N (10 beds)	1-2		6:30-19:00	2					6:30-13:30	2 CC							6:30-13:30	2 CC								
ADU (10 beds)	1-2		6:30-19:00	2					6:30-13:30	2 CC							6:30-13:30	2 CC								
Subtotal ICUs (21)	3-6																									
Pediatrics (18 beds)	1								6:30-19:30	1			6:30-19:30	1			6:30-18:30	1							6:30-18:30	1
Labor and Delivery	2								6:30-19:30	2			6:30-19:30	2			6:30-18:30	2							6:30-18:30	2
Mother/Baby	1-2								6:30-19:30	2			6:30-19:30	2			6:30-18:30	2							6:30-18:30	2
Transition (Old Nursery)	0								6:30-19:30	1			6:30-19:30	1			6:30-18:30	1							6:30-18:30	1
NICU	1								6:30-19:30	1			6:30-19:30	1			6:30-18:30	1							6:30-18:30	1
Subtotal OB/Peds	7																									
Emergency Room	4								6:30-19:30	1			6:30-19:30	1			6:30-18:30	2							6:30-18:30	2
Respiratory		6:00-13:30	1 MS1						6:30-13:30	1 CC							6:30-13:30	1 CC								
Wound Care																										
Endoscopy																										
TOTAL STUDENTS PER DAY	36																									
	MAX																									

Mercy Medical Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Signature: Karen Jones
 Printed name: Karen Jones
 Title: Senior Director Patient Care Services
 Date: 8/10/16

Chico
Shasta
Simpson
Mercy

Mercy Medical Center
Fall 2017

No.	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thur AM	Thur PM	Fri AM	Fri PM	Sat AM/PM	No. Sun AM	No. Sun PM	No.
1 - Oncology (15 beds)	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:00-13:30 2 MSH	6:00-13:30 2 MSH				
1 - East (15 beds) Joint-Spine Ctr	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:00-13:30 2 MSH	6:00-13:30 2 MSH				
2 - East (M/S/Ortho) (20 beds)	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:00-13:30 2 MSH	6:00-13:30 2 MSH				
2 - South Medical (20 beds)	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:00-13:30 2 MSH	6:00-13:30 2 MSH				
2 - Pre-procedure unit (PASS)	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:00-13:30 2 MSH	6:00-13:30 2 MSH				1
Subtotal Med/Surg 10														
2-2 Central - (14 beds)	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:00-13:30 2 MSH	12:30-20:00 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:30-19:30 2 MSH	6:00-13:30 2 MSH	6:00-13:30 2 MSH				
4 - Tele (12 beds)	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2				
2 - INCU (38 beds)	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2	6:30-13:00 2				
Subtotal Tele Services Med/Surg 9														
ICU 2S (8 beds)	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1				
ICU 2N (10 beds)	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2				
ROU (10 beds)	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2				
Subtotal ICUs (2:1) 3-6														
Pediatrics (18 beds)	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1				
Labor and Delivery	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2	6:30-19:00 2				
Mother/Baby	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2	6:30-19:00 1-2				
Transition (Old Nursery)	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0	6:30-19:00 0				
NICU	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1	6:30-19:00 1				
Subtotal OB/Peds 7														
Emergency Room	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4	6:00-13:30 4				
Respiratory	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1				
Wound Care	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1				
Endoscopy	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1	6:00-13:30 1				
TOTAL STUDENTS PER DAY 36 max														
Chico														
Shasta														
Simpson														
Mercy														

Mercy Medical Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Signature: Karen Jones
 Printed name: Karen Jones
 Title: Senior Director Patient Care Services
 Date: 8/10/15

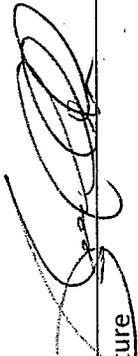


SIMPSON
UNIVERSITY
School of Nursing

Red Bluff Healthcare Center

Semester	Mon	# students	Tues	# students	Wed	# students	Thur	# students	Fri	# students	Sat	# students
16 FA					6:30 - 13:30	8	6:30 - 11:00	8				
17 SP					6:30 - 13:30	8	6:30 - 11:00	8				
17 FA					6:30 - 13:30	8	6:30 - 11:00	8				
18 SP					6:30 - 13:30	8	6:30 - 11:00	8				
18 FA					6:30 - 13:30	8	6:30 - 11:00	8				

Red Bluff Healthcare Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.


Signature _____

Russ Cobb
Printed name _____

ADMINISTRATOR
Title _____

7/15/15
Date _____



Restpadd

Semester	Mon	# students	Tues	# students	Wed	# students	Thur	# students	Fri	# students	Sat	# students
16 FA	6:00-12:30	2	6:00-12:30	2	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2		
	12:00-18:30	2	12:00-18:30	2					12:00-18:30	2		
17 SP	6:00-12:30	2	6:00-12:30	1	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2	6:00-18:30	1
	12:30-18:30	2	12:30-18:30	1					12:00-18:30	2		
17 FA	6:00-12:30	2	6:00-12:30	2	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2		
	12:00-18:30	2	12:00-18:30	2					12:00-18:30	2		
18 SP	6:00-12:30	2	6:00-12:30	1	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2	6:00-18:30	1
	12:30-18:30	2	12:30-18:30	1					12:00-18:30	2		
18 FA	6:00-12:30	2	6:00-12:30	2	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2		
	12:00-18:30	2	12:00-18:30	2					12:00-18:30	2		
												Shasta
												Simpson
												Chico

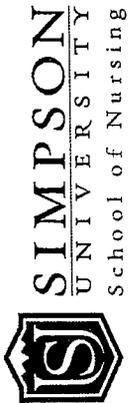
Restpadd supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Jennifer Badger, RN
Signature

Jennifer Badger, RN
Printed name

Director of Nursing
Title

7-30-15
Date



Right Road Recovery

Semester	Mon	# students	Tues	# students	Wed	# students	Thur	# students	Fri	# students	Sat	# students
16 FA	8:00-16:30	2	8:00-16:30	2								
17 SP	8:00-16:30	2	8:00-16:30	2								
17 FA	8:00-16:30	2	8:00-16:30	2								
18 SP	8:00-16:30	2	8:00-16:30	2								
18 FA	8:00-16:30	2	8:00-16:30	2								

Right Road Recovery supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.


 Signature

SUSAN WILSON
 Printed name

EXECUTIVE DIRECTOR
 Title

8/11/2015
 Date



Shasta County Mental Health

Semester	Mon	# students	Tues	# students	Wed	# students	Thur	# students	Fri	# students	Sat	# students
16 FA	8:00-16:30	3	8:00-16:30	3								
17 SP	8:00-16:30	3	8:00-16:30	3								
17 FA	8:00-16:30	3	8:00-16:30	3								
18 SP	8:00-16:30	3	8:00-16:30	3								
18 FA	8:00-16:30	3	8:00-16:30	3								

Shasta County Mental Health supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.


Signature

Connie S. Webber, EMRA, RN
Printed name

Clinical Division Chief
Title

7/29/15
Date

Shasta Regional Medical Center Fall 2016

	Max	Mon AM	Mon PM	No.	Tues AM	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
Short Stay								6:00-12:30	1			6:00-12:30	1										
4th - Neuro - Ortho (31 beds)	5	6:00-12	13:00-20:30	5 MS1	6:00-12	13:00-20:30	5 MS1	6:00-12:30	2	12:30-18:30	5	6:00-12:30	2	12:30-18:30	5								
3rd - Surgical (bx beds)	10	6:00-12	14:00-21:30	10	6:00-12	14:00-21:30	10	6:00-12:30	2	12:15-19:00	7	6:00-12:30	2	12:15-19:00	7								
Oncology - Closed																							
Medical - Closed																							
Subtotal Med/Surg	15																						
3rd - PCU - Progressive Care Unit	4		13:00-20:30	3 MS1	6:00-12	13:00-20:30	3 MS1	5:30-12:30	4 CC	12:30-18:30	1			12:30-18:30	1	6:00-12:30	4 CC						
2nd - ICU - Intensive Care (12 beds)	2				6:00-12			5:30-12:30	2 CC	12:30-18:30	1			12:30-18:30	1	6:00-12:30	2 CC						
2nd - CICU - Cardiac Intensive Care (10 beds)	2				6:00-12			5:30-12:30	2 CC	12:30-18:30	1			12:30-18:30	1	6:00-12:30	2 CC						
2nd PASS Unit (25 beds)								6:00-12:30	1			6:00-12:30	1										
Subtotal ICUs (21)	8																						
ER - Emergency Room - 1st Half of Sem	1							5:30-12:30	1 CC	12:30-18:30	1			12:30-18:30	1								
ER - Emergency Room - 2nd Half of Sem	1							6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
OR - Operating Room								6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1 CC						
PACU - Post Anesthesia Recovery								6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1 CC						
RT - Respiratory Therapy	1							6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
Radiology																							
GI Lab								5:30-12:30	1 CC							6:00-12:30	1 CC						
Wound Care Nurse																							
DART (Pt Adm, etc) Nurse																							
Total Auxiliary Units	4																						
PT Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	5	5	All Shifts	5	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
PT Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary		All Shifts	5	5	All Shifts	5	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
TOTAL STUDENTS PER DAY																							

Chico	Simpson
COS	Shasta

Shasta Regional Medical Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Signature Leslie Woodson

Printed name Leslie Woodson

Title CNO

Shasta Regional Medical Center Spring 2017

	Max	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thur AM	Thur PM	Fri AM	Fri PM	Sat AM	Sat PM	No.
Short Stay														
4th - Neuro - Ortho (81 beds)	10	6:00-13:30	13:00-20:30	6:00-13:30	13:00-20:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-18:30				3 CS
3rd - Surgical (xx beds)	10	6:00-13:30	13:00-20:30	6:00-13:30	13:00-20:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-18:30				3 CS
Oncology - Closed														
Medical - Closed														
Subtotal Med/Surg	20													
3rd - PCU - Progressive Care Unit	4	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-18:30				1 CS
2nd - ICU - Intensive Care (12 beds)	2	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-18:30				2 CS
2nd - ICU - Cardiac Intensive Care (10 beds)	2	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-18:30				1 CS
2nd PASS Unit (25 beds)		6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-18:30				
Subtotal ICUs (2:1)	8													
ER - Emergency Room - 1st Half of Sem	1	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-12:30	6:00-18:30				
ER - Emergency Room - 2nd Half of Sem	1													
OR - Operating Room														
PACU - Post Anesthesia Recovery														
RT - Respiratory Therapy	1		13:00-20:30											
Radiology	1													
GI Lab														
Wound Care Nurse														
DART (Pt Adm, etc) Nurse														
Total Auxiliary Units	4													
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts
Pt Care Preceptorship - Chico (12 hour shifts)		All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts
Dates and Times Vary														
TOTAL STUDENTS PER DAY														

	Simpson
Chico	Shasta
COS	

Shasta Regional Medical Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.


 Signature
 Leslie Woodson
 Printed name

CMO
 Title

Shasta Regional Medical Center Fall 2017

	Max	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thur AM	Thur PM	Fri AM	Fri PM	Sat AM	Sat PM	No.
Short Stay						6:00-12:30		6:00-12:30						1
4th - Neuro - Ortho (31 beds)	5	6:00-12	13:00-20:30	6:00-12	13:00-20:30	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30					5
3rd - Surgical (xx beds)	10	6:00-12	14:00-21:30	6:00-12	14:00-21:30	6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00					7
Oncology - Closed														
Medical - Closed														
Subtotal Med/Surg	15													
3rd - PCU - Progressive Care Unit	4		13:00-20:30	6:00-12	13:00-20:30	5:30-12:30	12:30-18:30	5:30-12:30	12:30-18:30	5:30-12:30				4 CC
2nd - ICU - Intensive Care (12 beds)	2			6:00-12		5:30-12:30	12:30-18:30	5:30-12:30	12:30-18:30					2 CC
2nd - CICU - Cardiac Intensive Care (10 beds)	2			6:00-12		5:30-12:30	12:30-18:30	5:30-12:30	12:30-18:30					2 CC
2nd PASS Unit (25 beds)						6:00-12:30		6:00-12:30						1
Subtotal ICUs (2+)	8													
ER - Emergency Room - 1st Half of Sem	1					5:30-12:30	12:30-18:30	5:30-12:30	12:30-18:30					1
ER - Emergency Room - 2nd Half of Sem	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00					1
OR - Operating Room						6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30					1 CC
PACU - Post Anesthesia Recovery														
RT - Respiratory Therapy	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00					1 CC
Radiology	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00					1
GI Lab														
Wound Care Nurse						5:30-12:30	1 CC			5:30-12:30				1 CC
DART (Pt Adm, etc) Nurse														
Total Auxiliary Units	4													
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	5						
Pt Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary		All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	5						
TOTAL STUDENTS PER DAY														

Chico	Simpson
COS	Shasta

Shasta Regional Medical Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Signature: *Leslie Libardson*
 Printed name: Leslie Libardson

Title: P.N.O.

Shasta Regional Medical Center Spring 2018

	Max	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
Short Stay																									
4th - Neuro - Ortho (31 beds)	10	6:00-13:30		13:00-20:30	5 MS1	6:00-13:30		13:00-20:30		6:00-12:30	5 MS1	6:00-12:30	2	6:00-12:30	2	12:15-19:00	7	6:00-18:30	3 CS						
3rd - Surgical (xx beds)	10	6:00-13:30	10	13:00-20:30	3 MS1	6:00-13:30	10	13:00-20:30		6:00-12:30	3 MS1	6:00-12:30	2	6:00-12:30	2	12:15-19:00	7	6:00-18:30	3 CS						
Oncology - Closed																									
Medical - Closed																									
Subtotal Med/Surg	20																								
3rd - PCU - Progressive Care Unit	4	6:00-12:30	4	12:30-18:30	4	6:00-12:30	4	12:30-18:30	4	5:30-12:30	4 CC			5:30-12:30	4 CC	12:30-18:30	1	6:00-18:30	1 CS						
2nd - ICU - Intensive Care (12 beds)	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	5:30-12:30	2 CC			5:30-12:30	2 CC	12:30-18:30	1								
2nd - ICU - Cardiac Intensive Care (10 beds)	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	5:30-12:30	2 CC			5:30-12:30	2 CC	12:30-18:30	1	6:00-18:30	1 CS						
2nd PASS Unit (25 beds)		6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1			6:00-12:30	1										
Subtotal ICUs (2:1)	8																								
ER - Emergency Room - 1st Half of Sem	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:30-18:30	1								
ER - Emergency Room - 2nd Half of Sem	1													6:00-12:30	1	12:15-19:00	1								
OR - Operating Room																									
PACU - Post Anesthesia Recovery																									
RT - Respiratory Therapy	1			13:00-20:30	1 MS1					6:00-12:30	1 MS1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
Radiology	1									6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
GI Lab																									
Wound Care Nurse																									
DART (Pt Adm, etc) Nurse																									
Total Auxiliary Units	4																								
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
Pt Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary		All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
TOTAL STUDENTS PER DAY																									

Chico	Simpson
COS	Shasta

Shasta Regional Medical Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Leslie Woodson
Signature

Leslie Woodson
Printed name

Title

Shasta Regional Medical Center Fall 2018

	Max	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thur AM	Thur PM	Fri AM	Fri PM	Sat AM	Sat PM	No.
Short Stay														
4th - Neuro - Ortho (81 beds)	5	6:00-12	13:00-20:30	5 MS1	13:00-20:30	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-18:30	6:00-18:30	3CS
3rd - Surgical (xx beds)	10	6:00-12	14:00-21:30	10	14:00-21:30	6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-18:30	6:00-18:30	3CS
Oncology - Closed														
Medical - Closed														
Subtotal Med/Surg	15													
3rd - PCU - Progressive Care Unit	4		13:00-20:30	3 MS1	13:00-20:30	5:30-12:30	12:30-18:30	6:00-12:30	12:30-18:30	5:30-12:30	12:30-18:30	6:00-18:30	6:00-18:30	3CS
2nd - ICU - Intensive Care (12 beds)	2			6:00-12		5:30-12:30	12:30-18:30	6:00-12:30	12:30-18:30	5:30-12:30	12:30-18:30	6:00-18:30	6:00-18:30	1CS
2nd - CICU - Cardiac Intensive Care (10 beds)	2			6:00-12		5:30-12:30	12:30-18:30	6:00-12:30	12:30-18:30	5:30-12:30	12:30-18:30	6:00-18:30	6:00-18:30	1CS
2nd PASS Unit (25 beds)						6:00-12:30		6:00-12:30						
Subtotal ICUs (2:1)	8													
ER - Emergency Room - 1st Half of Sem	1					5:30-12:30	12:30-18:30	6:00-12:30	12:30-18:30	5:30-12:30	12:30-18:30	6:00-12:30	6:00-12:30	
ER - Emergency Room - 2nd Half of Sem	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30	6:00-12:30	
OR - Operating Room						6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	5:30-12:30	12:30-18:30	6:00-12:30	6:00-12:30	
PACU - Post Anesthesia Recovery														
RT - Respiratory Therapy	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30	6:00-12:30	
Radiology	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30	6:00-12:30	
GI Lab						5:30-12:30				5:30-12:30				
Wound Care Nurse														
DART (Pt Adm, etc) Nurse														
Total Auxiliary Units	4													
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	All Shifts	All Shifts	All Shifts	All Shifts								
Pt Care Preceptorship - Chico (12 hour shifts)		All Shifts	All Shifts	All Shifts	All Shifts	All Shifts								
Dates and Times Vary														
TOTAL STUDENTS PER DAY														

Chico	Simpson
COS	Shasta

Shasta Regional Medical Center supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Signature: 

Printed name: Leslie Whadson

Title: CMA

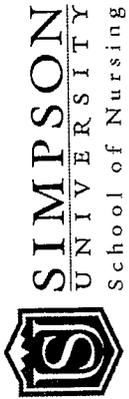


Shining Care

Semester	Mon	# students	Tues	# students	Wed	# students	Thur	# students	Fri	# students	Sat	# students
16 FA					8:00-16:30	2			8:00-16:30	2		
17 SP					8:00-16:30	2			8:00-16:30	2		
17 FA					8:00-16:30	2			8:00-16:30	2		
18 SP					8:00-16:30	2			8:00-16:30	2		
18 FA					8:00-16:30	2			8:00-16:30	2		

Shining Care supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

 Signature
 Dawn H. [unclear]
 Printed name
 Executive Director, Frontier
 Title
 8/14/15
 Date



Vibra

Semester	Mon	# students	Tues	# students	Wed	# students	Thur	# students	Fri	# students	Sat	# students
16 FA												
17 SP	6:15-15:00	19	6:15-15:00	19			6:30-19:00	6 CS				
	P	5	P	5								
	14:15-21:15	17	14:15-21:15	17								
17 FA												
18 SP	6:15-15:00	19	6:15-15:00	19			6:30-19:00	6 CS				
	P	5	P	5								
	14:15-21:15	17	14:15-21:15	17								
18 FA												
											Shasta	
											Simpson	

Vibra supports Simpson University's proposal for an additional admission cycle starting Fall 2016. The additional clinical rotations do not impact other nursing programs already assigned to this agency.

Lisa A Stevens RN, MSN
Signature

Lisa A Stevens
Printed name

CNO/COO
Title

**September 2015 submitted
Clinical Placement Rotations
Evidence**

Appendix A
Clinical Placement Rotations

Mercy Medical Center

Fall 2016

	No.	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
1 - Oncology (15 beds)	2	6:00-13:30 2 MS1	2 MS1			6:00-13:30 2 MS1	2 MS1			6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2								
1 - East (15 beds) Joint-Spine Ctr	2	6:00-13:30 2 MS1	2 MS1			6:00-13:30 2 MS1	2 MS1			6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2								
2 - East M/S/Ortho (20 beds)	2	6:00-13:30 2 MS1	2 MS1			6:00-13:30 2 MS1	2 MS1			6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2								
2 - South Medical (20 beds)	2	6:00-13:30 2 MS1	2 MS1			6:00-13:30 2 MS1	2 MS1			6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2	6:30-19:30 2								
2 - Pre-procedure unit (PASS)	2	6:00-13:30 1 MS1	1 MS1			6:00-13:30 1 MS1	1 MS1											6:30-18:30 1							
Subtotal (Med/Surg)	10																								
2 - 2 Central - (14 beds)	2	6:00-13:30 1 MS1	1 MS1			6:00-13:30 1 MS1	1 MS1											6:30-13:30 1 CC							
4 - Tele (12 beds)	2			6:30-19:00 2		6:30-19:00 2				6:30-13:30 1 CC	6:30-13:30 1 CC						6:30-13:30 1 CC								
2 - IMCU (38 beds)	5			6:30-19:00 2		6:30-19:00 2				6:30-13:30 1 CC	6:30-13:30 1 CC						6:30-13:30 1 CC								
Subtotal (Tele Services Med/Surg)	7																								
ICU 2S (10 beds)	1-2			6:30-19:00 1		6:30-19:00 1				6:30-13:30 2 CC	6:30-13:30 2 CC						6:30-13:30 2 CC								
ICU 2N (10 beds)	1-2			6:30-19:00 2		6:30-19:00 2				6:30-13:30 2 CC	6:30-13:30 2 CC						6:30-13:30 2 CC								
ICU 1 (10 beds)	1-2			6:30-19:00 2		6:30-19:00 2				6:30-13:30 2 CC	6:30-13:30 2 CC						6:30-13:30 2 CC								
Subtotal (ICU's (2:1))	3-5																								
Pediatrics (18 beds)	1									6:30-19:30 1	6:30-19:30 1						6:30-19:30 1	6:30-18:30 1							6:30-18:30 1
Labor and Delivery	2									6:30-19:30 2	6:30-19:30 2						6:30-19:30 2	6:30-18:30 2							6:30-18:30 2
Mother/Baby	1-2									6:30-19:30 2	6:30-19:30 2						6:30-19:30 2	6:30-18:30 2							6:30-18:30 2
Transition (Old Nursery)	0									6:30-19:30 1	6:30-19:30 1						6:30-19:30 1	6:30-18:30 1							6:30-18:30 1
NICU	1									6:30-19:30 1	6:30-19:30 1						6:30-19:30 1	6:30-18:30 1							6:30-18:30 1
Subtotal (OB/Peds)	7																								
Emergency Room	4									6:30-19:30 1	6:30-19:30 1						6:30-19:30 1	6:30-18:30 2							6:30-18:30 2
Respiratory										6:00-13:30 1 MS1	6:00-13:30 1 MS1						6:30-13:30 1 CC	6:30-13:30 1 CC							6:30-13:30 1 CC
Wound Care																									
Endoscopy																									
TOTAL STUDENTS PER DAY	36																								
MAX	36																								
					</																				

Shasta Regional Medical Center

Appendix A
Clinical Placement Rotations

	Max	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
Short Stay										6:00-12:30	1			6:00-12:30	1										
4th - Neuro - Ortho (31 beds)	5	6:00-12	5	13:00-20:30	5	6:00-12	5	13:00-20:30	5	6:00-12:30	5	12:30-18:30	5	6:00-12:30	2	12:30-18:30	5								
3rd - Surgical (x4 beds)	10	6:00-12	5	14:00-21:30	10	6:00-12	5	14:00-21:30	10	6:00-12:30	2	12:15-19:00	7	6:00-12:30	2	12:15-19:00	7								
Oncology - Closed																									
Medical - Closed																									
Subtotal Med/Surg	15																								
3rd - PCU - Progressive Care Unit	4			13:00-20:30	3	6:00-12	2	13:00-20:30	3	5:30-12:30	4	12:30-18:30	1			12:30-18:30	1	6:00-12:30	4	CC					
2nd - ICU - Intensive Care (12 beds)	17					6:00-12	2			5:30-12:30	2	12:30-18:30	1			12:30-18:30	1	6:00-12:30	2	CC					
2nd - ICU - Cardiac Intensive Care (10 beds)	2					6:00-12	2			5:30-12:30	2	12:30-18:30	1			12:30-18:30	1	6:00-12:30	2	CC					
2nd PASS Unit (25 beds)										6:00-12:30	1							6:00-12:30	1						
Subtotal ICU (25)	19																								
ER - Emergency Room - 1st Half of Sem	1									5:30-12:30	1	12:30-18:30	1			12:30-18:30	1								
ER - Emergency Room - 2nd Half of Sem	1									6:00-12:30	1	12:15-19:00	1			12:15-19:00	1								
OR - Operating Room										6:00-12:30	1	12:30-18:30	1			12:30-18:30	1	6:00-12:30	1	CC					
PACU - Post Anesthesia Recovery																									
RT - Respiratory Therapy	1									6:00-12:30	1	12:15-19:00	1			12:15-19:00	1	6:00-12:30	1	CC					
Radiology	1									6:00-12:30	1	12:15-19:00	1			12:15-19:00	1	6:00-12:30	1						
GI Lab																									
Wound Care Nurse										5:30-12:30	1	CC						6:00-12:30	1	CC					
DART (Pt Adm, etc) Nurse																									
Local Allergy Units																									
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5									All Shifts	5						
Pt Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary		All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
TOTAL STUDENT SCHEDULE																									

Chico	Simpson
COS	Shasta

Appendix A

Clinical Placement Rotations

Spring 2017

CLINICAL SITE	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Long Term Care Facility Name													
Kindred						6:30-13:00	8	6:30 - 11:00	8				
Golden Living						6:30-13:00	8	6:30 - 11:00	8				
RB Home Care						6:30-13:00	8	6:30 - 11:00	8				
Oak River													
CLINICAL SITE													
Mental Health Facility Name	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Restpadd		6:00-12:30	2	6:00-12:30	1	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2	6:00-18:30	1
		12:30-18:30	2	12:30-18:30	1					12:00-18:30	2		
Right Road Recovery		8:00-16:30	2	8:00-16:30	2								
Shasta Co. MH		8:00-16:30	3	8:00-16:30	3								
Shining Care		8:00-16:30	2	8:00-16:30	2								
Tehama Co MH		8:00-16:30	3	8:00-16:30	3								
Olberg Wellness		8:00-16:30	6	8:00-16:30	6								
Acute Care Facility Name	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
St. Elizabeths Hospital		6:30-12:30	10	6:30-12:30	10			6:30-19:00	6 CS	P	5	P (Sat/Sun)	5
		12:00-6:00	10	12:00-6:00	10								
Vibra		6:15-15:00	19	6:15-15:00	19			6:30-19:00	6 CS				
		P	5	P	5								
		14:15-21:15	17	14:15-21:15	17								

Shasta Simpson
Chico
COS
IOT
P = Preceptorship

Appendix A
Clinical Placement Rotations

Spring 2017

CLINICAL SITE	Max	Mon	Tues	Wed	Thur	Fri	Sat	No.
Community and Public Health Facility Name								
Addus Healthcare								
CareNet Red Bluff								
CareNet Redding								
Enterprise Elementary								
Greenville Rancheria								
Shasta County Public Health								
Tehama County Public Health								
Mercy Home Health Care & Hospice								
St. Elizabeth Home Care & Hospice								
Redding Rancheria								
Medical Home Care Professionals								

Shasta
Simpson
Chico
COS
IOT
P = Preceptorship

Appendix A
Clinical Placement Rotations

Shasta Regional Medical Center

Spring 2017

Max	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
Short Stay																								
4th - Neuro - Ortho (31 beds)	6:00-13:30	10	13:00-20:30	5 MS1	6:00-13:30	5 MS1	13:00-20:30	2	6:00-12:30	1	6:00-12:30	2	6:00-12:30	2	6:00-12:30	2	6:00-18:30	3 CS						
3rd - Surgical (xx beds)	6:00-13:30	10	13:00-20:30	3 MS1	6:00-13:30	3 MS1	13:00-20:30	10	6:00-12:30	2	12:15-19:00	7	6:00-12:30	2	12:15-19:00	2	6:00-18:30	3 CS						
Oncology - Closed																								
Medical - Closed																								
Subtotal (ICUs) (2-1)																								
3rd - PCU - Progressive Care Unit	6:00-12:30	4	12:30-18:30	4	6:00-12:30	4	12:30-18:30	4	6:00-12:30	4	12:30-18:30	4	6:00-12:30	4	12:30-18:30	4	6:00-18:30	1 CS						
2nd - ICU - Intensive Care (12 beds)	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	6:00-18:30	2 CS						
2nd - ICU - Cardiac Intensive Care (10 beds)	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	6:00-18:30	1 CS						
2nd PASS Unit (25 beds)	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-18:30	1 CS						
Subtotal (ICUs) (2-1)																								
ER - Emergency Room - 1st Half of Sem	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1
ER - Emergency Room - 2nd Half of Sem																								
OR - Operating Room																								
PACU - Post Anesthesia Recovery																								
RT - Respiratory Therapy																								
Radiology																								
GI Lab																								
Wound Care Nurse																								
DART (Pt Adm, etc) Nurse																								
Total Availability Units																								
Pt Care Preceptorship - Shasta College (12 hour shifts)	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
Pt Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
TOTAL STUDENTS PER DAY																								

Chico	Simpson
COS	Shasta

CLINICAL SITE	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Community and Public Health Facility Name														
Shasta County Public Health							8:00-17:00	3			8:00-17:00			3
Tehama County Public Health							8:00-17:00	2			8:00-17:00			2
Mercy Home Health Care & Hospice			8:00-16:00	1	8:00-16:00	1	8:00-17:00	2			8:00-17:00			2
							8:00-16:00	1	8:00-16:00	1				1
St. Elizabeth Home Care & Hospice			8:00-16:00	1	8:00-16:00	1	8:00-17:00	1	8:00-16:00	1	8:00-17:00			1
Addus Healthcare							8:00-17:00	2			8:00-17:00			2
Carenet Red Bluff							8:00-17:00	1			8:00-17:00			1
Carenet Redding							8:00-17:00	1			8:00-17:00			1
Enterprise Elementary							8:00-17:00	1			8:00-17:00			1
Golden Umbrella							8:00-17:00	1			8:00-17:00			1
Greenville Rancheria							8:00-17:00	2			8:00-17:00			2
Medical Home Care Professionals			8:00-16:00	1	8:00-16:00	1	8:00-16:00	1	8:00-16:00	1	8:00-17:00			1
Chico	Simpson													
COS	Shasta													

P = Preceptorship

Appendix A
Clinical Placement Rotations

Shasta Regional Medical Center

Fall 2017

Unit	Mon AM	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
Short Stay								6:00-12:30	1			6:00-12:30	1										
4th - Neuro - Ortho (31 beds)	5 6:00-12	5 13:00-20:30	5 MS1	5 6:00-12	5	5 13:00-20:30	5 MS1	5 6:00-12:30	5	5 12:30-18:30	5	5 6:00-12:30	5	5 12:30-18:30	5								
3rd - Surgical (1x beds)	10 6:00-12	10 14:00-21:30	10	5 6:00-12	5	5 14:00-21:30	10	6:00-12:30	7	12:15-19:00	7	6:00-12:30	2	12:15-19:00	7								
Oncology - Closed																							
Medical - Closed																							
Shasta Med/Surg																							
3rd - PCU - Progressive Care Unit		4 13:00-20:30	3 MS1	2 6:00-12	2	2 13:00-20:30	3 MS1	5:30-12:30	4 CC	12:30-18:30	1	5:30-12:30	1	12:30-18:30	1	5:30-12:30	4 CC						
2nd - ICU - Intensive Care (12 beds)				2 6:00-12	2			5:30-12:30	2 CC	12:30-18:30	1	5:30-12:30	1	12:30-18:30	1	5:30-12:30	2 CC						
2nd - CICU - Cardiac Intensive Care (10 beds)				2 6:00-12	2			5:30-12:30	2 CC	12:30-18:30	1	5:30-12:30	1	12:30-18:30	1	5:30-12:30	2 CC						
2nd PASS Unit (25 beds)								6:00-12:30	1			6:00-12:30	1										
Shasta ICU/PA																							
ER - Emergency Room - 1st Half of Sem								5:30-12:30	1 CC	12:30-18:30	1			12:30-18:30	1								
ER - Emergency Room - 2nd Half of Sem								6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
OR - Operating Room								6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	5:30-12:30	1 CC						
PACU - Post Anesthesia Recovery								6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1	5:30-12:30	1 CC						
RT - Respiratory Therapy								6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
Radiology																							
GI Lab								5:30-12:30	1 CC							5:30-12:30	1 CC						
Wound Care Nurse																							
DART (Pr Adm, ac) Nurse																							
Total Available Units																							
Pt Care Preceptorship - Shasta College (12 hour shifts)	5 All Shifts	5 All Shifts	5	5 All Shifts	5	5 All Shifts	5													5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts
Pt Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary	5 All Shifts	5 All Shifts	5	5 All Shifts	5	5 All Shifts	5													5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts
TOTAL STUDENTS PER DA																							

Chico	Simpson
CO5	Shasta

Appendix A
Clinical Placement Rotations

Spring 2018

CLINICAL SITE	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Long Term Care Facility Name													
Kindred/Canyonwood						6:30-13:30	8	6:30 - 11:00	8				
Golden Living						6:30-13:30	8	6:30 - 11:00	8				
RB Home Care						6:30-13:30	8	6:30 - 11:00	8				
CLINICAL SITE													
Mental Health Facility Name	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Restpaidd		6:00-12:30 12:30-18:30	2 2	6:00-12:30 12:30-18:30	1 1	6:00-18:30	1	6:00-18:30	1	6:00-12:30 12:00-18:30	2 2	6:00-18:30	1
Right Road Recovery		8:00-16:30	2	8:00-16:30	2								
Shasta Co. MH		8:00-16:30	3	8:00-16:30	3								
Shining Care		8:00-16:30	2	8:00-16:30	2								
Tehama Co MH		8:00-16:30	3	8:00-16:30	3								
Olberg Wellness		8:00-16:30	6	8:00-16:30	6								
Acute Care Facility Name	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
St. Elizabeths		6:30-12:30 12:00-6:00	10 10	6:30-12:30 12:00-6:00	10 10			6:30-19:00	6 CS	P	5	P (Sat/Sun)	5
Vibra		6:15-15:00 P	19 5	6:15-15:00 P	19 5			6:30-19:00	6 CS				
		14:15-21:15	17	14:15-21:15	17								
CLINICAL SITE													
Community and Public Health Facility Name	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Shasta County Public Health						8:00 - 17:00	3			8:00 - 17:00	3		
Tehama County Public Health						8:00 - 17:00	2			8:00 - 17:00	2		
Mercy Home Health Care & Hospice						8:00 - 17:00	2			8:00 - 17:00	2		
St. Elizabeth Home Care & Hospice						8:00 - 17:00	1			8:00 - 17:00	1		

Mercy Medical Center

Clinical Placement Rotations

No.	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thur AM	Thur PM	Fri AM	Fri PM	Sat AM/PM	Sun AM	Sun PM	No.
1 - Oncology (15 beds)	6:00-13:30 MSII	12:00-19:30 MSII	6:00-13:30 MS	12:00-19:30 MS	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
1 - East Joint-Spine Ctr	6:00-13:30 MSII	12:00-19:30 MSII	6:00-13:30 MS	12:00-19:30 MS	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
2 - East M/S/Ortho	6:00-13:30 MSII	12:00-19:30 MSII	6:00-13:30 MS	12:00-19:30 MS	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
2 - South Medical	6:00-13:30 MSII	12:00-19:30 MSII	6:00-13:30 MS	12:00-19:30 MS	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
2 (PASS)		12:00-19:30 MS		12:00-19:30 MS					6:00-13:30 MSII					
Subtotal Med/Surg														
2 - Central	6:00-13:30 MSII	12:00-19:30 MSII	6:00-13:30 MS	12:00-19:30 MS	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
4 - Tele (12 beds)	6:00-13:30 MSII	14:30-22:00 MSII	6:00-13:30 MS	14:30-22:00 MS	6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	2 CS
2 - IMCU (38 beds)	6:00-13:30 MSII		6:00-13:30 MS		6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	2 CS
Subtotal Tele Services														
ICU 25 (8 beds)	6:30-19:00 MSII		6:30-19:00 MS		6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
ICU 2N (10 beds)	6:30-19:00 MSII		6:30-19:00 MS		6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
RDU (10 beds)	6:30-19:00 MSII		6:30-19:00 MS		6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:00-13:30 MSII	18:30 - 7:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	6:30-19:00 MSII	1 CS
Subtotal ICU (21)														
Pediatrics (18 beds)					6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	1 CS
Labor and Delivery					6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	2 CS
Mother/Baby					6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	2 CS
Transition (Old Nursery)					6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	1 CS
NICU					6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-19:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-18:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	1 CS
Subtotal Obj/beds														
Emergency Room					6:30-19:30 MSII	6:30-19:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	1 CS					
Respiratory					6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	6:30-13:30 MSII	1 CS					
TOTAL STUDENTS PER DAY					25	25	25	25	25	25	25	25	25	17
Chico														
Shasta														
Simpson														
Mercy														

Mercy Residency Training

Appendix A
Clinical Placement Rotations

Shasta Regional Medical Center

Spring 2018

Max	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
	Short Stay																							
10	4th - Neuro - Ortho (31 beds)	6:00-13:30	13:00-20:30	5 MS1	6:00-13:30	5 MS1	13:00-20:30	5 MS1	6:00-12:30	1			6:00-12:30	1			6:00-18:30	3 CS						
10	3rd - Surgical (xx beds)	6:00-13:30	13:00-20:30	3 MS1	6:00-13:30	3 MS1	13:00-20:30	3 MS1	6:00-12:30	2	12:15-19:00	7	6:00-12:30	2	12:15-19:00	7	6:00-18:30	3 CS						
	Oncology - Closed																6:00-18:30	2 CS						
	Medical - Closed																							
20	Subtotal (Med/Surg)																							
4	3rd - PCU - Progressive Care Unit	6:00-12:30	12:30-18:30	4	6:00-12:30	4	12:30-18:30	4	5:30-12:30	4 CC			5:30-12:30	4 CC	12:30-18:30	1	6:00-18:30	1 CS						
7	2nd - ICU - Intensive Care (12 beds)	6:00-12:30	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	5:30-12:30	2 CC			5:30-12:30	2 CC	12:30-18:30	1								
2	2nd - CICU - Cardiac Intensive Care (10 beds)	6:00-12:30	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2	5:30-12:30	2 CC			5:30-12:30	2 CC	12:30-18:30	1	6:00-18:30	1 CS						
	2nd PASS Unit (25 beds)	6:00-12:30	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1			6:00-12:30	1										
8	Subtotal (ICUs/24)																							
1	ER - Emergency Room - 1st Half of Sem	6:00-12:30	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:30-18:30	1								
1	ER - Emergency Room - 2nd Half of Sem								6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
	OR - Operating Room								6:00-12:30	1			6:00-12:30	1	12:30-18:30	1								
	PACU - Post Anesthesia Recovery																							
1	RT - Respiratory Therapy		13:00-20:30	1 MS1			13:00-20:30	1 MS1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
1	Radiology								6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
	GI Lab																							
	Wound Care Nurse																							
	DART (Pt Adm, etc) Nurse																							
	Total Auxiliary Units																							
	Pt Care Preceptorship - Shasta College (12 hour shifts)	All Shifts	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
	Pt Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary	All Shifts	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
	GRAND TOTALS																							

Chico	Simpson
COS	Shasta

CLINICAL SITE	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Community and Public Health Facility Name														
Shasta County Public Health							8:00-17:00	3			8:00-17:00	3		
Tehama County Public Health							8:00-17:00	2			8:00-17:00	2		
Mercy Home Health Care & Hospice			8:00-16:00	1	8:00-16:00	1	8:00-17:00	2			8:00-17:00	2		
							8:00-16:00	1	8:00-16:00	1				
St. Elizabeth Home Care & Hospice			8:00-16:00	1	8:00-16:00	1	8:00-17:00	1	8:00-16:00	1	8:00-17:00	1		
Addus Healthcare							8:00-17:00	2			8:00-17:00	2		
Carenet Red Bluff							8:00-17:00	1			8:00-17:00	1		
Carenet Redding							8:00-17:00	1			8:00-17:00	1		
Enterprise Elementary							8:00-17:00	1			8:00-17:00	1		
Golden Umbrella							8:00-17:00	1			8:00-17:00	1		
Greenville Rancheria							8:00-17:00	2			8:00-17:00	2		
Medical Home Care Professionals			8:00-16:00	1	8:00-16:00	1	8:00-16:00	1	8:00-16:00	1	8:00-17:00	1		
Chico														
Simpson														
Shasta														
COS														

P = Preceptorship

Appendix A
Clinical Placement Rotations

Shasta Regional Medical Center

Fall 2018

	Max	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thur AM	Thur PM	Fri AM	Fri PM	Sat AM	Sat PM	No.
Short Stay						6:00-12:30		6:00-12:30						
4th - Neuro - Ortho (31 beds)	5	6:00-12	13:00-20:30	5 MS1 6:00-12	5 MS1 13:00-20:30	5 MS1 6:00-12:30	5 MS1 12:30-18:30	5 MS1 6:00-12:30	5 MS1 12:30-18:30			6:00-18:30	3CS	
3rd - Surgical (xx beds)	10	6:00-12	14:00-21:30	10 6:00-12		6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00			6:00-18:30	3CS	
Oncology - Closed														
Medical - Closed														
Subtotal Med/Surg	5													
3rd - PCU - Progressive Care Unit	3		13:00-20:30	3 MS1 6:00-12	2 13:00-20:30	3 MS1 5:30-12:30	4 CC 12:30-18:30	1 6:00-12:30	1 12:30-18:30	1 5:30-12:30	4 CC 12:30-18:30	1 6:00-18:30	3CS	
2nd - ICU - Intensive Care (12 beds)	2			6:00-12	2	5:30-12:30	12:30-18:30	2 CC	12:30-18:30	1	2 CC	6:00-18:30	1CS	
2nd - CCU - Cardiac Intensive Care (10 beds)	2			6:00-12	2	5:30-12:30	12:30-18:30	2 CC	12:30-18:30	1	2 CC	6:00-18:30	1CS	
2nd PASS Unit (25 beds)	2			6:00-12	2	6:00-12:30		1	6:00-12:30	1				
Subtotal CCU	2													
ER - Emergency Room - 1st Half of Sem	1					5:30-12:30	12:30-18:30	1 CC	12:30-18:30	1				
ER - Emergency Room - 2nd Half of Sem	1					6:00-12:30	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1		
OR - Operating Room						6:00-12:30	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1		
PACU - Post Anesthesia Recovery						6:00-12:30	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1		
RT - Respiratory Therapy						6:00-12:30	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1		
Radiology						5:30-12:30		1 CC				5:30-12:30	1 CC	
GI Lab														
Wound Care Nurse														
DART (Pt Adm, etc) Nurse														
Total Auxiliary Units														
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5
Pt Care Preceptorship - Chico (12 hour shifts) Dates and Times Vary		All Shifts	All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5 All Shifts	5
TOTAL STUDENTS PER DAY														

Chico	Simpson
COS	Shasta

**Per SU PD, December 2015
Revised Clinical Placement
Rotations need to be re-
checked for accuracy,
completeness and any
inadvertent clinical
displacements when reviewed
at the upcoming meeting;
September 2015 documents
will be reconciled/updated as
needed.**

Fall 2016

Appendix A - Clinical Placement Rotations

Long Term Care Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Kindred/Canyonwood							6:30-13:30	8	6:30 - 11:00	8				
							6:00 - 15:30	15	6:00 - 15:30	15			5:45-17:20	15
			P				P		P				P	
Golden Living							6:30-13:30	8	6:30 - 11:00	8				
									6:30 - 15:30	15	6:30 - 15:30	15		
RB Home Care							6:30-13:30	8	6:30 - 11:00	8				
CLINICAL SITE														
Mental Health Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Restpadd			6:00-12:30	2	6:00-12:30	2								
			12:00-18:30	2	12:00-18:30	2	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2		
Right Road Recovery			8:00-16:30	2	8:00-16:30	2								
Shasta Co. MH			8:00-16:30	3	8:00-16:30	3								
Tehama Co MH			8:00-16:30	3	8:00-16:30	3								
Olberg Wellness			8:00-16:30	6	8:00-16:30	6								
CLINICAL SITE														
Acute Care Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
St. Elizabeths			6:30-12:30	10	6:30-12:30	10								
			12:00-18:30	10	12:00-18:30	10			6:30-19:00	6CS				
Vibra			6:00-21:30	10	6:00-21:30	10	6:30-15:30	10	6:30-15:30	10	P	5	P (Sat/Sun)	5
Chico			P	5	P	5								
COS			P = Preceptorship											
			IOT											

Shasta Regional Medical Center

	Max	Mon AM	Mon PM	Tues AM	Tues PM	Wed AM	Wed PM	Thur AM	Thur PM	Fri AM	Fri PM	Sat AM	Sat PM	No.
Short Stay						6:00-12:30		6:00-12:30						
4th - Neuro - Ortho (31 beds)	5	6:00-12	13:00-20:30	5 MS1	6:00-12	6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30					5
3rd - Surgical (xx beds)	10	6:00-12	14:00-21:30	5	6:00-12	6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00					7
Oncology - Closed														
Medical - Closed														
Subtotal Med/Surg	15													
3rd - PCU - Progressive Care Unit	4		13:00-20:30	4 MS1	6:00-12	6:00-12:30	12:30-18:30		12:30-18:30	6:00-12:30				4 CC
2nd - ICU - Intensive Care (12 beds)	7				6:00-12	6:00-12:30	12:30-18:30		12:30-18:30	6:00-12:30				2 CC
2nd - CCU - Cardiac Intensive Care (10 beds)	2				6:00-12	6:00-12:30	12:30-18:30		12:30-18:30	6:00-12:30				2 CC
2nd PASS Unit (25 beds)						6:00-12:30	12:15-19:00	6:00-12:30						
Subtotal ICUs (2:1)	8													
ER - Emergency Room - 1st Half of Sem	1			6:00-12		6:00-12:30	12:30-18:30		12:30-18:30	6:00-12:30				1 CC
ER - Emergency Room - 2nd Half of Sem	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00					1
OR - Operating Room						6:00-12:30	12:30-18:30	6:00-12:30	12:30-18:30	6:00-12:30				1 CC
PACU - Post Anesthesia Recovery														
RT - Respiratory Therapy	1					6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00	6:00-12:30				1 CC
Radiology						6:00-12:30	12:15-19:00	6:00-12:30	12:15-19:00					
GI Lab														
Wound Care Nurse						6:00-12:30				6:00-12:30				1 CC
DART (Pt. Adm, etc) Nurse														
Total Auxiliary Units	4													
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	All Shifts	5	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	5
Pt Care Preceptorship - Chico (12 hour shifts)		All Shifts	All Shifts	5	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	All Shifts	5
Dates and Times Vary														
TOTAL STUDENTS PER DAY														

Chico	Simpson
COS	Shasta

Appendix A
Clinical Placement Rotations

Spring 2017

CLINICAL SITE	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Long Term Care Facility Name													
Kindred/Canyonwood						6:30-13:00	8	6:30-11:00	8				
Golden Living						6:30-13:00	8	6:30-11:00	8				
RB Home Care						6:30-13:00	8	6:30-11:00	8				
CLINICAL SITE													
Mental Health Facility Name	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Restpadd		6:00-12:30 12:30-18:30	2 2	6:00-12:30 12:30-18:30	1 1	6:00-18:30	1	6:00-18:30	1	6:00-12:30 12:00-18:30	2 2		
Right Road Recovery		8:00-16:30	2	8:00-16:30	2								
Shasta Co. MH		8:00-16:30	3	8:00-16:30	3								
Tehama Co MH		8:00-16:30	3	8:00-16:30	3								
Olberg Wellness		8:00-16:30	6	8:00-16:30	6								
Acute Care Facility Name	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
St. Elizabeths Hospital		6:30-12:30 12:00-6:00	10 10	6:30-12:30 12:00-6:00	10 10			6:30-19:00	6 CS				
Vibra		6:15-15:00 P 14:15-21:15 Simpson	19 5 17	6:15-15:00 P 14:15-21:15 P = Preceptorship	19 5 17			6:30-19:00	6 CS	P	S	P (Sat/Sun)	5
Chico COS		Shasta		IoT									

Appendix A
Clinical Placement Rotations

Shasta Regional Medical Center

Spring 2017

	Max	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.
Short Stay																									
4th - Neuro - Ortho (31 beds)	10	6:00-13:30	5	13:00-20:30	5	6:00-13:30	5	13:00-20:30	5	6:00-12:30	5	6:00-12:30	5	6:00-12:30	5	6:00-12:30	5	6:00-18:30	3	6:00-18:30	3				
3rd - Surgical (xx beds)	10	6:00-13:30	10	13:00-20:30	3	6:00-13:30	3	13:00-20:30	3	6:00-12:30	7	12:15-19:00	7	6:00-12:30	2	12:15-19:00	7	6:00-18:30	3	6:00-18:30	3				
3rd - Surgical (xx beds)				14:00-21:00	10																				
Medical - Closed																									
Subtotal Med/Surg	20																								
3rd - PCU - Progressive Care Unit	4	6:00-12:30	4	12:30-18:30	4	6:00-12:30	4	12:30-18:30	4									6:00-18:30	1						
2nd - ICU - Intensive Care (12 beds)	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2									6:00-18:30	2						
2nd - CICU - Cardiac Intensive Care (10 beds)	2	6:00-12:30	2	12:30-18:30	2	6:00-12:30	2	12:30-18:30	2									6:00-18:30	1						
2nd PASS Unit (25 beds)		6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1			6:00-12:30	1										
Subtotal ICUs (2+1)	8																								
ER - Emergency Room - 1st Half of Sem	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
ER - Emergency Room - 2nd Half of Sem	1									6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
OR - Operating Room										6:00-12:30	1			6:00-12:30	1										
PACU - Post Anesthesia Recovery																									
RT - Respiratory Therapy	1			13:00-20:30	1					6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
Radiology										6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1								
GI Lab																									
Wound Care Nurse																									
DART (Pt Adm. etc) Nurse																									
Total Auxiliary Units	4																								
Pt Care Preceptorship - Shasta College (12 hour shifts)		All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
Pt Care Preceptorship - Chico (12 hour shifts)		All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5
Dates and Times Vary																									
TOTAL STUDENTS PER DAY																									

Chico	Simpson
COS	Shasta

Appendix A - Clinical Placement Rotations

Fall 2017

Long Term Care Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Kindred/Canyonwood							6:30-13:30	8	6:30 - 11:00	8				
							6:00 - 15:30	15	6:00 - 15:30	15			5:45-17:20	15
			P		P				P				P	
Golden Living							6:30-13:30	8	6:30 - 11:00	8				
									6:30 - 15:30	15	6:30 - 15:30	15		
RB Home Care						6:30-13:30	8	6:30 - 11:00	8					
CLINICAL SITE														
Mental Health Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Restpadd			6:00-12:30	2	6:00-12:30	2								
			12:00-18:30	2	12:00-18:30	2	6:00-18:30	1	6:00-18:30	1	6:00-12:30	2		
Right Road Recovery			8:00-16:30	2	8:00-16:30	2								
Shasta Co. MH			8:00-16:30	3	8:00-16:30	3								
Tehama Co MH			8:00-16:30	3	8:00-16:30	3								
Olberg Wellness			8:00-16:30	6	8:00-16:30	6								
CLINICAL SITE														
Acute Care Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
St. Elizabeths			6:30-12:30	10	6:30-12:30	10			6:30-19:00	6CS				
			12:00-18:30	10	12:00-18:30	10								
Vibra			6:00-21:30	10	6:00-21:30	10	6:30-15:30	10	6:30-15:30	10	P	5	P (Sat/Sun)	5
Chico	Simpson	P = Preceptorship		5	P	5								
COS	Shasta													

Appendix A - Clinical Placement Rotations

Fall 2017

CLINICAL SITE	Community and Public Health Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Shasta County Public Health								8:00-17:00	3			8:00-17:00	3		
								8:00-17:00		8:00-17:00	4				
								8:00-17:00	2	8:00-17:00	2				
Tehama County Public Health								8:00-17:00	2	8:00-17:00	4	8:00-17:00	2		
Mercy Home Health Care & Hospice				8:00-16:00	1	8:00-16:00	1	8:00-17:00	2			8:00-17:00	2		
St. Elizabeth Home Care & Hospice				8:00-16:00	1	8:00-16:00	1	8:00-17:00	1			8:00-17:00	1		
Addus Healthcare								8:00-17:00	2			8:00-17:00	2		
Caretnet Red Bluff								8:00-17:00	1			8:00-17:00	1		
Caretnet Redding								8:00-17:00	1			8:00-17:00	1		
Golden Umbrella								8:00-17:00	1			8:00-17:00	1		
Greenville Rancheria								8:00-17:00	2			8:00-17:00	2		
Medical Home Care Professionals				8:00-16:00	1	8:00-16:00	1	8:00-16:00	1			8:00-17:00	1		
Chico COS	Simpson		P = Preceptorship												
	Shasta		IOT												

Appendix A
Clinical Placement Rotations

Shasta Regional Medical Center

Fall 2017

Unit	Mon AM	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM	No.	Sat PM	No.	
Short Stay								6:00-12:30	1			6:00-12:30	1											
4th - Neuro - Ortho (31 beds)	5 6:00-12	5 13:00-20:30	5 MS1	5 6:00-12	5 13:00-20:30	5 MS1	5 6:00-12:30	5 6:00-12:30	5 MS1	5 12:30-18:30	5	5 6:00-12:30	5	5 12:30-18:30	5									
3rd - Surgical (xv beds)	10 6:00-12	5 14:00-21:30	5	5 6:00-12	5 14:00-21:30	5	5 6:00-12:30	5	5	5 12:15-19:00	7	5 6:00-12:30	5	5 12:15-19:00	7									
Oncology - Closed																								
Medical - Closed																								
Subtotal Med/Surg	15																							
3rd - PCU - Progressive Care Unit		13:00-20:30	4 MS1	6:00-12	2 13:00-20:30	4 MS1	6:00-12:30	4 CC	4	12:30-18:30	4			12:30-18:30	4	6:00-12:30	4	4 CC						
2nd - ICU - Intensive Care (12 beds)				6:00-12	2		6:00-12:30	2 CC	2	12:30-18:30	2			12:30-18:30	2	6:00-12:30	2	2 CC						
2nd - CICU - Cardiac Intensive Care (10 beds)				6:00-12	2		6:00-12:30	2 CC	2	12:30-18:30	2			12:30-18:30	2	6:00-12:30	2	2 CC						
2nd PASS Unit (25 beds)							6:00-12:30	1	1	12:15-19:00	1	6:00-12:30	1		1									
Subtotal ICUs (21)	8																							
ER - Emergency Room - 1st Half of Sem				6:00-12	1		6:00-12:30	1 CC	1	12:30-18:30	1			12:30-18:30	1	6:00-12:30	1	1 CC						
ER - Emergency Room - 2nd Half of Sem							6:00-12:30	1	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1									
OR - Operating Room							6:00-12:30	1	1	12:30-18:30	1	6:00-12:30	1	12:30-18:30	1	6:00-12:30	1	1 CC						
PACU - Post Anesthesia Recovery							6:00-12:30	1	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1	6:00-12:30	1	1 CC						
RT - Respiratory Therapy							6:00-12:30	1	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1									
Radiology							6:00-12:30	1	1	12:15-19:00	1	6:00-12:30	1	12:15-19:00	1									
GI Lab							6:00-12:30	1 CC	1							6:00-12:30	1	1 CC						
Wound Care Nurse																								
DART (Pt Adm, etc) Nurse																								
Total Auxiliary Units	4																							
Pt Care Preceptorship - Shasta College (12 hour shifts)				All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	
Pt Care Preceptorship - Chico (12 hour shifts)				All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	All Shifts	5	
Dates and Times Vary																								
TOTAL STUDENTS PER DAY																								

Chico	Simpson
COS	Shasta

Appendix A
Clinical Placement Rotations

Mercy Medical Center

Fall 2017

	No.	Mon		Tues		Wed		Thur		Fri		Sat		Sun	
		AM	PM												
1 - Oncology (15 beds)	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2				
1 - East (15 beds) Joint-Spine Ctr	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2				
2 - East M/S/Ortho (20 beds)	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2				
2 - South Medical (20 beds)	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2				
2 - Pre-procedure unit (PASS)	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2				
Subtotal Med/Surg	10														
2-2 Central - (14 beds)	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2				
4 - Tele (12 beds)	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	2				
2 - IMCU (38 beds)	5	6:30 - 13:00	2	6:30 - 13:30	2	6:30 - 13:30	2	6:30 - 13:30	2	6:30 - 13:30	2				
Subtotal Tele Services Med/Surg	9														
ICU 2S (8 beds)	1	6:30 - 19:00	1	6:30 - 19:00	1	6:30 - 13:30	2	6:30 - 13:30	2	6:30 - 13:30	2				
ICU 2M (10 beds)	1	6:30 - 19:00	2	6:30 - 19:00	2	6:30 - 13:30	2	6:30 - 13:30	2	6:30 - 13:30	2				
RDU (10 beds)	1	6:30 - 19:00	2	6:30 - 19:00	2	6:30 - 13:30	2	6:30 - 13:30	2	6:30 - 13:30	2				
Subtotal ICU (2:1)	3-6														
Pediatrics (18 beds)	1					6:30 - 19:30	1	6:30 - 19:30	1	6:30 - 18:30	1	6:30 - 18:30	1	6:30 - 19:00	1
Labor and Delivery	2					6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 18:30	2	6:30 - 18:30	2	6:30 - 19:00	2
Mother/Baby	1					6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 18:30	2	6:30 - 18:30	2	6:30 - 19:00	2
Transition (Old Nursery)	1					6:30 - 19:30	1	6:30 - 19:30	1	6:30 - 18:30	1	6:30 - 18:30	1	6:30 - 19:00	1
NICU	1					6:30 - 19:30	1	6:30 - 19:30	1	6:30 - 18:30	1	6:30 - 18:30	1	6:30 - 19:00	1
Subtotal OB/Peds	7														
Emergency Room		6:30 - 19:30	2	6:30 - 19:30	2	6:30 - 19:30	1	6:30 - 19:30	1	6:30 - 18:30	2	6:30 - 18:30	2	6:30 - 19:00	3
Respiratory		6:30 - 19:30	1	6:30 - 19:30	1					6:30 - 19:30	1				
Wound Care		6:30 - 19:30	1	6:30 - 19:30	1										
Endoscopy															
TOTAL STUDENTS PER DAY	30														
TOTAL STUDENTS PER DAY	30														
Chico															
Shaasta															
Simpson															
COS															

Mercy Medical Center

Clinical Placement Rotations

	No.	Mon AM	No.	Mon PM	No.	Tues AM	No.	Tues PM	No.	Wed AM	No.	Wed PM	No.	Thur AM	No.	Thur PM	No.	Fri AM	No.	Fri PM	No.	Sat AM/PM	Sun AM	No.	Sun PM	No.	
1 - Oncology (15 beds)	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	18:30 - 7:00	1	6:30-19:00	1				
1 - East Joint-Spine Ctr	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	18:30 - 7:00	1	6:30-19:00	1				
2 - East IM/Ortho	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	18:30 - 7:00	1	6:30-19:00	1				
2 - South Medical	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	18:30 - 7:00	1	6:30-19:00	1				
2 (PASS)	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2								
Subtotal Med/Surg	10																										
2 - Central	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	18:30 - 7:00	1	6:30-19:00	1				
4 - Tele (12 beds)	2		14:30-22:00	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	18:30 - 7:00	1	6:30-19:00	2			
2 - IMCU (38 beds)	5	6:30-19:30	5	6:30-19:30	5	6:30-19:30	5	6:30-19:30	5	6:30-19:30	5	6:30-19:30	5	6:30-19:30	5	6:30-19:30	5	6:30-19:30	5	18:30 - 7:00	2	6:30-19:00	2				
Subtotal Tele Services	9																										
ICU 2S (8 beds)	1-2	6:30-19:00	1	6:30-19:00	1	6:30-19:00	1	6:30-19:00	1	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	18:30 - 7:00	1	6:30-19:00	1				
ICU 2N (10 beds)	1-2	6:30-19:00	2	6:30-19:00	2	6:30-19:00	2	6:30-19:00	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2								
RDU (10 beds)	1-2	6:30-19:00	2	6:30-19:00	2	6:30-19:00	2	6:30-19:00	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	6:30-13:30	2	18:30 - 7:00	1	6:30-19:00	1				
Subtotal ICU (2:1)	3-6																										
Pediatrics (18 beds)	1	6:30-15:00	1	6:30-15:00	1	6:30-15:00	1	6:30-15:00	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-18:30	1			6:30-18:30	1	6:30-19:00	1		
Labor and Delivery	2	6:30-15:00	2	6:30-15:00	2	6:30-15:00	2	6:30-15:00	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-18:30	2	18:30 - 7:00	1	6:30-18:30	2	6:30-19:00	2		
Mother/Baby	1-2	6:30-15:00	2	6:30-15:00	2	6:30-15:00	2	6:30-15:00	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-19:30	2	6:30-18:30	2	18:30 - 7:00	1	6:30-18:30	2	6:30-19:00	2		
Transition (Old Nursery)	0	6:30-15:00	1	6:30-15:00	1	6:30-15:00	1	6:30-15:00	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-18:30	1			6:30-18:30	1	6:30-19:00	1		
NICU	1	6:30-15:00	1	6:30-15:00	1	6:30-15:00	1	6:30-15:00	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-18:30	1			6:30-18:30	1	6:30-19:00	1		
Subtotal OB/Peds																											
Emergency Room	1									6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1	6:30-19:30	1			6:30-19:00	1			3	
Respiratory										6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1	6:30-13:30	1								
TOTAL STUDENTS PER DAY 36 MAX			30		30		30		25		25		25		25		25		25		26		18		10		
Chico																											
Shasta																											
Simpson																											
COS																											

Appendix A - Clinical Placement Rotations

Fall 2018

Long Term Care Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Kindred/Canyonwood							6:30-13:30	8	6:30 - 11:00	8				
							6:00 - 15:30	15	6:00 - 15:30	15			5:45-17:20	15
			P				P		P		P			
Golden Living							6:30-13:30	8	6:30 - 11:00	8				
									6:30 - 15:30	15	6:30 - 15:30	15		
RB Home Care							6:30-13:30	8	6:30 - 11:00	8				
CLINICAL SITE														
Mental Health Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
Restpadd			6:00-12:30	2	6:00-12:30	2								
			12:00-18:30	2	12:00-18:30	2	6:00 - 18:30	1	6:00 - 18:30	1	6:00-12:30	2		
Right Road Recovery			8:00-16:30	2	8:00-16:30	2								
Shasta Co. MH			8:00-16:30	3	8:00-16:30	3								
Tehama Co MH			8:00-16:30	3	8:00-16:30	3								
Olberg Wellness			8:00-16:30	6	8:00-16:30	6								
CLINICAL SITE														
Acute Care Facility Name	Projected Dates	Max	Mon	No.	Tues	No.	Wed	No.	Thur	No.	Fri	No.	Sat	No.
St. Elizabeths			6:30-12:30	10	6:30-12:30	10								
			12:00-18:30	10	12:00-18:30	10			6:30-19:00	6CS				
Vibra			6:00-21:30	10	6:00-21:30	10	6:30-15:30	10	6:30-15:30	10	P	5	P (Sat/Sun)	5
Chico			P	5	P	5								
COS	Simpson	P = Preceptorship												
	Shasta	IOT												

**November 2015 Letters of
Concern**

November 6, 2013

**Board Public Comments
By former Shasta College
Program Director**

November 12, 2015

Louise R. Bailey, MEd, BSN, RN.
Katie Daugherty, NEC
Board of Registered Nursing
1747 N. Market Blvd, Suite 150
Sacramento, CA 95834

To The Board of Registered Nursing,

This letter is intended to address a serious concern in the North State regarding clinical placement opportunities for our local nursing programs. In response to program and facility needs, the Regional Planning Committee was formed as a forum where all the nursing programs and the clinical facilities in the far north state come together to work as a team to plan clinical placements in Shasta County and vicinity. The committee has focused on an equitable distribution of student placements to maximize learning for each school, while also addressing the needs of each facility.

The Regional Planning Committee seemed to be working well until last spring, when one of the schools announced plans to increase its enrollment by thirty students. Up until this point, the four schools, College of the Siskiyous (COS), Shasta College, Chico State, and Simpson University were all working together to share the limited resources of the area for pre-licensure RN programs. Once the decision was made by Simpson to increase its numbers, Mercy Medical Center Redding (Dignity Health) began to suggest that some schools would no longer be able to have OB, Pediatrics, or ICU rotations in its facility.

At the last Regional Planning Committee meeting, on October 27, 2015, Mercy CNE, and Vice President of Patient Care Services, Kim Shaw, informed the group that she would let the schools continue as planned for the spring 2016 semester, but she would not commit to the proposed schedule for fall 2016. She stated that because of retirements, she would need to orient up to 17 new employees and therefore could not take the number of students she had in the past. Mercy had already openly let COS know that its program would be the first to be removed from clinical placements, and gave COS notice that its contract with Mercy would not be renewed.

Mercy Medical Center is the only facility in Redding that provides in-patient OB and pediatric services, and therefore the only facility for student clinical placements in those critical content areas. Prohibiting a nursing program from clinical placement in those requisite areas essentially forces the nursing program to either close or seek out clinical placements in sites outside the community, many of which would be hundreds of miles away. As we know, all areas in California face restrictions in clinical opportunities, so moving outside the area poses hardship to students and reduces chances of quality clinical experiences.

Our schools are aware that Mercy Medical Center recently sent a letter to the BRN requesting approval of Simpson University expanding its program and stated that Mercy Medical Center Redding had sufficient room for more students and that clinical placements would not be a problem. This appears to be a direct contradiction to the needs addressed by the Regional

Planning Committee, and contradicts the information given by Mercy at the October, 2015 planning meeting. When asked about future plans, the director of Simpson's program confirmed at the October, 2015 meeting, that it still plans to increase its enrollment by thirty students.

The other three schools have discussed what could be done to be supportive of each other, meet the needs of all the nursing schools in the area, and thereby best serve far northern California. The adding of an additional thirty students would mean that some schools would not be able to meet their clinical hours or objectives. Instead of increasing the pre-licensure RN program at Simpson, it was suggested that Simpson increase or enhance its RN to BSN program. In this way, Simpson could increase enrollment but not impact the clinical placements of other nursing programs in the area. While CSU Chico has been able to accommodate almost all local RNs who apply to its RN to BSN track, the local workforce would be enhanced by greater opportunity for local RNs to receive their BSN also through Simpson.

This concern for expansion by Simpson is not new. Terrie Snow RN, FNP, former Director of Nursing of Shasta College Associate Degree Nursing Program, spoke about this at a BRN meeting in 2014. Past College of the Siskiyous Director of Nursing, Janis Laiacona also addressed the BRN about this issue. The viability of all current programs could be at risk.

We must keep in mind the needs of the community. Affordable education is essential to fulfilling the needs of the underserved communities of the north state. Community colleges offer avenues for education that cannot be replaced by other more expensive options. The schools in the rural northern California region also serve to support the needs of the local nursing workforce. A nursing shortage is predicted and is already being felt in the north state. College of the Siskiyous (COS) tracking shows that 32% of COS graduates become employed in Shasta County, and both Shasta College and CSU Chico provide large numbers of graduates to the workforce in Shasta County. While Simpson also provides graduates to the local workforce, its actual numbers are not known at this time.

In compliance with current regulations, and continuing clinical facility approval by the BRN, a nursing program must take into consideration the impact that an additional group of students will have on students of other nursing programs already assigned to the agency or facility. Simpson University has approached each individual school of nursing in the northern California to ask their support of its proposed expansion of its pre-licensure nursing program. All schools have declined and explained that they cannot condone expanding a program that is guaranteed to displace local community students. Simpson's plan for the addition of 30 more students may be directly related to the discontinuation of the contract for COS and the reconsideration of placements voiced by Mercy Redding, particularly since Mercy states that it only wants to hire BSN nurses.

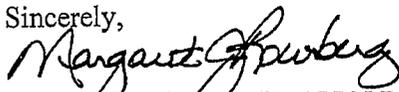
We respectfully request a review by the Board of Registered Nursing of this concern. Despite the fact that all nursing programs in this rural area of California are aware of the need to increase the number of graduates from schools of nursing, there are many limitations placed on all current northern California nursing programs due to the limited number of clinical facilities. If the California Board of Nursing allows any nursing program to drastically increase its enrollment,

even if over a period of time, there will be an undue burden placed on all other previously approved programs to find appropriate clinical placements for their students. The nursing programs of Shasta College, College of the Siskiyous and California State University, Chico respectfully request that the Board of Registered Nursing seriously consider that any increased enrollment in the undergraduate bachelor of nursing program by Simpson University will have a negative impact on all other nursing programs in the area.

We would like BRN to review this for consideration of our need. Also, we would like to attend the next Board meeting and have this on the agenda if applicable.

We look forward to your reply.

Sincerely,



Margaret Rowberg, DNP, APRN-BC
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Shasta College

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November 12, 2015

Louise R. Bailey, MEd, BSN, RN.
Katie Daugherty, NEC
Board of Registered Nursing
1747 N. Market Blvd, Suite 150
Sacramento, CA 95834

To The Board of Registered Nursing:

We are writing to you as the Superintendent/Presidents of two far northern California community colleges, College of the Siskiyous (COS) and Shasta College, to register our concern about the diminishing clinical placement opportunities for our ADN students. In a November 12, 2015, letter, the nursing administrators from our colleges as well as CSU-Chico described the long-standing and collegial planning that has preserved clinical spaces for all regional programs. Unfortunately, with Simpson University's plan to increase enrollment, COS was informed by Mercy Medical Center in Redding that it could no longer place students there. We fear that Shasta will receive a similar message soon. Mercy is the only location where either school can do OB or Pediatrics rotations. Without Mercy, the two community college programs may have to shut down or cut back on enrollment for students.

Our region of California has a large number of low income residents with limited educational attainment. Well-paying jobs are few and far between; nursing remains one of the best options for many residents to earn enough to have purchase a house and support their families. Shasta's ADN program is celebrating its 50th year while COS has an LVN to RN bridge program that has existed since 2007. The waiting lists continue to have upwards of 200 students each, and some wait more than three years to enroll. The vast majority of our students are local with families or other ties to the area; they cannot simply choose another community college nursing program or low cost educational option if we are not able to meet their needs. We are under the impression that the expansion of Simpson's program is "squeezing out" community college nursing students, which is detrimental not just to the college programs and students, but to the vitality of our communities.

Nursing programs are expensive and nursing faculty can be difficult to find; however, we have made the commitment to support our nursing programs because of the benefit to local students and to support the health facilities in our communities. We believe it is not in the best interest of our region to allow Simpson University to expand and potentially displace community college students, and we did not provide letters of support as Simpson University requested. We support the letter provided by our nursing administrators and, like them, request that the Board of Registered Nursing carefully review Simpson University's request and its potential impacts on

Governing Board Members

Rhonda E. Nehr McArthur	Dr. Rob Lydon Red Bluff	Duane K. Miller Anderson	Kendall S. Pierson Redding	Rayola B. Pratt Shasta	Robert M. Steinacher Coming	Scott J. Swendiman Redding
Superintendent/President Joe Wyse, Ed.D.						

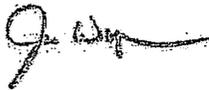
Board of Registered Nursing
December 4, 2015
Page Two

other nursing programs in the region. Both of us are ready and willing to attend a future BRN meeting to address this issue and answer any questions.

Respectfully,



Scotty Thomason
Superintendent/President, College of the Siskiyous



Dr. Joe Wyse
Superintendent/President, Shasta College

November 6, 2013
Bd Mtg
Public Comment
T. Snow / J. Haisone

First I would like to thank Katie Daugherty for encouraging our program to express our concerns to the nursing board. I know you have our best interests at heart.

I am the ADN Program Director from Shasta College in Redding, CA. 666 miles north of San Diego. My faculty has concerns about the impact of these changes on local existing programs. I am here to provide comment on the proposed implementation of Simpson University Baccalaureate nursing curriculum change.

The change to this curriculum displaces students from the current regional planning committee approved rotations. This regional committee meets once per semester to make sure that each program has their days and shifts and that there is no overlap of students on the same units at the local agencies. Shortly after the last meeting, I was asked to attend a meeting with a local CNO regarding our student contracts. At that meeting I was told that even though Shasta College has had over a 40-year exemplary relationship with this agency that our students would have to move to the 7pm to 7am shift to make way for the Simpson BSN students. They would not be hiring our new graduates, but to encourage our students to get their baccalaureate degrees.

The College of the Siskiyou's program was also called in told that they had to give up their medical surgical spots entirely and that their graduates would also not be hired.

Where we applaud, support and promote baccalaureate education, we do not do that to the detriment of existing successful local programs.

March 5, 2002 the citizens of Shasta County approved a bond to include the building of the \$18.2 million Health Sciences and University Center. (<http://www.shastacollege.edu/President/Bond/Pages/4501.aspx>) Similarly, Siskiyou County taxpayers approved a bond in November 2005, Siskiyou County voters passed a \$31.4 million bond for new construction and campus renovation that allowed The Rural Health Sciences Institute to open in August 2009, where they provide their students with a local LVN to RN program.

The community of the north state values the local education of future members of our health care teams. There are currently 300 qualified students on the ADN waitlist for 30 spaces every semester.

Both of these programs utilize the limited health care facilities of Shasta and Siskiyou County. Many students are driving from remote areas of the county to obtain their degree. Many of my students struggle to pay for their education at the community college. The mean income in Shasta County is \$17000 less than the state average. 17.2% of our residents live below the poverty level.

<http://quickfacts.census.gov/qfd/states/06/06089.html>

Now a private, faith based university, which costs \$ 11,000 per semester, is asking to change their curriculum and expand their student class size to 35, starting this January. The changes proposed displace current programs starting next semester and their future plans for expansion of the program threaten existing programs.

<http://www.redding.com/news/2011/sep/13/recession-still-dogs-north-state/>

We ask that they be limited in their enrollment of generic students and instead to expand their RN baccalaureate program options. Seeking NLN or CCNE accreditation would be a caveat.

With both community colleges graduating approximately 90 students per year, there is a large need for obtaining baccalaureate degrees to meet the Institute of Medicines recommended 80% BSN by 2020. Currently, about 55 percent of the RN workforce holds a bachelor's or higher degree. An associate's degree in nursing was the first nursing degree for many of these nurses.

<http://bhpr.hrsa.gov/healthworkforce/reports/nursingworkforce/nursingworkforcefullreport.pdf>

Our goal is getting all qualified applicants to a RN degree and to provide them with clinical sites that offer good learning experiences.

Title 16, California Code of Regulations, Division 14. Board of Registered Nursing

Article 3. Prelicensure Nursing Programs

d) In selecting a new clinical agency or facility for student placement, the program shall take into consideration the impact that an additional group of students would have on students of other nursing programs already assigned to the agency or facility.

<http://www.rn.ca.gov/regulations/title16.shtml#1427>

Thank you for allowing me this opportunity to bring this to yours and the publics attention.

**Select College of Siskiyou
Documents**

College of the Siskiyous ADN Graduates

County	ADN Class Year									Total	%
	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15	'15-'16		
Alameda		1								1	0
Amador						1				1	0
Butte	1									1	0
Del Norte									1	1	0
Humboldt					1					1	0
Jackson	2	9	4	1	3	2		4	2	27	13%
Josephine		3	2		2	2				9	4%
Kern							1			1	0
Klamath		1							1	2	1%
Lassen			3	3	4	2	2			14	7%
Modoc						1				1	0
Monterey						1				1	0
Orange			1	1						2	1%
Plumas				1		1				2	1%
Riverside			1							1	0
Sacramento		1		1		1				3	1%
San Diego						1				1	0
San Francisco	1									1	0
San Luis Obispo			1							1	0%
Shasta	3		2	3	4	2	9	9	8	40	19%
Siskiyou	9	6	5	4	11	14	12	16	14	91	42%
Tehama			1					1	1	3	1%
Trinity									1	1	0
Ventura							1			1	0
Washoe							1			1	0
Yolo							1		1	2	1%
Yuba						1				1	0
# of Students Graduating	16	21	20	14	25	29	27	30	29	224	

College of the Siskiyous ADN Graduates

COUNTY	Current COS Graduates Employment (Facility)							
Butte (5)	CA Forensic Medical Group 2	Enloe Medical Center 3						
Jackson (18)	Hearthstone Nursing Rehab 1	Medford Nursing Home 1	Rogue Community Health 1	Providence 1	Ashland Community Hospital 1	Rogue Regional 13		
Josephine (7)	Three Rivers Medical Center 7							
Klamath (2)	Sky Lakes Medical Center 1	Memory Care 1						
Lassen (7)	Lassen Nursing Rehab 2	Jail 1	CA Correctional 1	Banner Lassen Medical 3				
Modoc (1)	Modoc Medical Center 1							
Multnomah (1)	OHSU 1							
Shasta (37)	Mercy Medical Center 6	Shasta Regional 16	Jail 1	Mayer Medical 2	Davita Dialysis 2	Vibra Medical Center 8	Healthy Living 1	Accent Home Health 1
Siskiyou (39)	Mercy Medical Center 13	Fairchild Medical Center 23	COS 3	Behavioral Health 1	Public Health 1	McCloud Clinic 1		

Brownell, Cora

From: Scott, Todd
Sent: Monday, October 19, 2015 6:42 PM
To: mark.korth@dignityhealth.org
Subject: College of the Siskiyous

President Korth,

Thank you for meeting with us today, it was good to talk in person so that we could explain the situation that the COS nursing program currently finds itself. As the new VP here, I don't have the luxury of the history of the relationship between our institutions. From people with history both here and some nurses on the floor at Mercy, there appears to be some bias in the decision at the operational level to end only COS's clinical contract. Based on the idea that additional space needs to be created for externships it would be much more palatable for me if all of the educational institutions clinical opportunities were to be reduced. Instead, what was being proposed was to eliminate only COS's 7 student slots of the 150-160 students currently being educated at the facility. Wouldn't it be more fair to reduce all of the college's educational opportunities? When specifically asked, both Ms. Shaw and Ms. Jones stated that there were no other reductions planned other than the elimination of the COS contract. Another point was made that the training and hiring of bachelor prepared nurses would be a priority but Shasta College's Associate Degree Nurses would still have the clinical opportunities without any reduction in the number of clinical opportunities. On its face there appears to be a bias from some of the staff against COS, I understand there were some personality clashes years ago before either of our tenures and I would hope this still does not influence the decisions by some in your organization.

I understand the challenges of the clinical opportunities presented but I am just concerned that eliminating 7 clinical slots from COS is going to resolve the congestion without any reductions from other educational institutions. I also understand that your organization provides the service to our students at will and is sometimes an inconvenience. As explained in the meeting, we are at a point that it is likely we will not be able to start another cohort of students in our nursing program unless we have the clinical space your organization provides. It's clear that we at COS need to start exploring other options, I just ask that we be provided some additional time to make the necessary arrangements. I agreed to keep Mercy updated as to our progress in securing other clinical sites to show that we are committed to help you reduce your obligations and we might agree on a more reasonable timeline for us.

I hope you and your staff take into consideration our position as you make your decision. Please contact me if you have any further questions or need additional information.

Thank You

Todd Scott
Vice President, Instruction
College of the Siskiyous
800 College Ave.
Weed, CA 96094
530-938-5201
tscott8@siskiyous.edu

10/15



President's Office

(530) 938-5200

Mr. Mark Korth
President
Dignity Health North State Service Area
P.O. Box 496009
Redding CA 96049

Dear Mr. Korth:

Over the years, College of the Siskiyou has valued the relationship we have built with Dignity Health North State Health System and looked forward to our continued success. However, when we received your letter dated July 1, 2015, notifying us that Mercy Medical Center Redding intends to terminate the clinical activities contract effective August 1, 2016, I was surprised. Since 2007, more than 160 LVNs have completed the LVN to RN Step-Up Program benefiting our local community as well as Shasta, Lassen, and Oregon's Jackson and Josephine Counties through the hiring of these RNs. Thus, terminating our contract would have dire consequences for the College and these communities.

College of the Siskiyou's administration would like to request a meeting with you and the Vice President of Patient Care Services/Chief Nursing Executive to discuss this issue. The enclosed letter from our Director of Nursing reiterates the impact this step would have on our communities and healthcare in our region.

Thank you for your attention to this matter and I look forward to meeting with you soon.

Sincerely,

Scotty Thomason
Superintendent/President

Enclosure



Career & Technical Education

LVN – RN Step-Up Program

(530) 841-5929 Fax (530) 841-5214

September 15, 2015

Kim Shaw, Vice President of Patient Care Services and Chief Nursing Executive
Mercy Medical Center
2175 Rosaline Ave
Redding, CA 96001

Dear Ms. Shaw,

The relationship between College of the Siskiyous Nursing Programs and Dignity Health North State Health System has a long, important history that has been mutually beneficial over many years. As a result, it is with grave concern that I now respond to the notification letter dated July 1, 2015, indicating that Mercy Medical Center Redding intends to terminate the clinical activities contract with College of the Siskiyous for Associate Degree Nursing Program students, effective August 1, 2016.

Currently, we have only 8 students at a time in clinical placement at Mercy Medical Center in Redding for two days for a total of 12 weeks in the spring. While seemingly a small number and for a short time, this is critical for the viability of our program. There is no other available facility in the vicinity that can offer the advanced maternal child nursing experience necessary for our program to meet the required standards of our college and the Board of Registered Nursing. Ending the contract with College of the Siskiyous Nursing means that our program will struggle to replicate the necessary Maternal Child clinical experience for students. Our program simply cannot recreate many of the clinical activities experienced at Mercy Medical Center in Redding at other clinical sites. It may mean that our program will no longer be able to continue.

A major intent in the establishment of the College of the Siskiyous LVN to RN Step-up Program was to provide an educational opportunity locally, so that our shortage of nurses could be alleviated by qualified professionals who live in our area, and who remain employed locally. Prior to its inception, the program proposal was vetted and endorsed by many stakeholders, including Mercy Medical Centers in Mount Shasta and Redding. As a result of these endorsements, the State of California invested millions of dollars in physical facilities, staffing, and instructional equipment for the program. Terminating the contract would have devastating consequences for the college and local communities.

Since the program began in 2007, more than 160 LVNs have completed the program. If able to continue to operate, the College of the Siskiyous ADN Nursing Program will be entering its tenth year in the fall of 2016. Our local communities in Siskiyou, Shasta, Lassen, and Oregon's Jackson and Josephine Counties, among others, have benefitted through the hiring of our graduates. Tracking of our graduates has produced the following figures: over 120 graduates currently work as RNs locally. Of those we have been able to locate, 39 work in Siskiyou County hospitals; 37 work in Shasta County facilities; 13 work in the surrounding Lassen, Modoc, and Butte county facilities; and 35 work close across the state border in Oregon. Of those graduates, 19 currently work for Dignity Health locally in either Redding or Mt. Shasta. Other graduates have dispersed to other areas. Many have gone on to obtain BSN and advanced

2001 CAMPUS DRIVE, YREKA, CALIFORNIA 96097
www.siskiyous.edu

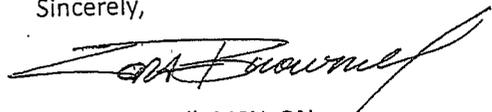
degrees in specialty areas. At this point, four of our graduates have become trained as instructors and returned to College of the Siskiyous to teach in our VN or ADN nursing programs. These results testify to the value of the investment in the program.

At this time, our maternal child nursing instructors are all long-term employees in that specialty area in your facility. They are dedicated to both excellent nursing care and also top quality instruction in nursing. In our annual evaluations of our program, the students have rated their experience at Mercy Medical Center as extremely valuable and supportive to their learning. The annual Mercy Medical Center, Redding staff evaluations of our students have testified that our students are excellent in their professionalism and care, and are a positive contribution to the facility. Our graduates have gone on to become employed locally with very positive feedback from their employers. Comments on last year's survey of employers of our new graduates included excellent ratings and comments such as the following from Asante Three Rivers, "These students stood out from the rest. They were sharp, a quick study, had a good foundation that helped them transition well." Our NCLEX pass rate for the RN licensing has an average of 93.38% over the last 3 complete years, and 100% for the last two quarters. We are committed to producing the finest nurses possible, and we have appreciated your contribution to this effort.

We are pleased to produce graduates who are committed to provide high quality professional care and who continue to learn and advance in their careers. We know you are well aware of the predicted growing shortage of qualified nurses, and we know that no one in healthcare education or delivery can face the problem alone or in a vacuum. It is a problem that must be faced by communities as a whole. Our efforts clearly support solutions by producing well qualified nurses who can help to supply the needs of your facility and the greater community.

On behalf of the interests of healthcare in our locality and community needs, we would like to meet with you to discuss ways to continue the placement of College of the Siskiyous nursing students at your facility during spring semesters. Additionally, we are considering a pilot program in support of our graduates in preceptorship and/or residency programs in our locality, and we may be available to partner with you in support of your Nurse Residency Program.

Sincerely,



Cora Brownell, MSN, RN
Nursing Program Interim Director
College of the Siskiyous
530-841-5902

cc:

Scotty Thomason, President/Superintendent, College of the Siskiyous
Todd Scott, VP of Instruction, College of the Siskiyous
Robert Taylor, Dean of Career and Technical Education, College of the Siskiyous
Mark Korth, President, Dignity Health North State Service Area

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www.siskiyous.edu



Dignity Health
Mercy Medical Center
Redding

2175 Rosaline Avenue
Redding, CA 96001
(530) 225-6119

July 1, 2015

Cora Brownell – Nursing Director
College of the Siskiyous
2001 Campus Drive
Yreka, CA 96097

Dear Cora:

Mercy Medical Center has been reviewing our school contracts and the programs for which we provide clinical rotations. We have valued the relationship our hospital has had with College of the Siskiyous and its LVN-RN program.

It is with regret that we inform you of our decision to terminate the contract for Associate Degree nursing student placement at Mercy Medical Center effective July 31, 2016 when our current contract expires.

The Dignity Health system has begun to evaluate impacted clinical space and alignments with schools needing clinical placements. These are difficult decisions, but are made in an effort to always keep our patients safe, and provide an excellent experience for our patients and students as well.

While we have enjoyed our experience with the College of the Siskiyous students, our hospital needs to realign our clinical floor training with the needs of the hospital for future hiring. While we have greatly enjoyed the opportunity to assist in the training of your nursing students, we have determined that we will be unable to continue to offer clinical space to this program after this current contract terminates.

It is our hope that with this advance notice of our decision; College of the Siskiyous will be able to relocate its Associate Degree nursing students into clinical rotations that more closely match the job market in which they will be working.

Sincerely,

Kimberly Shaw, RN BSN MBA
Chief Nurse Executive/V.P. Patient Care Services



Mercy Medical Center
Redding
A Dignity Health Member

2175 Rosaline Avenue
P.O. Box 496009
Redding, CA 96049 6009
direct 530.225.6000
redding.mercy.org

October 22, 2013

Janis Laiacona, MSN, PMHCNS-BC, APRN
Nursing Program Director
College of the Siskiyous
2001 Campus Drive
Yreka, CA 96097

Dear Ms. Laiacona,

We are in receipt of your letter dated September 12, 2013. We completely understand the relationship that College of the Siskiyous (COS) has had with Dignity Health North State and in particular, with Mercy Medical Center Redding for the last seven years. We are also acutely aware of the challenges that have plagued the program in relation to leadership, faculty, hospital relations, and meeting the Board of Registered Nursing requirements. We did not make this decision lightly.

However, in further communication with Morris Eagleman, Mark Korth, and Ken Platou, we are prepared to make the following concessions and renew the contract under the following terms:

*Faculty for the purpose of this document refers to clinical staff supervising students at Mercy Medical Center Redding.

- We can offer Pediatric and Maternal Child student preceptorship for no more than 7 students per shift and no more than 2 shifts per week. COS needs to be flexible on the days of the week and the shifts available.
- Faculty must be approved **one month** in advance of start on clinical rotation and must have recent acute experience in similar size hospital setting within the last 2 years.
- Faculty must complete orientation 2 weeks prior to start of clinical rotation and be signed off by director of the appropriate unit. Faculty that is not approved or has been prohibited by MMCR will not be allowed on campus for the purpose of training students and any violation of that agreement will be grounds for immediate dismissal of the contract.
- All faculty must attend mandatory orientation and any new technology or computer application training prior to semester start and COS shall be responsible to teach students any new technology or computer application.
- Any substitution requests for faculty have to be approved by the Director of Education or the Vice President of Patient Care for MMCR or their designee.

- All schools share rotations of days, nights, and weekend scheduling as decided by the Regional Clinical Master Planning committee with MMCR final approval.
- Any school placed on suspension or probation by the California Board of Registered Nurses will notify MMCR immediately and we will evaluate our contract status based upon the issue, up to and including immediate termination of the contract if we deem the issue to be significant enough as to affect patient care.
- College of the Siskiyous must be removed from deferred status by the Board of Registered Nurses prior to the contract being renewed.

We are dedicated in continuing to offer our services to your program; however, we must be able to manage the number of students and the quality of the program that we are offering here at Mercy Medical Center Redding. To date, this program has been extremely labor intensive for our education department and this must be remedied.

We look forward to discussing the ongoing relationship with Mercy Medical Center Redding and College of the Siskiyous. We want to strive to make it mutually beneficial for both parties.

Sincerely,



Kimberly Shaw, RN BSN MBA
Chief Nurse Executive/V.P. Patient Care Services

C: Mark Korth, President-Dignity Health North State & Mercy Medical Center Redding
Ken Platou, President-Mercy Medical Center Mt. Shasta
Morris Eagleman, Chief Nurse Executive-Mercy Medical Center Mt. Shasta



Career & Technical Education LVN – RN Step-Up Program

(530) 841-5929 Fax (530) 841-5214

September 12, 2013

Kim Shaw, Chief Nursing Executive
Mercy Medical Center
2175 Rosaline Ave
Redding, CA 96001

Dear Ms. Shaw,

The relationship between College of the Siskiyous Nursing Programs and Dignity Health North State Health System has a long, important history that has been mutually beneficial over many years. As a result, it is with grave concern that I now respond to the notification letter dated September 4, 2013 indicating that Mercy Medical Center Redding intends to terminate the clinical activities contract with College of the Siskiyous for Associate Degree Nursing Program students, effective August 1, 2014.

The College of the Siskiyous Nursing Program is only in its seventh year. Prior to its inception, the program proposal was vetted and endorsed by many stakeholders, including Mercy Medical Centers in Mount Shasta and Redding. In fact, Mercy Medical Center Mount Shasta has been a catalyst in the development of the program and the Chief Operating Officer, Morris Eagleman, is Chair of the Program Advisory Committee. As a result of these endorsements, the State of California invested millions of dollars in physical facilities, staffing, and instructional equipment for the program. Terminating the contract would have devastating consequences for the college and local communities.

The Nursing Program at College of the Siskiyous is the product of an extremely significant investment of tax payer money by the county, state, and college. This occurred only after completion of a feasibility study and with community and industry support, Mercy Medical Center(s) being a key stakeholder endorsement. The Rural Health Science Institute building alone, which houses the nursing program, was a ten million dollar expenditure and is the site of simulation and skills laboratories utilized by local hospitals as well as College of the Siskiyous students. Mercy Medical Center Redding representatives, as members of the Program Advisory Committee, are well aware of the ongoing planning and investments made. It is unfathomable that, after supporting the program through its development and first few years of operation, Mercy Medical Center Redding would now withdraw its partnership.

College of the Siskiyous LVN to RN Step Up Program is unique as one of only seven Associate Degree Programs in the state offering Licensed Vocational Nurses a clear and viable opportunity to upgrade to RN licensure and thus serves as a pathway to BSN and advanced nursing degrees. The program is especially important in the Far North State where Licensed Vocational Nurses have limited options. Since the program began in 2007, more than 100 LVNs have completed the program. Many graduates have gone on to gain BSN degrees or voiced intention to do so. In addition, the NCLEX pass rate for graduates is consistent with or exceeds pass rates of other local programs including BSN programs. Feedback from post graduate employer and student surveys indicates that our graduates are "very well prepared".

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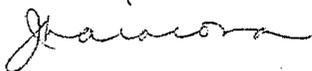
The program admits approximately 30 students per cohort once per year. Many College of the Siskiyou nursing students are Shasta County residents who are unable to gain admission to Redding programs. In fact, one-third of this year's cohort is from Shasta County. During fall semester, the program assigns 9 students at Mercy Redding for Medical Surgical activities and during the spring semester, the program schedules 8 students for Advanced Medical Surgical and 9 students for Advanced OB and Pediatrics rotations (17 total during spring). The program simply cannot recreate many of the clinical activities experienced at Mercy Redding at other clinical sites.

I strongly urge you to reconsider the decision to terminate the contract for clinical activities. Statistics indicate that the RN workforce surplus which currently exists will likely shift into a deficit status within the next 3-5 years. Many of today's employed nurses have worked past expected retirement age. As the economy improves, it is projected that the number of nurses leaving the workforce will escalate rapidly. Finding solutions which support the health and well being of our communities is a top priority in the state. Therefore, supporting nursing education programs is beneficial to the community as a whole especially in light of anticipated workforce changes.

Your letter indicated that College of the Siskiyou graduates are not viewed as potential employees for Mercy Medical Center Redding. This is difficult to comprehend, when, as stated previously, College of the Siskiyou graduate NCLEX pass rates are as high or higher than comparable graduates from other programs. Mercy Medical Center Redding and health providers of our region need highly skilled, competent nurses. Any significant change in the Far North State's ability to educate nurses of the future impacts, not only Mercy Medical Center, but the region. It will certainly have an adverse influence on the health of Siskiyou County citizens.

I cannot overstate the importance and value of the partnership between Mercy Medical Center Redding and College of the Siskiyou Nursing Program. I sincerely hope and respectfully request that you reevaluate the decision to terminate the contract with College of the Siskiyou Nursing Program.

Sincerely,



Janis Laiacona, MSN, PMHCNS-BC, APRN
Nursing Program Director
College of the Siskiyou
530-841-5921

cc:

Robert Frost, Interim President/Superintendent, College of the Siskiyou
Greg South, Interim VP of Instruction, College of the Siskiyou
Mark Korth, President, Dignity Health North State Service Area
Morris Eagleman, Chief Operating Officer, Mercy Medical Center, Mt. Shasta



2175 Rosaline Avenue
P.O. Box 496009
Redding, CA 96049-6009
direct 530.225.6000
redding.mercy.org

September 4, 2013

RECEIVED SEP 09 2013

Janis Laiacona, Nursing Director
College of the Siskiyous
2001 Campus Drive
Yreka, CA 96097

Dear Janis:

Mercy Medical Center Redding has been reviewing our school contracts and the programs for which we provide clinical rotations. We have valued the relationship our hospital has had with College of the Siskiyous and its LVN-RN program.

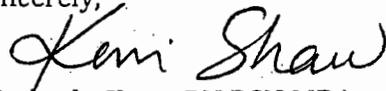
It is with regret that we inform you of our decision to terminate the contract for Associate Degree nursing student placement at Mercy Medical Center Redding effective August 1, 2014.

The Dignity Health system has begun to evaluate impacted clinical space and alignments with schools needing clinical placements. These are difficult decisions, but are made in an effort to always keep our patients safe, and provide an excellent experience for our patients and students as well.

While we have enjoyed our experience with the College of the Siskiyous students, our hospital needs to realign our clinical floor training with the needs of the hospital for future hiring. While we have greatly enjoyed the opportunity to assist in the training of your nursing students, we have determined that we will be unable to continue to offer clinical space to this program after this school year.

It is our hope that with this advance notice of our decision; College of the Siskiyous will be able to relocate its Associate Degree nursing students into clinical rotations that more closely match the job market in which they will be working.

Sincerely,



Kimberly Shaw, RN BSN MBA
Chief Nurse Executive/V.P. Patient Care Services

**SU 7.5.1 Additional Info from
Mercy Medical Center Redding
sent 1.11-12.16**

Update:

**MMCR has invited COS to a
meeting on 1.22.16**



Dignity Health™

Mercy Medical Center
Redding

2175 Rosaline Avenue
Redding, CA 96001

January 8, 2016

To Whom It May Concern,

Mercy Medical Center Redding (MMCR) currently supports over 50 schools to ensure quality clinical experience and to support not only the nursing profession but multiple other clinical programs such as pharmacy, respiratory therapy and paramedic training. We are the only hospital in the area dedicating this degree of resources to students of all disciplines, and we have a long, healthy history of supporting education in our community.

Per your request, we would like to clarify our position related to Simpson University's request to add more students and whether or not it displaces College of the Siskiyous (COS).

Our issues with COS center around three key areas and date back to at least January 2010; their lack of administering a quality program, being able to maintain appropriate, tenured and adjunct faculty leadership, and failure to adhere to contract requirements. These issues have been addressed time and time again by facility leadership prior to my filling the Chief Nursing Officer (CNO) role at MMCR. These are serious regulatory and patient care issues.

Prior to my filling the role as CNO, Karen Jones stepped into a Manager of Education position in 2009. When she took on this role, there was virtually no oversight of any of the clinical programs by the previous leader in this role. We had a CMS survey in which the surveyor called out this former leader and stated that the job was not being done appropriately. We received a finding on a failure to oversee students in our facility. CMS then spent an entire summer in the Emergency Department of our hospital until we were able to prove that we did in fact have strict oversight of our students and could deliver safe patient care. Karen did a tremendous amount of work to resolve these regulatory citations from the State and put into place a strict student policy and process that is still in force in 2016. Violations of this process by the COS nursing and paramedic programs are the root cause of the desire to sever this student training agreement by the hospital. Please see attached timeline (power point).

Due to this continued lack of oversight by COS, I drafted a letter of termination in September 2013 and notified the college. By this time, they had a new Dean of Nursing, Janis Laiacona. Janis recognized that the school was struggling, agreed to relocate all the students but asked for an extension of clinical placement for the Labor and Delivery rotation until she could find another clinical placement. We allowed a continuation of the contract to include no more than seven (7) students in this area two days per week with notification of staff one month in advance of clinical rotation date. Janis was well aware at this time of our intent to terminate the contract permanently once clinical placement was found for the Labor and Delivery clinicals. This allowed a two-year time frame to find this placement.

Since that date, COS has had yet another change in leadership. Cora Brownell is the current interim leader. Admittedly, we have had no known regulatory issues from these seven (7) student placements but we continue to have lapses and high turnover in key leadership positions. Additionally, the EMS program at COS has been placed in probationary and final warning status for similar types of lack of oversight and potential patient safety risks. For example, a paramedic student recently administered Propofol in our Emergency Room which is

within the national scope of practice but not the state scope of practice. (See attached power point timeline)

We are required at MMCR to follow the strictest regulatory standards whether it is federal or state based. This is one of their many violations of this contract and we have issued them at least two final written warnings stating that one more violation would result in termination of the contract. As a result, the paramedic students are restricted to our ambulance service where we can ensure continuous oversight by our personnel and basically suspended from working in our Emergency Room until this issue is resolved. That contract is on a 90-day limited extension awaiting decision on this school's continued relationship with MMCR.

Due to these ongoing issues with COS and after discussing with Sherie Ambrose, CNO at Mercy Medical Center Mt. Shasta and Mark Korth, CEO and President of the North State Service Area for Dignity Health, we gave them one year notice in July 2015 of our intent to not renew their contract. This affected seven (7) students in the Maternal Child unit only, as all other students had been relocated in 2013. We did not take this decision lightly. The final decision was made based on the pattern of abuses described above coupled with the fact that MMCR had not hired a COS nursing student in at least five years. Additionally, we were aware that the hospital in Medford, Oregon hired at least 30% of the nursing students from COS. COS has asked us to reconsider our decision and we are meeting soon to make a final decision on the status of their contracts. We are doing this in an effort to be thoughtful and supportive of our communities as well as still supporting our mission.

We did not displace COS in order to provide more clinical space for Simpson University students. Additionally, we have no intention of displacing Shasta College students and have never stated that we would. We displaced COS partially because of their longstanding problems highlighted above and in order to provide a training program which would feed into specialty positions in our hospital. Toward that end we collaborated on an externship program with Chico State University's Rural Nursing Program in order to better train nurses for specialties in Labor and Delivery and Neonatal Intensive Care. This program was created because during a nursing workforce study that we performed for MMCR, we found that 50% of our current nursing staff is eligible for retirement now and within the next five (5) years in these clinical areas. It is imperative that we train new nurses to fill these roles in order to ensure safe patient care for our community. Chico State graduate nurses will be able to participate in a program that gives them additional education and makes them better prepared for a successful nursing career in a specialty field. This training previously has resulted in the hiring of these Chico State graduates.

Our goal is to continue to work collaboratively with our local nursing programs and move towards meeting the goals of the IHI Future of Nursing 2010 goals. I'm hopeful that this letter will enable us to clear the air and dispel any further rumors and we can return to our mission of patient care.

Sincerely,

Kimberly Shaw

Kimberly Shaw, RN BSN MBA
V.P. Patient Care Services/Chief Nurse Executive

College of Siskiyous
Nursing and Paramedic
Identification of Major Issues

Kim Shaw, Vice President of Patient Care Services
Karen Jones, Senior Director of Patient Care Services
January 2016

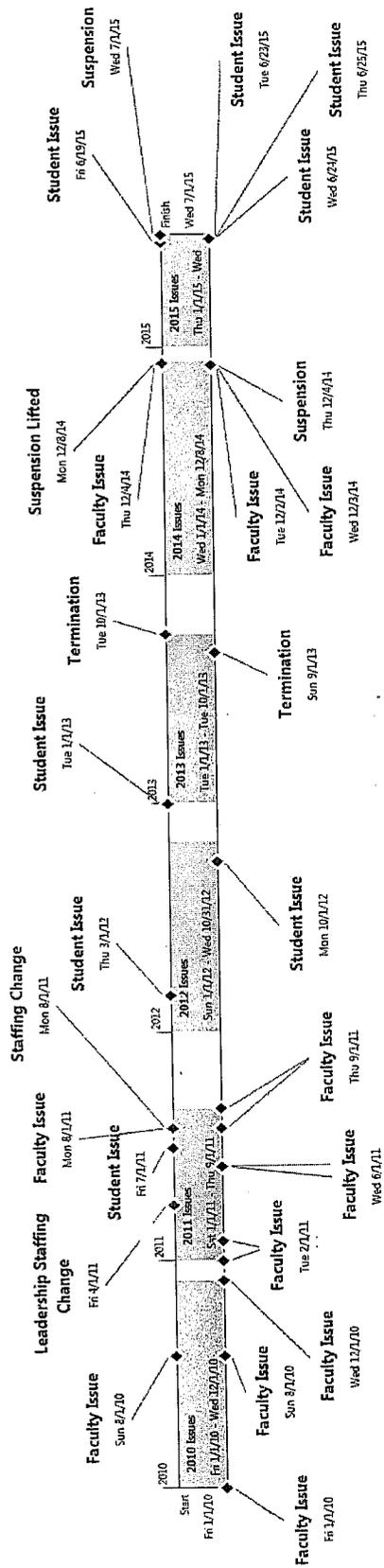


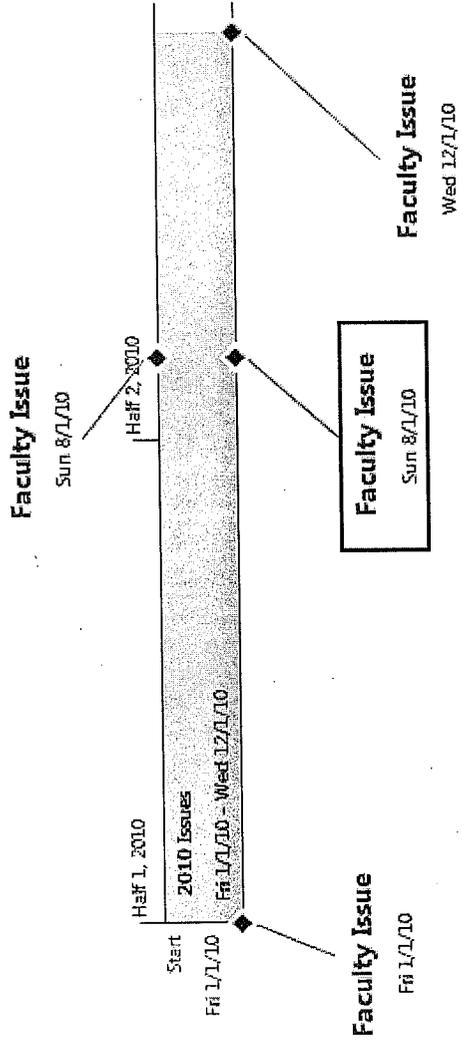
Dignity Health™

North State Service Area

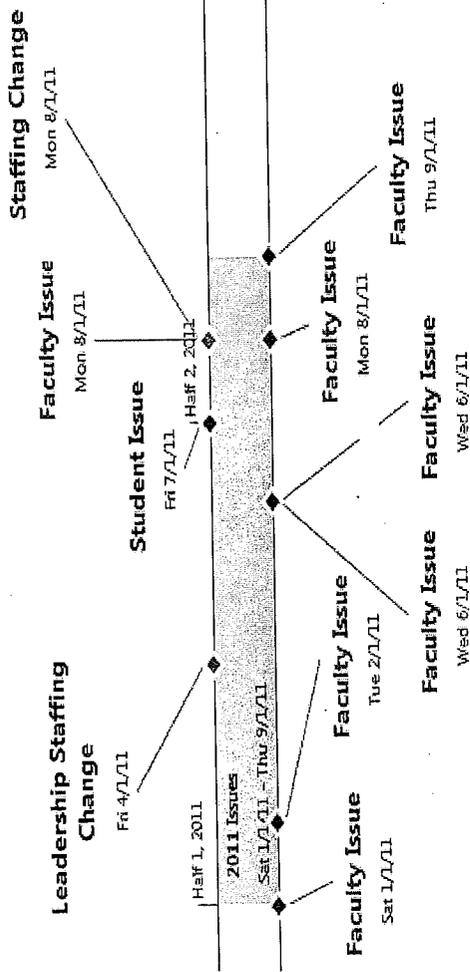
Issues Summary

- Unqualified clinical faculty
- Repeated contractual violations
- Significant Patient Safety and Risk concerns
- Students working unsupervised and/or out of scope
- Multiple changes of leadership

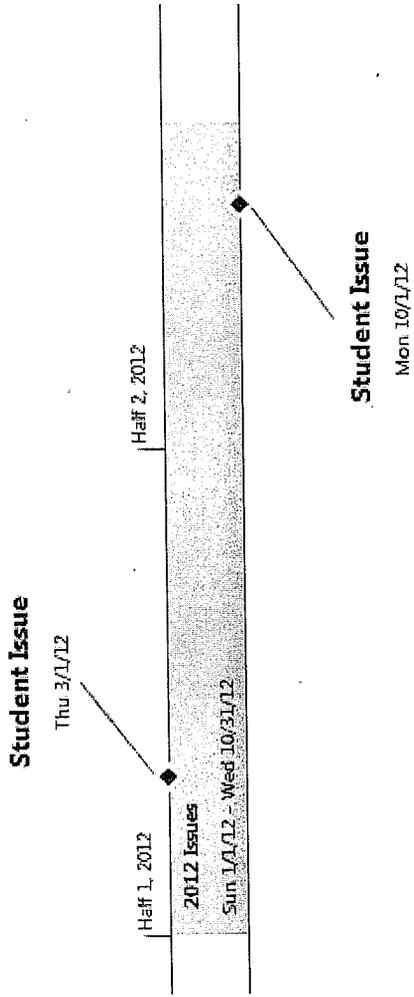




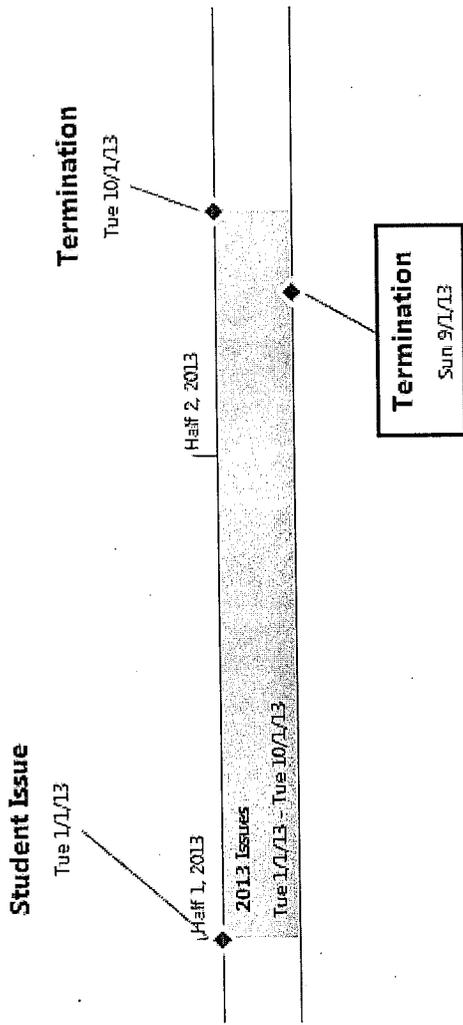
2010 Nursing Program Issues	
Date	Description
1/1/10	Concern over COS Faculty Training and the Floors they are qualified to rotate in.
8/26/10	Concern over COS Faculty experience and not following the protocols in place for new instructors (Introduction and meeting with EDU Director and Dept. Directors).
8/27/10	Concern with Brian Busk performing COS tour at MMCR.
12/14/10	Instructors continue to take students in areas they are not experienced in.



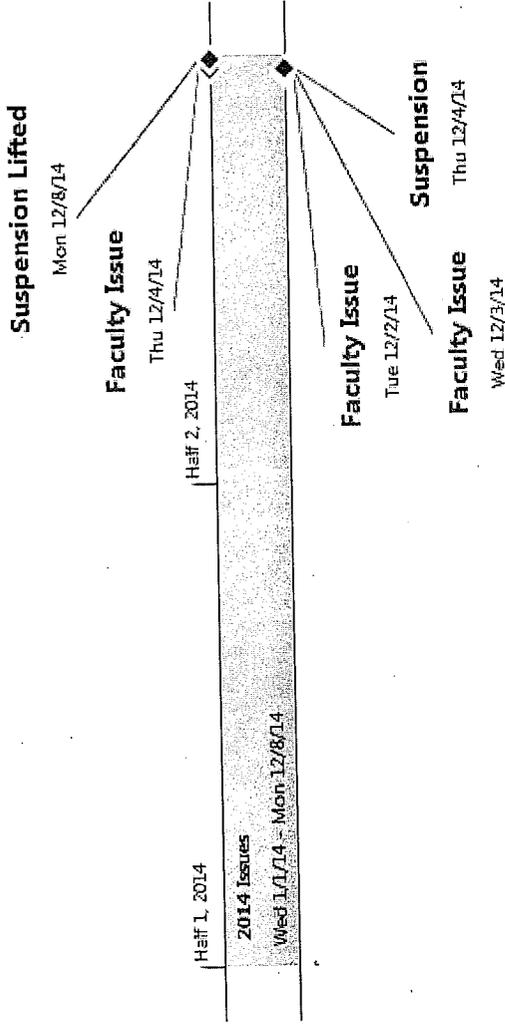
2011 Nursing Program Issues		Description
Date	Issue	Description
1/21/11	Faculty Issue	Instructors now required to complete Unit Specific Competencies.
2/2/11	Faculty Issue	Concerns addressed with the professionalism of instructors and their representation on the floors.
4/1/11	Leadership Staffing Change	Notification of Gerri Fedora's retirement and replacement, Donna Duell
6/8/11	Faculty Issue	Instructors not completing mandatory orientation and their Unit Specific Competencies as agreed upon by COS in action plan.
6/10/11	Faculty Issue	Summary of Issues and action plan drafted by MMCR to address new clinical instructors.
7/21/11	Student Issue	Increase of COS students at MMCR. Concern due to lack of advance notification and permission to increase their student numbers on MMCR campus.
8/16/11	Faculty Issue and Staff Change	Concerns addressed with choice, experience and competencies of clinical instructors. Meeting with Karen Jones and former CNE, Andrea Kofl to recap actions and concerns. Notification of staffing change – Nancy Haker replaced by Mary Ewert. School notified verbally they were on probation by Andrea Kofl due to issues.
9/8/11	Faculty Issue	Concern with Brian Busk being named new clinical instructor and supervising students in critical care areas.



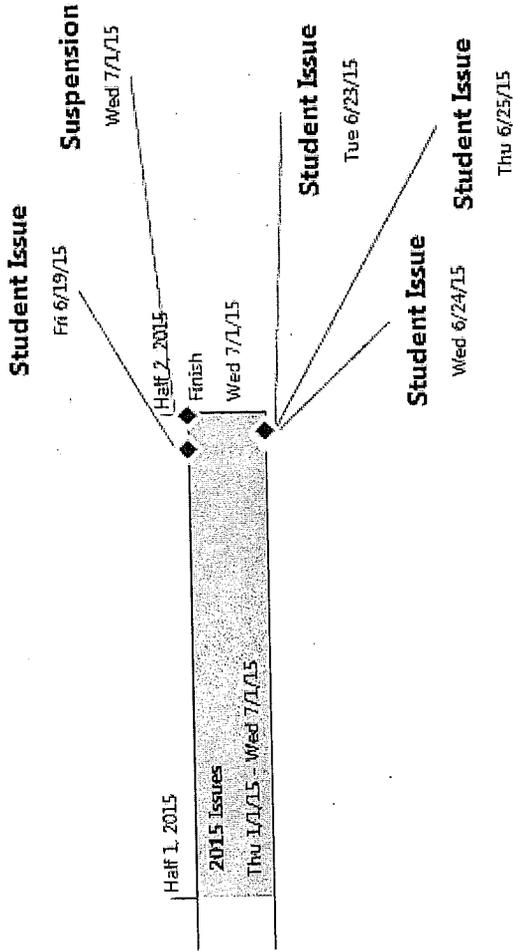
2012 Nursing Program Issues		
Date	Issue	Description
3/13/12	Student Issue	COS student was using her MMCR faculty network credentials to access resources not available to students.
10/12/12	Student Issue	Students working outside their scope – performing “intubation”. COS students were pulled from clinical for training and education. Student journaled she had placed an ET tube in ER. Investigation and numerous man hours revealed she had placed an OGA.



2013 Nursing Program Issues		
Issues	Date	Description
1/1/13	Student Issue	Students found to be copying medical records and patient charts.
9/4/13	Termination	Letter drafted to COS – notification of Clinical Contract due to limits on space / placement.
10/22/13	Termination	Concessions made by MMCR to keep contract in place. Concessions include reducing number of students for clinical placement to 7 per shift and no more than 2 shifts per week along with notification of staff one month in advance of clinical rotation date. Dean at that time knew well our intention of termination of this contract.



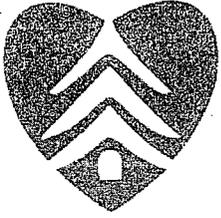
2014 Paramedic Program Issues		Description
Date	Issues	Description
12/2/14	Faculty Issue	Process change for orienting new students. Due to the incident with COS and students attending orientation without being listed on the Exhibit C, the Education department will start listing all students cleared for orientation on a sign-in sheet.
12/3/14	Faculty Issue	Program instructor Beth Watts submitted Exhibit C with incorrect students listed. Per Beth, an entirely different group of students showed up. Students attended on-campus orientation without being cleared from MMCR, which is a violation of the terms of the contract.
12/4/14	Suspension	COS Paramedic rotations placed on hold during investigation. Students are not authorized to be on campus or on ride along until further notice.
12/4/14	Faculty Issue	Response from Beth Watt. Procedural change for Exhibit C incident. Students will sign in using the sign-in sheet generated by MMCR and paramedic instructor will be onsite during the orientation.
12/8/14	Suspension Lifted	Suspension for COS Paramedic Students lifted and privileges have been reinstated with warning of termination of contract if issues continue.



2015 Paramedic Program Issues		
Date	Issues	Description
6/19/15	Student Issue	Paramedic student was found to be working outside his scope. Student found to be administering Etomidate, intubating, starting IV's without supervision and not conducting himself in a professional manner. Notification to MMCR by COS of the negative outcome.
6/23/15	Student Issue	Notification to COS - Student was observed entering patient rooms without a preceptor.
6/24/15	Student Issue	Response from Paramedic Student Love concerning the incident 6/23/14. Student maintains that he was practicing within his scope and that a nurse was present during the administration of IV.
6/25/15	Student Issue	Response from Beth Watt. Policy created to notify MMCR of all negative outcomes.
7/1/15	Suspension	Suspension Letter Issued for COS paramedic students. Students will no longer be allowed in MMCR Emergency Room for a period of 6 months. January 2016 this ban will be reviewed to see if the ban can be lifted or if the agreement needs to be modified.

**SU 7.5.1 Additional Info from
COS sent 1.13.16**

**Letter of Support Fairchild MC
COS/CSU CHICO RN to BSN
Road Map**



Fairchild Medical Center

January 13, 2016

Cora Brownell, MSN, RN
Interim Nursing Director
College of the Siskiyous/Yreka Campus
2001 Campus Drive
Yreka, CA 96097

Dear Cora,

This letter is to express our concern regarding the future of nursing in Siskiyou County. It has been brought to our attention that, due to changes in the support from Shasta County, the sustainability of the College of the Siskiyous LVN to RN Step-up Program is threatened. Since the start of the program in 2007, College of the Siskiyous LVN to RN Step-up Program has depended upon the larger metropolitan hospitals in Shasta County to provide the necessary clinical experience for our RN students. While Fairchild Medical Center hospital and outpatient services can, and have, provided many clinical opportunities, our local hospitals do not have the overall census and variety of cases to meet the Board of Registered Nursing criteria for primary clinical sites for RN students.

During its inception, we joined with the hospitals in Siskiyou and Shasta counties to commit our support to the COS LVN to RN Step-up Program. The Nursing Advisory Committee was formed as a forum for our joint commitment. We are surprised, and disappointed, that any hospital in our region would retract that support. The viability of nursing education in our area is dependent upon our mutual effort.

A major intent in the establishment of the College of the Siskiyous LVN to RN Step-up Program was to provide an educational opportunity locally, so that our shortage of nurses could be alleviated by qualified professionals who live in our area, and who remain employed locally. Recruiting from other areas is difficult, since our rural area does not offer the attractions and amenities of urban settings. Prior to the start of the LVN to RN Step-up Program, Fairchild Medical Center frequently had to rely on travel nurses and temporary help to fill the need for RNs. Since the start of the College of the Siskiyous LVN to RN Step-up Program, Fairchild Medical Center has developed a robust staffing of dedicated, long-term RN employees who live locally and are committed to the quality of healthcare in our community.

Currently thirty-eight (38) graduates of the College of the Siskiyous LVN to RN Step-up Program work for Fairchild Medical Center. This amounts to 40% of our RN workforce. We also have one (1) student in the current Upgrade Program with six (6) students actively completing their pre-requisites for the Upgrade Program. Fairchild Medical Center has outstanding outcomes and ratings in our healthcare provision. We are fully dedicated to the advancement of the nursing profession. Many of our nurses receive advanced training and go on to obtain further education. Our hospital participates in the Rural Nursing Project, which allows enhancement of RN skills and knowledge through an exchange training program with urban hospitals.

Fairchild Medical Center strongly supports maintaining the College of the Siskiyou LVN to RN Step-up Program. We support and encourage the effort of other healthcare facilities in our greater Northern California area to work on finding solutions to retain COS students in clinical placement in the larger hospitals in our region.

If you have any questions, please contact me at 530-841-6312, or via email at swestphal@fairchildmed.org.

Sincerely,



Susan Westphal, R.N., M.S.
Assistant Administrator –
Patient Care Services
Fairchild Medical Center
444 Bruce Street
Yreka, CA 96097

SW/ds

CSU, Chico- RN to BSN Program

Worksheet for College of Siskiyous Nursing Students				
CSU, Chico RN to BSN Program Requirements			Acceptable College of Siskiyous Courses	
Required Courses	GE Area	CSU,Chico Course#	Transfer Course #	Notes: former #s
Prerequisite Courses-must be completed before application deadline with grade of "C" or better				
Anatomy		BIOL 103	BIO 2700	
Physiology		BIOL 104	BIO 2800	
Microbiology		BIOL 211	BIO 2600	
Chemistry		CHEM 107/108/111	CHEM 1000, or 1100, or 2000, or CHEM 3A	(CHEM 3A, 3B, or1A)
A1.Oral Communication	Foundations	CMST 131/132	COMS 1100, or 1200, or 1300, or SP1 or 2 or 3, or SPCH 1,2, or 3	
A2. Written Communication	Foundations	ENGL 130	ENGL 1001	Formerly ENGL 1A
A3. Critical Thinking	Foundations	CMST 255/ PHIL 102	ENGL 1502, or PHIL 1004,or PHYS 1020	(ENGL 1C),or (Phil 4), or (PHYS 20)
A4.Quantitative Reasoning(Stats)	Foundations	MATH 105	MATH 1050	
Co-Requisite Courses- must be completed before application deadline with grade of "C" or better				
Child/Human Development	Learning for Life	CHLD 252	ECE 1002 or ECE 1999	
Principles of Psychology	Learning for Life	PSY 101	PSY 1001	
Nutrition	Learning for Life	NFSC 100	FCS 1011	
Cultural Anthropology or Intro to Sociology	Individual & Society	ANTH 113/ SOC 100	ANTH 1010 or SOC 1001	
Lower Division GE Requirements-must be completed before application deadline (Waived for 2 nd Bac Students)				
Arts		1 course needed	Many available*	
Humanities		1 course needed	Many available*	
US History		HIST 130	HIST 1018	
Political Science- gov/local/state/national		POLS 155	POLS 1001	
A cumulative GPA of 3.0 is required for admission to the RN to BSN Program. The most recent 60 units may be used.				
*Please consult the statewide ASSIST program (www.assist.org) for assistance in selecting transfer coursework to meet CSU Chico's GE, graduation and major requirements from any California Community College.				
Note: The above must be documented with official transcripts at CSUC prior to application to the RN to BSN Program. Visit the Chico State School of Nursing Webpage for more information: http://www.csuchico.edu/nurs/				

December 2015

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.2
DATE: January 14, 2016

ACTION REQUESTED: Vote On Whether To Approve Major Curriculum Revision for Golden West College Associate Degree Nursing Program

REQUESTED BY: Laura Shainian, Nursing Education Consultant

BACKGROUND: Beverly Brownell, RN, FNP, Ph.D., Associate Dean, Director of Nursing at Golden West College.

The program has submitted a major curriculum revision proposal to be implemented Fall 2016. The current curriculum has been in place since 1994. There have been three minor curriculum revisions (2000, 2013, and 2015). This revision is being made to restructure the curriculum into a concept-based curriculum that meets the contemporary needs of clinical practice trends in emerging health care, and prepares graduates with the knowledge, skill, and professional identify needed for entry-level practice in nursing. The proposal involves revisions to the program philosophy & framework, graduate learning outcomes, the curricular plan and hours, course content and units, and the evaluation process. The changes will apply to generic, LVN-to-RN, and 30-unit option students.

The following is a summary of the changes which are detailed further in the attachments:

- The program philosophy includes faculty beliefs about person, health, and the art and science of nursing. These beliefs, coupled with utilization of the nursing process and application of adult learning theories, serve as the foundation for nursing education.
- The organizing framework and program outcomes are based upon QSEN competencies (Quality and Safety Education for Nurses) and Professional Identity. These competencies are reflected in the program philosophy and further threaded across the curriculum for cohesiveness and consistency.
- Course names and numbers have been revised.
- Course syllabi, course objectives and evaluation tools reflect consistent application of the new framework and an appropriate progression of concept and skill complexity.
- The curriculum plan consists of five semesters. Prerequisites once required to be completed beforehand for entry into the program, are now more integrated throughout the nursing coursework.
- The concept-based curriculum is organized into two major groupings: Health & Illness and Professional Nursing. Health & Illness covers 21 key concepts related to the characteristics and care of the healthy & ill patient throughout the lifespan. Professional Nursing covers 12 nursing concepts that model the identity of the Profession of Nursing and its application to patient care.

1st semester: General Education courses / Pre-requisites (integrated)

2nd semester: Health & Illness I (Fundamentals)
Professional Nursing I

3rd semester: Health & Illness II (Medical-Surgical/Obstetrics)
Professional Nursing II

4th semester: Health & Illness III (Medical-Surgical/Pediatrics)

5th semester: Health & Illness IV (Medical-Surgical/Psych-Mental Health)
Professional Nursing III

- Geriatrics is integrated in the curriculum
- Critical Thinking and Statistics courses have been added to facilitate smooth transfer into higher degree nursing programs.

The revised units: Nursing Units decreased from 39 to 36 units: Theory decreased from 19 to 18 units; Clinical decreased from 20 to 18 units. Total Units for Licensure decreased from 64 to 61 units. No changes to Communication or Science units, or Other Degree Requirements. Total Units for Graduation decreased from 72 to 69 units.

This proposal meets BRN rules and regulations.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Laura Shainian, MSN, RN
Nursing Education Consultant



Beverley Brownell, RN, FNP, Ph.D.
Associate Dean
School of Nursing & Health Services
Golden West College
bbrownell@gwc.cccd.edu
(949) 690 6608 (cell)

Ms. Laura Shainian,
Nursing Education Consultant
Board of Registered Nursing
1747 N. Market Blvd
Suite 150
Sacramento, CA 95834-1924

August 31st 2015

Dear Ms. Shainian,

Golden West College is proposing a major curriculum change to be implemented in the spring of 2016. The proposed change has been spearheaded by input from our faculty, community partners, the Affordable Care Act, and the Future of Nursing: Leading Change, Advancing Health (IOM, 2010). We are seeing an increase in requests from facilities for graduates with skills for managing the care of patients with complex medical and nursing needs in an increasingly challenging health care system.

By embarking on a complete restructuring of our present program to a more innovative concept-based educational approach, the goal is that the format will enhance the level of academic preparation, critical thinking and clinical skills so that our graduates will enter the workforce well equipped to provide patients and their families with competent, safe, evidence-based nursing care.

The School of Nursing offers three California Board of Registered Nursing (BRN)-approved pathways to eligibility to take the NCLEX-RN. The generic nursing program designed to be completed in five semesters, a "bridge" course offered to California Licensed Vocational Nurses (LVNs) who take a transition course (N190) and then enter the generic program in the third semester of the nursing program, and a "30-unit option in which students complete the bridge course, take the NCLEX-RN exam, but do not qualify to earn a college degree. These students take

the licensing exam as non-graduates. Details of these programs can be found in the GWC Catalog www.goldenwestcollege.edu/catalog.

Due to the increased pressure from our community partners to produce graduates with greater critical thinking skills coupled with the push towards healthcare facilities seeking “Magnet” status, increasing the need to employ BSN nursing graduates, it is now becoming obligatory for Associate Degree nursing students to seek their BSN degree. To meet these needs we incorporated critical thinking and statistics courses into the program to facilitate smooth transfer into such programs bringing the number of units to 69 for graduation from the nursing program.

The proposed curriculum revision was based on recommendations from the BRN visit in 2008 and guidelines from the Accreditation Commission for Education in Nursing (ACEN) and it satisfies the requirements of CCR 1426. The latter suggest that a five-semester program is the best practice nationally for an ADN program. The proposed changes are expanded upon in the proposal which is attached but are also listed briefly below:

1. The curriculum is based upon a conceptual approach to nursing education that promotes the reduction in excessive curriculum content by utilizing concepts to more efficiently distribute pertinent information, enhance student participation, and develop critical thinking skills.
2. Pre-requisites that were once required to be completed beforehand for entry into the program, are now more integrated throughout the coursework, however, students are encouraged to complete as many of the required courses as possible since this is factored into the selection criteria for admission into the program.
3. The previous Nursing Process I, II, III, IV courses have been replaced by two major categories of concepts: Health & Illness and Professional Nursing. Health & Illness I (Nurs 130), Health & Illness II (Nurs 140), Health & Illness III (Nurs 240) & Health & Illness IV (Nurs 270) cover the characteristics and care of the healthy and ill patient throughout the lifespan of a patient. Professional Nursing I, II, and III cover the nursing concepts that model the identity of the Profession of Nursing and its application to patient care. Course descriptions and Objectives are provided in Table 1.
4. Although the largest employers of professional nursing have historically been the acute care hospitals, the Affordable Care Act has resulted in a shift towards employment in nursing homes, assisted living services, rehabilitation facilities, home care agencies, hospice and palliative care agencies, institutional and community-based mental health centers, corporations and schools.



Our clinical adjustments, therefore, involve diversifying our current clinical sites in order to prepare our nursing graduates for employment in these areas.

In summary, the program which we propose, to be piloted in fall 2016, will serve to provide students with an innovative, interactive curriculum designed to produce exemplary nursing graduates, well-equipped to provide the caliber of nursing care required in our current health care environment. It also will facilitate a smooth transition into our community BSN programs.

The attached proposal provides full details of the proposed program. Please do not hesitate to contact me should you have questions and concerns. In the meantime, I welcome your comments and feedback.

Yours Sincerely,

Beverley Brownell, RN, FNP, Ph.D.
Associate Dean

Golden West College Curriculum Course Sequence

5 – 18 week Semesters	
1st Semester	
<i>English 100 – Freshman Composition</i>	3
<i>Psych 118 – Life Span & Development</i>	3
Math test**	
<i>Comm 110 – Public Speaking</i>	3
Math 160 – Statistics	4
2nd Semester	
<i>Biology G220 – Human Anatomy</i>	4
NURS 130 - Health & Illness I	9
NURS 131 – Professional Nursing I (8 weeks)	1
3rd Semester	
<i>Biology G225 – Human Physiology</i>	4
<i>Soc G100 – Introduction to Sociology</i>	3
NURS 140 – Health & Illness II	8
4th Semester	
<i>Biology 210 – Microbiology</i>	5
NURS 240 – Health & Illness III	8
NURS 241 – Professional Nursing II (8 weeks)	1
5th Semester	
English 110 – Critical Thinking	4
NURS 270 Health & Illness IV	8
NURS 271 Professional Nursing III (8 weeks)	1
Total Nursing Course Units	36
<i>Total General Education Course Units Required by BRN</i>	25
GWC graduation requirements for ADN (may or may not need if possess a Bachelor’s degree)	8
Total Program Units	69

Table.5

Goldenwest College
School of Nursing
Health and Illness Exemplar Mapping

Concept	HI-1 – 9 units (4.5 content) <i>81 content hours</i> <i>56 MS</i> <i>17 Geri</i> <i>3 Pediatrics</i> <i>5 Mental Health</i>	HI-2 - 8 units (4 content) (acute care women’s health) <i>72 content hours</i> <i>48 MS</i> <i>20 Women’s health</i> <i>4 Geri</i>	HI-3 – 8 units (3.5 content) (acute care pediatrics) <i>63 content hours</i> <i>40 MS</i> <i>20 Pediatrics</i> <i>3 Geri</i>	HI-4- 8 units (3 content) (acute care MH) <i>54 content hours</i> <i>32 MS</i> <i>18 MH</i> <i>4 Geri</i>
Cellular Regulation The functions cells perform to maintain homeostasis		Introduction to Concept Breast Cancer	Brain Injury Cancer Childhood leukemia (peds)	
Cognition Thinking skills, including language use, calculations, perception, memory, awareness, reasoning, judgment, learning, intellect, social skills and imagination.	Introduction to concept Dementia (G) Delirium (MH)		Autism spectrum disorder	Alzheimer’s disease (MH)
Elimination The secretion and excretion of bodily waste	Introduction to concept Bladder: incontinence Urinary (G) retention Bowel: Constipation (G) Diarrhea	BPH GI obstruction	Kidney stones GI Obstruction (peds)	
F&E/Acid-base The physiological mechanisms that maintain fluid and electrolyte balance.	Introduction to concept Fluid volume excess Fluid volume deficit	Common acid/base Imbalances	Chronic kidney disease Gastroenteritis (peds)	Diabetes Insipidus SIADH Diabetic ketoacidosis Hyperosmolar hyperglycemic Non-ketotic syndrome

				(HHNKS)
Grief/Loss A series of responses that occur following a physical and/or psychological insult with a goal of returning to homeostasis	Introduction to concept Palliative Care (MH)	Perinatal loss (WH)	SIDS (peds)	Situational loss
Immunity Immunity – the natural or induced resistance to infection and conditions associated with impaired responses.	Introduction to concept Immune Response Communicable diseases: Flu Antibiotic resistance		HIV	Hypersensitivity Transplantation
Infection Infection, or infectious disease, is a state of tissue destruction resulting from invasion of microorganisms into the body	Introduction to concept Asepsis Standard Precautions	UTIs STIs Pyleonephritis	Hepatitis A-B-C Meningitis Seizures Common childhood communicable diseases TB	Sepsis
Inflammation – Inflammation -- The physiologic response to injury, infection or allergens.	Introduction to concept Inflammatory Response	Pancreatitis Gallbladder disease PUD	Rheumatoid arthritis Irritable bowel disease Inflammatory bowel disease Appendicitis (peds) glomeronephritis Peritonitis	
Metabolism All biochemical processes that occur within the body	Introduction to concept Obesity	Liver disease Hypo/hyper Thyroid Disease Diabetes Mellitus Osteoporosis		Cushing's disease Addison's disease
Mobility Mechanisms which affect the ability to move within an individual and	Introduction to concept (G)	Amputation Fractures Osteoarthritis	MS Parkinson's Spinal Cord Injury Sports related injury (peds)	

living environment.				
Mood/Affect Mechanisms that influence the emotional state of an individual and its outward manifestations.		Introduction to concept Postpartum depression (WH)	ADD/ADHD (peds)	Bipolar Depression Anxiety DO Schizophrenia Borderline Personality (MH)
Nutrition The process by which the body ingests, absorbs transports and uses nutrients and food	Introduction to concept - Malnutrition		Celiac Disease	Anorexia (MH) Bulimia (MH)
Oxygenation The exchange of gases (oxygen and carbon dioxide) in cells.	Introduction to concept	COPD Pneumonia	Asthma RSV (peds) Croup (peds)	ARDS Pneumothorax
Pain/Comfort An experience of emotional, spiritual, psychological and physical well-being.	Introduction to concept Pain : acute vs. chronic		Pain: chronic Fibromyalgia	
Perfusion The process of fluid, nutritive and oxygen delivery to cells		Introduction to concept Heart failure Peripheral vascular Disease HTN Angina VTE (DVT, PE) Pregnancy induced HTN (WH)	Sickle cell (peds) Congenital heart disease (peds) Stroke	Acute Coronary Syndrome Aneurysm (AAA) Life threatening Dysrhythmias DIC
Reproduction The process of conception, gestation and childbirth.		Introduction to concept Family Planning (WH) Conception Antepartal Fetal Development Complications high risk intrapartum High risk postpartum Menopause		

<p>Sensory/ Perception Factors contributing to receiving and interpreting internal and external stimuli.</p>	<p>Introduction of concept Decrease visual acuity Hearing Loss (G)</p>	<p>Cataracts Glaucoma</p>	<p>Otitis media (peds) Peripheral neuropathy</p>	
<p>Sexuality Physiological, psychological and sociological aspects of sexual behavior.</p>	<p>Introduction to concept</p>	<p>Erectile dysfunction</p>		
<p>Stress and Coping Conditions which disturb physiological and/or psychological; equilibrium and the body's attempt to return to homeostasis following disequilibrium.</p>	<p>Introduction of concept (MH)</p>	<p>Abuse and Neglect elder, (Geri) dependent adult) Domestic violence (WH)</p>	<p>Child abuse (peds)</p>	<p>Substance Abuse PTSD Phobias (MH)</p>
<p>Tissue Integrity Mechanisms that facilitate intact skin and mucous membranes and their physiological functioning.</p>	<p>Introduction of concept Wound healing Pressure ulcers (G)</p>	<p>Cellulitis</p>		<p>Burns</p>
<p>Health and Wellness Health – a subjective perception of what makes life meaningful and manageable and is a result of adaptation to life's immediate experiences to maintain physical, psychological.</p>	<p>Introduction to concept Immunizations for adult (G) and peds Healthy lifestyle (nutrition sleep, exercise, no smoking) Injury/Fall prevention (G) Screening Health beliefs Medication administration</p>	<p>Antepartum (teaching, health promotion) Antepartum assessment Newborn assessment Postpartum health-teaching, promotion Normal vaginal delivery</p>	<p>Pediatric screening Vision Scoliosis Hearing Case finding Developmental Anticipatory guidance Pediatric assessment Play</p>	

social and cultural harmony.				
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Table 6.

**Golden West College
School of Nursing**

Table 5. PROFESSIONAL NURSING EXEMPLAR MAPPING

	PN-1	PN-2	PN-3
Advocacy	Healthy People 2020 Patient Rights	Duty to care Patient centered Care (QSEN)	Protecting vulnerable populations
Caring	Cultural Awareness Cultural Behaviors	Family dynamics Spirituality	Family dynamics during crisis
Clinical decision making	Nursing process Concept mapping		Clinical decision support systems
Collaboration/Communication	Therapeutic communication Interdisciplinary communication	Care coordination Delegation	Conflict resolution Counseling/support
EBP	Identifying clinical questions	Patient care guidelines	Best practices
Ethics	ANA Code of Ethics	Ethical principles	Ethical dilemmas
Health Care Delivery	Health care organizations Nursing care delivery system	Emergency preparedness Accrediting bodies (Joint Commission	Health care financing Accrediting bodies (ACEN, NLN, Magnet)
Informatics/Technology	EMR Documentation		
Leadership	Skills/personal traits	Chain of Command Delegation Leadership principles	Mentoring Cost effective care
Legal Issues	Advance directives HIPAA Patient rights Nursing student responsibilities	Mandatory reporting Standards of care	Risk Management Sentinel events
Professionalism	Professional responsibilities – student RN Role of RN Scope of RN practice in acute care setting Nurse Practice Act	Professional responsibilities -- education	Professional responsibilities – New RN Professional organizations BRN licensing
Quality Improvement	Medication safety	Benchmarking National Patient Safety Goals	Sentinel events Reporting

REFERENCES

Institute of Medicine (IOM) of the National Academies (2010). The Future of Nursing: Leading Change, Advancing Health. Washington, DC: National Academies Press

OVERVIEW

GWC Major Curriculum Revision Proposal

Current Curriculum *Integrated Course – see table for content	Proposed Curriculum Changes																					
<p>Nursing: 39 Units Communication: 6 Units Science: 19 Units Total Units for Licensure: 64 Units Other Degree Requirements: 8 Units Total Units for Graduation: 72</p> <p>Pre-requisites/GE courses: Biology G220 – Human Anatomy (4 units) Biology G225 – Human Physiology (4 units) Biology G210 – General Microbiology (5 units) English G100 – English Composition (3units)</p>	<p>Nursing: 36 Units Communication: 6 Units Science: 19 Units Total Units for Licensure: 61 Units Other Degree Requirements: 8 Units Total Units for Graduation: 69</p> <p>Pre-requisites/GE Courses: Integrated throughout curriculum</p>																					
<p>Semester 1: Comm G110 - Public Speaking (3 units) *Nursing G100 - Nursing Process I (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">90</td> <td style="text-align: center;">270</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	90	270	<p>Semester 1: English G100 – English Composition (3 units) Psych G118 – Life Span Developmental (3 units) Math as per placement test* Comm G110 – Public Speaking (3 units) Math 160 – Statistics* (4 units)</p>															
	Theory Hrs.	Clinical Hrs. (270)																				
MedSurg	90	270																				
<p>Semester 2: Psychology G118 - Life Span Developmental (3 units) *Nursing G150 - Nursing Process II (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">45</td> <td style="text-align: center;">135</td> </tr> <tr> <td style="text-align: center;">OB</td> <td style="text-align: center;">45</td> <td style="text-align: center;">135</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	45	135	OB	45	135	<p>Semester 2: Biology G220 – Human Anatomy (4 units) Nursing G131 – Professional Nursing I (1 unit) *Nursing G130 – Health & Illness I (8 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (243)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg/Geri</td> <td style="text-align: center;">56/17</td> <td style="text-align: center;">204/23</td> </tr> <tr> <td style="text-align: center;">Peds</td> <td style="text-align: center;">3</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">PMH</td> <td style="text-align: center;">5</td> <td style="text-align: center;">8</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (243)	MedSurg/Geri	56/17	204/23	Peds	3	8	PMH	5	8
	Theory Hrs.	Clinical Hrs. (270)																				
MedSurg	45	135																				
OB	45	135																				
	Theory Hrs.	Clinical Hrs. (243)																				
MedSurg/Geri	56/17	204/23																				
Peds	3	8																				
PMH	5	8																				
<p>Semester 3: Sociology G100 - Introduction to Sociology (3units) *Nursing G200 - Nursing Process III (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">45</td> <td style="text-align: center;">134</td> </tr> <tr> <td style="text-align: center;">PMH</td> <td style="text-align: center;">22</td> <td style="text-align: center;">68</td> </tr> <tr> <td style="text-align: center;">Geri</td> <td style="text-align: center;">23</td> <td style="text-align: center;">68</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	45	134	PMH	22	68	Geri	23	68	<p>Semester 3: Biology G225 - Human Physiology (4 units) Sociology G100 – Introduction to Sociology (3 units) *Nursing G140 – Health & Illness II (8 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (216)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg/Geri</td> <td style="text-align: center;">48/4</td> <td style="text-align: center;">141/15 (156)</td> </tr> <tr> <td style="text-align: center;">OB</td> <td style="text-align: center;">20</td> <td style="text-align: center;">60</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (216)	MedSurg/Geri	48/4	141/15 (156)	OB	20	60
	Theory Hrs.	Clinical Hrs. (270)																				
MedSurg	45	134																				
PMH	22	68																				
Geri	23	68																				
	Theory Hrs.	Clinical Hrs. (216)																				
MedSurg/Geri	48/4	141/15 (156)																				
OB	20	60																				
<p>Semester 4: Nursing 260 - Nursing Issues (1.5 units) *Nursing 250 - Nursing Process IV (10 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (270)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg</td> <td style="text-align: center;">36</td> <td style="text-align: center;">185</td> </tr> <tr> <td style="text-align: center;">Peds</td> <td style="text-align: center;">36</td> <td style="text-align: center;">85</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (270)	MedSurg	36	185	Peds	36	85	<p>Semester 4: Biology G210 – Microbiology (5 units) Nursing G241 – Professional Nursing II (1 unit) Nursing G240 – Health & Illness III (8 units):</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-left: 20px;"> <thead> <tr> <th></th> <th style="text-align: center;">Theory Hrs.</th> <th style="text-align: center;">Clinical Hrs. (243)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MedSurg/Geri</td> <td style="text-align: center;">40/3</td> <td style="text-align: center;">168/15 (183)</td> </tr> <tr> <td style="text-align: center;">Peds</td> <td style="text-align: center;">20</td> <td style="text-align: center;">60</td> </tr> </tbody> </table>		Theory Hrs.	Clinical Hrs. (243)	MedSurg/Geri	40/3	168/15 (183)	Peds	20	60			
	Theory Hrs.	Clinical Hrs. (270)																				
MedSurg	36	185																				
Peds	36	85																				
	Theory Hrs.	Clinical Hrs. (243)																				
MedSurg/Geri	40/3	168/15 (183)																				
Peds	20	60																				

N/A – Curriculum is only 4-semester

Semester 5:

English G110 – Critical Thinking (4 units)
 Nursing G271 – Professional Nursing III (1 unit)
 *Nursing G270 – Health & Illness IV (8 units):

	Theory Hrs.	Clinical Hrs. (270)
MedSurg/Geri	32/4	205/15 (220)
PMH	18	50

Total Content Hrs.:

	Theory Hrs.	Clinical Hrs.
Med Surg	216	725
Geri	23	68
OB	45	135
Peds	36	85
PMH	22	68

GWC graduation requirements:
 Math 160 - Statistics (4 units)
 English G110 - Critical Thinking (4 units)

Total Content Hrs.:

	Theory Hrs.	Clinical Hrs. (972)
Med Surg	176	718
Geri	28	68
OB	20	60
Peds	23	68
PMH	23	58

GWC graduation requirements:
 Math 160 - Statistics (4 units)
 English G110 - Critical Thinking (4 units)

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

Submit in duplicate

Name of Program: Golden West College	Date Submitted: 8/29/2015
Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree Major Curriculum Revision Effective Date: Fall 2016	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter	Total Units	Theory		Lab		Total Hrs	
			Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
1st semester	M S O C P G							
English G100 - Composition	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	54	0
Math G 160 - Statistics	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	72	0
Psych G118 – Life Span Development	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	54	0
Comm G110 – Public Speaking	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	54	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		13	13	13	0	0	234	0
Quarter/Semester								
2nd semester	M S O C P G							
Bio G220 - Human Anatomy	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	2	2	2	6	36	108
Nurs G130 - Health & Illness I	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/>	9	4.5	4.5	4.5	13.5	81	243
Nurs G131- Professional Nursing I (8 weeks)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	1	2.25	0	0	18	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	7.5	8.75	6.5	19.5	135	351

TOTAL CURRICULUM PLAN

Executive Officer
(916) 322-3350

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Type of Program: <input type="checkbox"/> Entry Level Master's <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree	For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved By: _____ Date: _____
Major Curriculum Revision Effective Date: Fall 2016	

List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year:	Check:	Total Units	Theory		Lab		Total Hrs	
<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester								
3rd semester								
	M S O C P G							
Bio G225- Human Physiology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	2	2	2	6	36	108
Soc G100 – Introduction to Sociology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	3	3	3	0	0	54	0
Nurs G140 - Health & Illness II	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8	4	4	4	12	72	216
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		15	9	9	6	18	162	324
Quarter/Semester								
4th semester								
	M S O C P G							
Bio G210 - Microbiology	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	5	3	3	2	6	54	108
Nurs G240 Health & Illness III	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	8	3.5	3.5	4.5	13.5	63	243
Nurs G241 – Professional Nursing II (8 weeks)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	1	2.25	0	0	18	0
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total		14	7.5	8.75	6.5	19.5	135	351

TOTAL CURRICULUM PLAN

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List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.

Check appropriate year:	Check:	Total Units	Theory		Lab		Total Hrs	
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4	<input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		Units	Hr/Wk	Units	Hr/Wk	Theory	Lab
Quarter/Semester 5th semester	M S O C P G							
Nurs G270 - Health & Illness IV	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>	8	3	3	5	15	54	270
Nurs G271 – Professional Nursing III (8 weeks)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	1	1	2.25	0	0	18	0
Critical Thinking English G110	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	4	4	4	0	0	72	0
Total		13	8	9.25	5	15	144	270
Quarter/Semester	M S O C P G							Total Hrs
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total								
Quarter/Semester	M S O C P G							Total Hrs
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
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	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>							
Total								

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: <div style="text-align: center; font-size: 1.2em; font-weight: bold;">Golden West College</div>	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: Fall 2016	
Academic System: <input checked="" type="checkbox"/> Semester 18 _____ weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum	Proposed Curriculum Revision <small>*Place asterisk next to proposed change</small>
Nursing	36	54	39	36*
Theory	(18)	(27)	19	(18)*
Clinical	(18)	(27)	20	(18)*
Communication Units	6	9	6	6
Science Units	16	24	19	19
TOTAL UNITS FOR LICENSURE	58	87	64	61
Other Degree Requirements: English G110, Critical Thinking (4 units), Math G160, Statistics (4 units)			8	8
TOTAL UNITS FOR GRADUATION			72	69

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	Nursing 270	Health & Illness IV
Personal Hygiene	Nursing 130	Health & Illness I
Human Sexuality	Nursing 140 Nursing 240	Health & Illness II Health & Illness III
Client Abuse	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV
Cultural Diversity	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV

Nutrition	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV
Pharmacology	Nursing 130, Nursing 140, Nursing 240 Nursing 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV
Legal Aspects	PN 131 PN 241 PN 271	Professional Nursing I Professional Nursing II Professional Nursing III
Social/Ethical Aspects	Nursing 130, Nursing 140, Nursing 240 Nursing 270 PN 131 PN 241 PN 271	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV Professional Nursing I Professional Nursing II Professional Nursing III
Management/Leadership	PN 131 PN 241 PN 271	Professional Nursing I Professional Nursing II Professional Nursing III

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

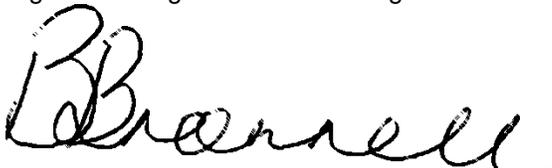
REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	Nursing 130, 140, 240, 270	Health & Illness I, Health & Illness II, Health & Illness III, Health & Illness IV	9,8,8,8
Obstetrical	Nursing G140	Health & Illness II	(8)
Pediatric	Nursing G240	Health & Illness III	(8)
Psych/Mental Health	Nursing G 270	Health & illness IV	(8)
Geriatrics	Nursing G130	Health & Illness I	(9)
Professional Nursing	Nursing G131, G241, G271	Professional Nursing I, Professional Nursing II, Professional Nursing III	1,1,1,
		Total:	36
BASIC SCIENCES			
Anatomy	Biology G220	Human Anatomy	4.0
Physiology	Biology G225	Human Physiology	4.0
Microbiology	Biology G210	General Microbiology	5.0
Societal/Cultural Pattern	Sociology G100	Introduction to Sociology	3.0
Psychology	Psych G118	Lifespan Developmental Psychology	3.0
		Total	19.0

COMMUNICATION			
Group	Comm G110	Public Speaking	3.0
Verbal	Comm G110	Public Speaking	(3.0)
Written	English G100	Freshman Composition	3.0
		Total	6
* TOTAL UNITS			61

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Transition to Professional Nursing	Nursing G190	Transition to Professional Nursing	3
Geriatrics	Nursing TBD	Elements of Gerontological Nursing	1
Advanced Medical-Surgical	Nursing G240, G270	Health & Illness III, Health & Illness IV	8,8
Psych/Mental Health	Nursing G270	Health & Illness IV	(8)
Management/Leadership	Nursing G241, G271	Professional Nursing II, Professional Nursing III	1,1
Professional Nursing	Nursing G241, G271	Professional Nursing II, Professional Nursing III	(1),(1)
BASIC SCIENCES			
Physiology	Biology G225	Human Physiology	4.0
Microbiology	Biology C210	Microbiology (at Coastline CC)	4.0
TOTAL UNITS			30.00

Signature Program Director/Designee: 	Date: 8/29/15
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BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.5.3
DATE: January 14, 2016

ACTION REQUESTED: Vote on Whether to Recommend Approval of Major Curriculum Revision for Unitek LVN-RN Associate Degree Nursing Program

REQUESTED BY: Susan C. Engle, Nursing Education Consultant

BACKGROUND: Christy Torkildson, RN, PHN, PhD, Director Unitek LVN-RN Associate Degree Nursing Program approved July 20, 2010. The program submitted a major curriculum revision proposal to continue the LVN-RN program and to add a generic Associate Degree Registered Nursing Program. The change is planned to take place May 2016. The generic ADN program will be four (4) semesters with each semester being seventeen (17) weeks.

The program requests the addition of two cohorts of 40 students each for the generic program and the continuation of the advanced placement LVN to RN enrollments of 120 students per year, with three starts per year. The total number of students planned will be 200.

Benner's theoretical framework simple to complex and the integration of theory with clinical concept-based competencies, BRN standards of competent performance, QSEN, nursing process and physical, behavioral, and social aspects of human development and Jean Watson's Theory of Caring will be threaded through the program. The philosophy, goals, and objectives focus and intent will not change.

The program received letters of support from the respective clinical facilities. The program has submitted facility approval forms for the additional clinical needs for the generic program. The generic program will utilize extended care and sub-acute clinical settings for first and second semester to meet the program objectives. The generic program third and fourth semesters will utilize facilities that are used currently for the LVN-RN program.

The program plans to teach out the current LVN to RN cohorts using the current curriculum and start new cohorts with the new curriculum.

Advanced Placement students pay \$42,000 inclusive of all fees, books, supplies, uniforms and licensing fees. The planned tuition for the generic associate degree nursing program is ~\$68,000, all inclusive.

Unitek College, founded in 1992, is a proprietary school based in Fremont, California. Initial approval for the LVN to RN program was granted February 16, 2007, and the first cohort was admitted in 2007 March. The program is scheduled for a continuing approval visit Fall 2016.

School	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015	
	# Taken	% Pass								
Unitek College	82	75.61%	81	81.48%	71	91.55%	82	73.17%	86	75.58%

NEXT STEPS:

Place on Board agenda.

PERSON(S) TO CONTACT:

Susan C. Engle RN, MSN
Nursing Education Consultant



Unitek College
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November 1, 2015

Board of Registered Nursing
Susan Engle, Board Consultant
PO Box 944210
Sacramento, CA 94244-2100

Dear Susan,

Thank you for the extension. With the conference, my presentation at the annual Clinical Team Conference for the National Hospice and Palliative Care Organization and having the flu it seemed that this would never get done. Although the work was done by the faculty committee, I did not want to send it without reviewing and ensuring that all your questions and comments were addressed. Your letter dated October 1st helped to identify areas that were unclear or not included in the previous submission of the major curriculum change.

Upon receipt of the letter I turned it over to our lead faculty and the chair of the major curriculum revision committee. I met with the faculty of the transition program to review your letter, discuss items and formulate a response that addressed each of the concerns indicated. The following are the responses as they relate to each item /paragraph:

#1. Unitek College - Proposal being submitted for approval:

Unitek College is submitting this proposal for approval a major curriculum change of our current approved LVN to RN Transition Program, a pre-licensure program. We are not requesting the addition of a second program but a major curriculum change to the existing approved program, expanding the LVN to RN Transition Program from the two semesters to a 4 semester generic associate degree nursing program. The third and fourth semesters of this curriculum will be for advanced placement students and our intent is to continue cohorts for advanced placement students and add two cohorts for first year students. Once transitioned to the new curriculum all future students will be in the same program.

The LVN to RN Transition Program was initially approved for one (1) cohort with a start date of April, 2007. We currently have 120 students per year, with three starts per year. We are requesting the addition of two cohorts of 40 students each for a total of 200 students per year with a projected start date of April/May 2016 for the implementation of the new curriculum. This will help alleviate the impact of demand exceeding capacity.

Currently 78% of our vocational nursing applicants are entering the program as a bridge to becoming registered nurses. 85% of our LVN to RN students went through a vocational nursing program just to facilitate their quest to become registered nurses; most have been trying to get into different programs for years. We currently have at least 4 applicants for every seat, this number would be higher but we limit the submission of applications.

As required by the Board of Registered Nursing and as demonstrated in the clinical matrix attached, this request will not impact any existing programs and maximizes the use of current, approved clinical sites.

The goal is to continue to provide a vehicle for LVNs to transition to registered nursing, maintaining three cohorts for advanced placement students and adding two cohorts for traditional generic associate degree nursing students who meet the academic rigor.

Proposal:

- Major curriculum change for the approved transition program in place, LVN to RN, Associate Degree Transition program, to an Associate Degree of Science in Nursing, a generic pre-licensure program.
- After receiving the approval for the generic RN program we will teach out the current transition program curriculum and start new cohorts with the new curriculum. The timeline for this will be based on approval by the California Board of Registered Nursing (BRN), our accrediting body and the Bureau for Private Postsecondary Education (BPPE); the request to these entities is dependent on receiving approval from the BRN.
- In order to continue our commitment to provide a pathway for professional growth in nursing. We will admit advanced placement students into the third semester if they meet the admission multiple ranking criteria, which include:
 - i. Successful completion of an approved VN program with a minimum of a 2.5 on a 4.0 scale
 - ii. Licensure as a VN in the state of California with an unrestricted license
 - iii. Successful completion of all pre-requisite courses with a minimum of 2.5 on a 4.0 scale within the last 5 years from Department of Education (DOE) accredited schools.
 - iv. Successful score on the TEAS V national benchmark exam, (we are currently reviewing alternate entrance examinations and the TEAS exam is also being revised)
 - v. Compliance with all physical and immunization requirements
 - vi. Submission of a personal essay
 - vii. Formal face-to-face interview
 - viii. Clear/negative 10+ panel drug screen
 - ix. Clear/negative background check
 - x. Valid social security number
- Admission to the first semester of the generic associate degree nursing program will also be by multiple ranking criteria includes:
 - i. Successful completion of all pre-requisites with a 2.5 on a 4.0 scale from DOE accredited schools within the last 5 years
 - ii. High school graduate
 - iii. Successful score on the TEAS V national benchmark exam, (we are currently reviewing alternate entrance examinations and the TEAS exam is also being revised)
 - iv. Compliance with all physical and immunization requirements
 - v. Submission of a personal essay
 - vi. Formal face-to-face interview
 - vii. Clear/negative 10+ panel drug screen
 - viii. Clear/negative background check

- ix. Valid social security number
- **The 30-unit option has been included in the attached Nursing Student Handbook and the School Catalog. The language for the 30-unit option follows:**
 - **California** state law requires that we offer the LVN to RN 30-Unit Option. The 30-unit option is available to California licensed vocational nurses with clear licenses, clear background checks and clear drug screens. Graduates of this option do not receive a degree nor do they receive a certificate of completion. Official transcripts will be provided upon request. All applicants for the 30-unit option must meet with the Program Director before completion of the application process to review all aspects of the 30-unit option.
 -
 - Students applying for the 30-unit option must have a high school diploma or equivalent, a valid social security number, as well as completion of college level human physiology and microbiology with labs. Unitek College requires these courses be completed within 5 years of application to the program with a minimum of 75% or a 2.5 on a 4.0 scale. Students who were required to take the course twice to obtain the required grade point average must submit a letter explaining why they had to repeat the course and how they will ensure they can be successful in the rigorous RN program. Students who were required to take the course more than twice are not eligible for admission to Unitek College.
 - Students must meet all physical and immunization requirements and must have BLS for Healthcare Provider from the American Heart Association.
 - All applicants for the 30-unit option must take and pass the national benchmark exam for transition to professional nursing to meet admission requirements for Unitek College. A minimum grade of 75% is required.
 - Students must also provide evidence of skills competency at the vocational nurse level as required by those taking the RNSG 200 Transition to Professional Nursing admission course. Students are allowed three attempts to pass the skills competencies and will be given a skills checklist to review prior to testing, and practice time in the lab if desired.
 - Please note that admission to the 30-unit option is on a space available basis only and admission is not guaranteed.
 - Applicants are advised that the 30-unit option will allow the successful candidate to take the NCLEX-RN licensing examination in the state of California. However, the RN license may not be eligible for reciprocity to any other state. Additionally, we have received notification that several large hospital systems within the state of California will not hire 30-unit option RNs. Students who wish to continue to a BSN will not have the required

pre-requisites with the 30-unit option and may not meet admission criteria for BSN programs.

- A brief summary of the curriculum changes includes:
 - i. Deleting the Roy Adaptation Model as the theoretical framework
 - ii. Adoption of Benner's Theory Novice to Expert as the primary framework
 - iii. Adoption of QSEN and the BRN Standards of Competent Performance for Registered Nurses
 - iv. Focus on Watson's Theory of Caring as a thread in the curriculum. This is not adoption of the current model but the emphasis of the human aspects of nursing in combination with scientific knowledge.
 - v. Addition of fundamental and beginning nursing courses (semester 1 & 2).
 - vi. Although reference is made to concepts throughout the curriculum, the curriculum is not a true concept-based curricula but a hybrid of systems and concepts. Following Benner's theory the initial semesters of the program is focused on basics and builds to concepts across systems by the end of the program with the projected outcome improved critical thinking and understanding on the part of the student.

#2. The clarification related to Philosophy, framework, goals and objectives:

Theoretical Framework:

- The Conceptual Theoretical Framework – From the initial approval, the Conceptual Theoretical Framework has presented concepts that are reflected and integrated into the curriculum. The changes in wording and theorists do not alter focus or change the intent of the philosophy, goals and objectives; however, we are dropping the Roy Model and changing to Benner's Theory of Novice to Expert. Please note that we will also use the term simple to complex.
- Watson's Theory of Caring was never truly implemented as a model, the focus was on caring from her original work and threaded through the curriculum. QSEN and the BRN standards of performance are now officially threaded through the curriculum and were not in the current approved curriculum.
 - The visual presentation remains the same
 - Please refer to 2016 Student Handbook that is attached.

Philosophy: The intent, focus remain the same.

- Concepts - The concepts of the Philosophy remain the same: Person, Environment/Society, Health, Nursing, Nursing Education, Faculty
 - Variables - Definition of the Variables remain the same.
 - Person – Definition remains the same with minor changes in wording; removed reference to Roy.
 - Environment/Society – Definition remains the same

- Health - Definition remains the same; it was shortened removing that portion which made reference to adaptation.
- Nursing – Definition remains the same, minor changes in wording
- Nursing Education – Definition remains the same, reference to LVN to RN replaced by Associate Degree Nursing; Nursing Education Concepts remain the same.
- Faculty –no changes to the definition
- Theorists - Change in the theorists from Roy’s Theory of Adaptation to Benner’s Theory of Novice to Expert in the second paragraph of the Philosophy prior to expanding definition of the concepts is a change; but does not change the intent of the philosophy. Although it appears based on the title and theory outline that they are completely different in philosophy, both theorists have a holistic approach, and aim at meeting the needs of the individual.
- Simple to Complex - Reference: simple to complex vs novice to expert. The simple to complex makes reference of progression in the skill competencies; novice to expert refers to progression in role and responsibility as students in the program which would also imply increased skill competencies. We will be utilizing both terms throughout the program.
- Goals: Remain the same for the program: education, training of safe, competent entry level graduates that will become members of the nursing community.
- Objective and outcomes - The program objectives and outcomes – no changes

We have made corrections and included the 30 unit option into the catalogue and handbook.

#3. Clinical Facilities utilized for high- risk obstetrics and acute pediatrics

- Obstetrics – The students will be rotating through the following acute care hospitals for ~48 hours:
 - Eden Hospital
 - Kaiser, San Leandro
 - Salinas Valley Memorial Hospital
 - South San Francisco General
 - A minimum of 6 but no more than 12 of the total required 54 hours will be completed in the high fidelity simulation lab, either before or following the completion of their clinical rotations in the acute care hospitals. The simulation lab provides the student with the opportunity to synthesize the obstetrics clinical based experience; demonstrate their implementation of actions based on scenarios that they may not have observed or experience in the acute care hospital, document, and critique their actions and obtain input from and for their peers participating in the scenarios in actual time.
 - **The following page includes a table for the generic Associate Degree RN program clinical sites**
- Acute Pediatrics – the Students will be rotating through the following acute care hospitals for ~48 hours:
 - Saratoga Subacute Children’s Hospital
 - Children’s Recovery Center Children’s Hospital

- A minimum of 6 but no more than 12 of the total required 54 hours will be completed in the high fidelity simulation lab at the completion of their clinical rotations acute care setting. The simulation lab provides the student with the opportunity to synthesize the Pediatric clinical based experience; demonstrate their implement of actions based on scenarios that they may not have observed or experience in the acute care hospital, document, and critique their actions obtain input from instructors and their peers and well as to their instructors and peers participating in the scenarios in actual time.
- **The following page includes a table for the generic Associate Degree RN program clinical sites**
- **#4. Differentiation between RNSG 202; RNSG 203 – Content in RNSG 202 consists of the following:**
 - RNSG 202; theory course - Consists of 7 Modules, course is team taught to ensure that the faculty has the knowledge, expertise and approval.
Content:
 - Intro to Nursing Profession
 - Promoting Physical Wellness, Human Needs, Health Beliefs, Fundamental Aspects of Nursing, Hierarchy of Needs, Vital Signs – normal and abnormal parameters, how to assess, how to record, when to report, activities of daily living, transferring, body mechanics and communication.
 - Nursing Process; intro to the use of critical thinking in problem solving which is a thread throughout the program
 - Safety, Asepsis, Infection Prevention; consists of the skill competencies, 108 hours of didactic that are related to skills inclusive of focus on principles of infection control. In RNSG 202 lecture is combined with hands on demonstration and written and performance testing (performance testing is pass or fail).
 - Concepts of Growth & Development across the lifespan. Content is focused on intro to the physical, cognitive, growth and developmental changes that take place in the human individual and which play a role in their health. The content continues to be expanded in the medical surgical, and specialty courses as they are taught.
 - Concepts and Guidelines; care of the Geriatric Patient. Course provides theory content on the care of the early, middle and late older adult with focus on effects of aging on the physical, psychosocial and cognitive abilities that affect their health, as well as the impact of care settings.
 - Introduction to nutrition; relationship to illness and wellness- provides content as relates to basic nutrition, function of nutrients, factors that affect nutrition and intro to nutritional needs as relates from childhood to adulthood; weights and BMI normal and abnormal parameters. The content is expanded in the other theory courses as relates to individual nutritional needs whether due to surgery, illness, birth, childhood or dying process.



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- There are no clinical rotation hours in a clinical facility in this course. The clinical hours, application of the theory and lab content are in the paired course RNSG 209.



SEMESTER 1		SEMESTER 2		SEMESTER 3		SEMESTER 4	
Clinical Sites		Clinical Sites		Clinical Sites		Clinical Sites	
Camden Post Acute (Long-Term Care/Sub Acute)		Camden Post Acute (Long-Term Care/Sub Acute)		Eden Hospital (Acute OB)		Children Recovery Center Children’s Hospital (Acute PED)	
Los Altos Sub Acute (Long-Term Care/Sub Acute)		Los Altos Sub Acute (Long-Term Care/Sub Acute)		Kaiser San Leandro (Acute OB)		Saratoga Sub Acute Children’s Hospital (Acute PED)	
Lytton Gardens (Long-Term Care/Sub Acute)		Lytton Gardens (Long-Term Care/Sub Acute)		Salinas Valley Memorial (Acute OB)		Kaiser San Leandro (Med-Surg)	
Pleasanton Nursing & Rehab (Long-Term Care/Sub Acute)		Pleasanton Nursing & Rehab (Long-Term Care/Sub Acute)		Fremont Hospital (Mental Health)		Kaiser Santa Clara (Med-Surg)	
Ruetlinger (Long-Term Care/Sub Acute)		Ruetlinger (Long-Term Care/Sub Acute)		Mills Peninsula (Mental Health)		Salinas Valley Memorial (Med-Surg)	
Sunnyvale Health Care Center (Long-Term Care/Sub Acute)		Sunnyvale Health Care Center (Long-Term Care/Sub Acute)		Alameda Hospital (Med-Surg)		Sutter Delta (Med-Surg)	
Valley House (Long-Term Care/Sub Acute)		Valley House (Long-Term Care/Sub Acute)		Laguna Honda (Med-Surg)		San Ramon Regional(Med-Surg)	
Windsor the Ridge (Long-Term Care/Sub Acute)		Windsor the Ridge (Long-Term Care/Sub Acute)				St. Rose Hospital (Med-Surg)	

- RNSG 203 clinical course – Consists of 216 clinical hours, at 24 hours per week; a paired course with RNSG 202; theory course
 - RNSG203 is the course in which the students transfer knowledge from theory and lab to the clinical experience. The clinical setting is primarily in LTC facilities. This environment provides the student with the opportunity to work on fundamental principles practiced in the lab such as vital signs, ADLs, nutrition, assisting with transfer and feeding, changing linen, etc. The expected outcome of RNSG 209 is a firm foundation is the basic skills required and a degree of comfort in taking care of patients and the beginning application of geriatric concepts to the care of the geriatric patient.
 - Please note that the 24 hours of clinical may be three 8hour shifts or two 12hour shift and will depend on the facility availability and preference.

RNSG 202 and 203 are paired courses that must be taken concurrently during the same semester and failure in one equals failure in both.

#5. Clarification on whether we are submitting a proposal for Transition Program and Generic Program approval –

As previously documented we are requesting approval of the major curriculum change from pre-licensure transition program to a pre- licensure generic program. Future LVN students who wish to transition to RN would apply as advanced placement students. Please find attached the corrected EDP-P-05 form.

#6. Calculations not clear and question on length of program as relates to 17 weeks:

Calculations - First Semester –Snapshot from EDP-P-05

Wks. of Semester	Total # U in course	Units Theory	taught hrs. / Week	Units of course/lab	taught hrs. / week	Total hrs. Theory	Total hrs. lab, course
17	8	6	6.5	2	6.5	108	108

As noted on EDP-P-05 the semester length is 17 weeks; however, not all courses are 17 weeks in length. Due to the different requirements for clinical faculty to student ratios for different clinical facilities the amount of time to rotate all students varies. The 17 week semesters allow for 12-14 weeks of clinical per semester, allowing ample time to complete all course work and clinical rotations concurrently within the semester for all courses within the semester. At least the last week of every semester is finals week and the first few weeks of every semester is focused on theory and lab before students start their clinical rotations.

Length of Program - Rational for the 17 weeks:

The semester length has grown from 14 weeks when the program was first approved to 15 weeks when I took over as program director and then to 17 weeks following our last continuing approval visit. Based on the recommendations of the two nursing education consultants who completed the evaluation and

the faculty recommendation to increase the semester length to allow more time for assimilation of the material required for the students to learn. After discussion with the board consultants, faculty and student representatives we requested the minor curriculum change and increased the semesters to 17 weeks.

For the LVN to RN Transition Program this proved to be a valuable addition to the program allowing the students time to synthesize and assimilate the vast quantity of material nursing students are dealing with. The 17 week semesters also allow for more open lab hours, tutoring, review of assignments and remediation as needed.

- **Please refer to attachment F – Sample Semester one Calendar**

#7. RNSG 203 course and 24 hours of clinical rotation; clarification of statement “paired courses are to be taken concurrently, failure in one constitutes failure in the other per the BRN” (as stated in our syllabi); question related to NLN roles of practice.

RNSG 203 - 4 unit clinical course – course consists of 216 hours, 24 hours per week; approximately 9 weeks.

- The course can be completed in less weeks based on whether the facility schedule accommodates 8 or 12 hour rotations and the number of students allowed per facility. Student to faculty ratios range from 10 to 1 to 3 to 1, depending on clinical site requirements.
- The clinical rotations are scheduled to start on the 8th week of the 17 week semester and end on the 16th week of the semester. The semester starts with RNSG 202; this is the content taught in classroom that initiates the building of the knowledge base on which the students will base their actions in the clinical setting. Expectations and outcomes for the paired courses are that students will have acquired understanding/ comprehension of didactic concepts and content and can demonstrate ability to transfer knowledge from classroom and lab to the clinical setting. This is the basis of the evaluation process for the clinical setting.

Paired Courses – Susan you are correct, that the BRN regulations do state theory and clinical need to be taken concurrently only. Failure in one constitutes failure in the other was added based on our decision. Decision was made after much discussion based on prior experience; giving students incomplete vs. a failure in both of the courses. This decision was continued in the guidelines of the RN programs. We have corrected the wording in the syllabi.

- **Attached student handbook and sample syllabi for RNSG 202 and 203**

NLN – NLN roles were removed as they are out of date and were part of the original approved curriculum.

#8. Meaning of Across the Lifespan:

We utilize the term to emphasize that during the time that an individual lives, changes occur at different times/phases from childhood to early, middle or late adulthood. These physical, psychosocial or cognitive changes impact their health and need to be assessed and taken into consideration when



implementing individualized holistic care. Example: You may be caring for a 10 year old, who had an appendectomy, or a 45 year old, or an 85 year old who had appendectomies. There are physically related factors, cognitive factors, psychosocial related factors that a nurse takes into consideration when caring for these individuals.

Throughout our program we strive to emphasize that nurses need to understand the need to assess the changes that occur in levels of function and growth; whether, physical, psychosocial or cognitive, as well as spiritual, during an individual’s life and how they correlate and impact the health wellness or illness of an individual. The definition has been included in the syllabi and the student handbook.

#9. Standardized guidelines found in BRN Regulation:

The standardized guidelines, Article 4, section 1443.5 are included in the framework and in the standards students must meet with or without reasonable accommodations under the American with Disabilities Act section.

#10 Faculty needs for the proposed program change:

We have been planning for this change for over a year and in that time have been recruiting heavily and investing greatly in our faculty. Please see the attached Faculty Report. Part of our work in ensuring student success has been to invest in faculty success as well. We have hired a Faculty Development Specialist with a nursing background and a Master’s in Education with an emphasis in faculty development. Our orientation of faculty includes a minimum of 90 days, with 30 days in classes including teaching methodologies, adult learning principles, how to engage students, increasing interactive activities in the classroom to name a few. In addition, they are each paired with a mentor, shadow experienced faculty in classroom, lab and clinical. Faculty must demonstrate the proof of competency by completing skills check-offs and documentation of experience in the field. All faculty prepare and give mock lectures and work with the faculty development specialist as well as the faculty preceptor to individualize their learning action plan.

#11. # Of students to be enrolled, enrollment pattern, tuition fees for proposed program:

- As noted in the introduction to this document, our goal is to have 200 students per year with 5 admissions per year, 40 students per each cohort. At least three cohorts will be for advanced placement students and two cohorts for first year students. This maintains our clinical rotations in the same current pattern for at least the first year. Please see chart that follows for enrollment pattern:

Cohort	TRANSITION <small>(admission course for AP students, RNSG 200)</small>		Semester 3		Semester 4		Semester 1		Semester 2	
	Start	End	Start	End	Start	End	Start	End	Start	End
1 (AP)	2/8/16	3/4/16	3/14/16	7/12/16	7/18/16	11/14/16	N/A	N/A	N/A	N/A
2 (AP)	6/13/16	7/11/16	7/18/16	11/14/16	11/21/16	3/31/17	N/A	N/A	N/A	N/A
3 (AP)	10/10/16	11/4/16	11/14/16	3/29/17	4/3/17	8/1/17	N/A	N/A	N/A	N/A
4 (1 st yr)	N/A	N/A	2/13/17	6/9/17	6/19/17	10/13/17	5/23/16	9/16/16	9/26/16	2/3/17
5 (1 st yr)	N/A	N/A	6/19/17	10/13/17	10/23/17	2/23/18	9/26/15	2/3/17	2/13/17	6/9/17

- At this time there is not plan to change the tuition for the Advanced Placement students, which is currently \$42,000 inclusive of all fees, books, supplies, uniforms and licensing fees. The planned tuition for the generic associate degree nursing program, all 4 semesters is ~\$68,000, all inclusive.

#12. Individuals involved in the major curriculum revision and proposal.

- I delegated to Ms. Margarita Valdes, presently Chief Strategic and Quality Assurance Officer for Unitek College, the responsibility to chair the committee developing the major curriculum change. Ms. Valdes prior to her present position was Chief Academic Officer, who I replaced as CAO and Director of RN Programs. She had previously been approved by the BRN as Director of the LVN to RN Transition Program and taught M/S and OB as faculty. She was also instrumental in the writing, development and implementation of the current LVN to RN transition Program.
- Ms. Valdes worked with the content experts and full-time faculty as part of the curriculum committee. The committee formed drafts in their area of expertise after reviewing several different curriculum outlines and a thorough review of available resources. The faculty provided the input as to the content changes, revised the clinical tools, developed the outlines for the lesson plans that have been completed in their areas of expertise. All full-time faculty participated in the curriculum development and review:
 - Ms. Valdes met with me on a weekly basis and provided updates; I provided input and faculty was included in the meetings as indicated.
 - I read the final draft, and approved the final documents.
 - I hope that this provides the information you were requesting and offers clarification.

I hope this explains all the questions you raised in your letter. Please feel free to call my mobile phone if you have any questions or concerns. I am attaching the student handbook, syllabi for RNSG 202 and 203, the faculty report and EDP-P-05 and 06. The statements that are bolded are from your letter, I wanted to be sure I addressed all questions and concerns.

Thank you again Susan for your guidance and support. It was good to see you at the conference last week.

All the best,



Christy Torkildson
Chief Academic Officer
Unitek College

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Unitek College ADN/LVN Advanced Placement											Date Submitted: 12/29/2015						
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved						
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Apr-2016												
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:						
Check appropriate year: Pre-requisites <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk: 16		
											Theory		Lab		Total Hours		
Quarter/Semester											Total						
	M	S	O	C	P	G	**Wk:	Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
Oral communication or speech	<input type="checkbox"/>	8	3	3	6		0	48	0								
English 101 composition, grammar	<input type="checkbox"/>	8	3	3	6		0	48	0								
A & P I	<input type="checkbox"/>	16	4	3	3	1	3	48	48								
Intermediate College/Algebra	<input type="checkbox"/>	8	3	3	6		0	48	0								
	<input type="checkbox"/>	1			0		0	0	0								
Total								13	12	21	1	3	192	48			
Quarter/Semester															Total Hours		
	M	S	O	C	P	G	**Wk:										
Microbiology	<input type="checkbox"/>	8	4	3	6	1	6	48	48								
A & P II	<input type="checkbox"/>	16	4	3	3	1	3	48	48								
General Sociology	<input type="checkbox"/>	8	3	3	6		0	48	0								
General Psychology	<input type="checkbox"/>	8	3	3	6		0	48	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
Total								14	12	21	2	9	192	96			
Quarter/Semester															Total Hours		
	M	S	O	C	P	G	**Wk:										
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
Total								0	0	0	0	0	0	0			

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School:											Date Submitted:										
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved										
Revision: <input type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date:																
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By:										
Check appropriate year: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Date:										
Check: <input type="checkbox"/> Semester <input type="checkbox"/> Quarter											*Wk:										
Quarter/Semester											Total		Theory		Lab		Total Hours				
											Units	Hr/Wk	Units	Hr/Wk	Theory	Lab					
											M	S	O	C	P	G	**Wk:				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1		0		0
Total																		0	0	0	0

Quarter/Semester											Total Hours										
											M	S	O	C	P	G	**Wk:				
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
Total																		0	0	0	0

Quarter/Semester											Total Hours										
											M	S	O	C	P	G	**Wk:				
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
											<input type="checkbox"/>	1		0		0					
Total																		0	0	0	0

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank

Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Unitek College ADN/LVN Advanced Placement												Date Submitted: 12/29/2015															
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree												For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved															
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor						Effective Date: Apr-2016																					
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.												By: Date:															
Check appropriate year: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4												Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk: 17											
Quarter/Semester												Total		Theory		Lab		Total Hours									
														Units	Hr/Wk	Units	Hr/Wk	Theory	Lab								
1												M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
RNSG 202 Across the Lifespan Foundations I Theory & Clinical												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	17	8	6	6	2	6	102	102		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
RNSG 209 Across the Lifespan Foundations I Clinical												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	9	4		0	4	22.667	0	204		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
Total																			12	6	6	6	28.667	102	306		
Quarter/Semester												2												Total Hours			
												M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
RNSG 210 Pharmacology												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17	3	3	3		0	51	0		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
RNSG 220 Nursing Across the Lifespan II Theory												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	17	4.5	4.5	4.5		0	76.5	0		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
RNSG 221 Nursing Across the Lifespan II Clinical												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15	4.5		0	4.5	15.3	0	229.5		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0		
Total																			12	7.5	7.5	4.5	15.3	127.5	229.5		
Quarter/Semester												3												Total Hours			
												M	S	O	C	P	G	**Wk:	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab			
RNSG 234 Nursing Across the Lifespan III Theory												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	4	4	5.667		0	68	0		
												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>										
RNSG 235 Nursing Across the Lifespan III Clinical												<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	7	3		0	3	21.857	0	153		
												<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

RNSG 236 Maternal Newborn Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	2.5	2.5	10.63		0	42.5	0
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0
RNSG 237 Maternal Newborn Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	1		0	1	17	0	51
Total								10.5	6.5	16.29	4	38.857	110.5	204

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)
 State of California

Department of Consumer Affairs
 Board of Registered Nursing

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Unitek College ADN/LVN Advanced Placement											Date Submitted: 12/29/2015											
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved											
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Apr-2016																	
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:											
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4							Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter				*Wk: 17											
Quarter/Semester							Total Units		Theory		Lab		Total Hours									
3							M S O C P G		**Wk:		Units Hr/Wk		Units Hr/Wk		Theory Lab							
NRNSG 238 Mental Health Theory							<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>					
							3		2		2		11.33		0		34		0			
NRNSG 239 Mental Health Clinical							<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>			
							4.5		2				0		2		22.667		0		102	
							1						0		0		0		0			
							1						0		0		0		0			
							1						0		0		0		0			
							1						0		0		0		0			
Total							4		2		11.33		2		22.667		34		102			
Quarter/Semester							4		M S O C P G		**Wk:						Total Hours					
RNSG 242 Pediatrics theory							<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
							4		2.5		2.5		10.63		0		42.5		0			
RNSG 243 Pediatrics Clinical							<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>			
							3		1				0		1		17		0		51	
RNSG 244 Nursing Across the Lifespan IV Medical Surgical Theory							<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>			
							5		3.5		3.5		11.9		0		59.5		0			
RNSG 245 Nursing Across the Lifespan IV Clinical Clinical							<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>					
							6		2.5				0		2.5		21.25		0		127.5	
Total							9.5		6		22.53		3.5		38.25		102		478.5			

Quarter/Semester	M	S	O	C	P	G	**Wk:						Total Hours				
RNSG 246 Foundations II Leadership and Management Theory	<input checked="" type="checkbox"/>																
							3	2	2	11.33			0	34	0		
RNSG 247 Foundations II Leadership and Management Clinical	<input checked="" type="checkbox"/>																
	<input type="checkbox"/>	6	2.5			2.5	21.25	0	127.5								
	<input type="checkbox"/>	1			0		0	0	0	0							
	<input type="checkbox"/>	1			0		0	0	0	0							
	<input type="checkbox"/>	1			0		0	0	0	0							
	<input type="checkbox"/>	1			0		0	0	0	0							
Total								4.5	2	11.33	2.5	21.25	34	127.5			

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in **DUPLICATE**.

Program Name: UNITEK COLLEGE	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Date of Implementation: April 2016	
Academic System: <input checked="" type="checkbox"/> Semester <u>17</u> weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum LVN to RN Transition (continue)	Proposed Curriculum Revision *Place asterisk next to proposed change Generic ADN Program*
Nursing	36	54		
Theory	(18)	(27)	21	31*
5.5 LVN granted units				
15.5 RN program units				
Clinical	(18)	(27)	18.5	21.5*
5.5 LVN granted units				
13.0 RN program units				
Communication Units	6	9	6	6
ENG 3 units, Speech 3 units				
Science Units	16	24	18	18
Micro-4, A & P-8, Psych-3, Soc-3				
TOTAL UNITS FOR LICENSURE	58	87	63.5	76.5*
Other Degree Requirements			3.5 Transition 3.0 Math	3.0 Math
3.5 LVN to RN RNSG 200A Transition Course for Advanced Placement; Intermediate college Algebra or higher				
TOTAL UNITS FOR GRADUATION			70	79.5*

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	RNSG 238, 239	Mental Health Nursing
Personal Hygiene	RNSG 202, 209	Foundations Theory and Clinical
Human Sexuality	RNSG 238, 239 RNSG 236, 237 RNSG 242, 243 RNSG 234	Mental Health Nursing Theory and Clinical Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical Nursing Across the Lifespan III
Client Abuse	RNSG 238, 239 RNSG 236, 237 RNSG 242, 243	Mental Health Nursing Theory and Clinical Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Cultural Diversity	RNSG 202, 209	Foundations Theory and Clinical
Nutrition	RNSG 202, 209 RNSG 236, 237 RNSG 242, 243	Foundations Theory and Clinical Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Pharmacology	RNSG 210	Pharmacology, Integrated throughout curriculum
Legal Aspects	RNSG 202, 209 RNSG 238, 239 RNSG 246, 247	Foundations Theory and Clinical Mental Health Nursing Theory and Clinical Foundations II Leadership and Management
Social/Ethical Aspects	RNSG 202, 209 RNSG 238, 239 RNSG 246, 247 RNSG 236, 237 RNSG 242, 243	Foundations Theory and Clinical Mental Health Nursing Theory and Clinical Foundations II Leadership and Management Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Management/Leadership	RNSG 246, 247	Foundations II Leadership and Management

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	RNSG 202, 209, 220, 221, 234, 235, 244, 245, 246, 247, 210	Foundations, Nursing Across the Lifespan II, III, IV, Leadership and Management, (with paired clinical courses) Pharmacology	8u 202 4u 209 4.5u 220 4.5u 221 4u 234 3u 235 3.5u 244 2.5u 245 2u 246 2.5u 247 3u 210
Obstetrical	RNSG 202. RNSG 236, 237 RNSG 246	Maternal/Newborn Theory and Clinical Foundations II Leadership and Management Theory	2.5u 236 1u 237 2u 246
Pediatric	RNSG 242, 243	Pediatrics Theory and Clinical	2.5u 242 1u 243
Psych/Mental Health	RNSG 238 & 239	Mental Health Nursing Theory and Clinical	4 (2u each)
Geriatrics	RNSG 202, 209, 220, 221, 234, 235, 244, 245, 246, 247, 210	Foundations, Nursing Across the Lifespan II, III, IV, Leadership and Management, (with paired clinical courses) Pharmacology	8u 202 4u 209 4.5u 220 4.5u 221 4u 234 3u 235 3.5u 244 2.5u 245 2u 246 2.5u 247 3u 210
BASIC SCIENCES			
Anatomy	BIO 201 & 202	Anatomy and Physiology with Lab I	4
Physiology	BIO 201 & 202	Anatomy and Physiology with Lab II	4
Microbiology	MIC 101	Microbiology with Lab	4
Societal/Cultural Pattern	SOC 102	General Sociology	3
Psychology	PSY 101	General Psychology	3

College Algebra/Statistics	MATH 200/ Stat 305	Intermediate Algebra or Healthcare Statistics	3
COMMUNICATION			
Group			
Verbal	ENG 104	Speech and Oral Communication	3
Written	ENG 101	College English	3
* TOTAL UNITS			79.5

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	234, 235, 244, 245,	Nursing Across the Lifespan II, III, IV, Leadership and Management, (with paired clinical courses)	4u 234 3u 235 3.5u 244 2.5u 245
Psych/Mental Health	RNSG 238 & 239	Mental Health Nursing Theory and Clinical	4 (2u each)
Geriatrics		Integrated throughout	
Management/Leadership	RNSG 246, 247	Leadership and Management	2u 246 2u 247
BASIC SCIENCES			
Physiology	BIO 202	Anatomy & Physiology II with Lab	4
Microbiology	MIC 101	Microbiology	4
TOTAL UNITS			29

Signature Program Director/Designee: 	Date: 26 October 2015
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TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

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Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved																	
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor					Effective Date: Apr-2016																							
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: _____ Date: _____																	
Check appropriate year: Pre-requisites <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter		*Wk: 16															
											Theory		Lab		Total Hours													
Quarter/Semester											Total Units	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab											
											M	S	O	C	P	G	**Wk:											
Oral communication or speech											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6		0	48	0				
English 101 composition, grammar											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6		0	48	0				
A & P I											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	3	3	1	3	48	48				
Intermediate College/Algebra											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6		0	48	0				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0	0	0	0					
Total																												
Quarter/Semester											M	S	O	C	P	G	**Wk:											
Microbiology											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	3	6	1	6	48	48				
A & P II											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	4	3	3	1	3	48	48				
General Sociology											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6		0	48	0				
General Psychology											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	3	3	6		0	48	0				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0	0	0	0					
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0	0	0	0					
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0	0	0	0					
Total																												
Quarter/Semester											M	S	O	C	P	G	**Wk:											
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1			0		0	0	0				
Total																												

* Number of weeks per semester / quarter
 ** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

TOTAL CURRICULUM PLAN

(916) 322-3350

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Name of School: Unitek College ADN program											Date Submitted: 12/29/2015														
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Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor																									
Effective Date: Apr-2016											By:														
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											Date:														
Check appropriate year: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: 17														
Quarter/Semester											Total		Theory		Lab		Total Hours								
											Units	Hr/Wk	Units	Hr/Wk	Units	Hr/Wk	Theory	Lab							
1											M	S	O	C	P	G	**Wk:								
RNSG 202 Across the Lifespan Foundations I Theory & Clinical											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		17	8	6	6	2	6	102	102
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
RNSG 209 Across the Lifespan Foundations I Clinical											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		9	4		0	4	22.667	0	204
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
Total																		12	6	6	6	28.667	102	306	
2											M	S	O	C	P	G	**Wk:								
RNSG 210 Pharmacology											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		17	3	3	3		0	51	0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
RNSG 220 Nursing Across the Lifespan II Theory											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		17	4.5	4.5	4.5		0	76.5	0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
RNSG 221 Nursing Across the Lifespan II Clinical											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		15	4.5		0	4.5	15.3	0	229.5
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1			0		0	0	0
Total																		12	7.5	7.5	4.5	15.3	127.5	229.5	
3											M	S	O	C	P	G	**Wk:								
RNSG 234 Nursing Across the Lifespan III Theory											<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		12	4	4	5.667		0	68	0
											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		7	3		0	3	21.857	0	153
RNSG 235 Nursing Across the Lifespan III Clinical											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									

RNSG 236 Maternal Newborn Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	2.5	2.5	10.63		0	42.5	0
							1			0		0	0	0
RNSG 237 Maternal Newborn Clinical	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	1		0	1	17	0	51
Total								10.5	6.5	16.29	4	38.857	110.5	204

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)
 State of California

Department of Consumer Affairs
 Board of Registered Nursing

TOTAL CURRICULUM PLAN

(916) 322-3350

Submit in duplicate

Name of School: Unitek College ADN program											Date Submitted: 12/29/2015							
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate Degree											For BRN Office Use Only <input type="checkbox"/> Approved <input type="checkbox"/> Not Approved							
Revision: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor Effective Date: Apr-2016																		
List name and number of all courses of the program in sequence, beginning with the first academic term. Include general education courses.											By: Date:							
Check appropriate year: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4											Check: <input checked="" type="checkbox"/> Semester <input type="checkbox"/> Quarter *Wk: 17							
Quarter/Semester											Total Units		Theory		Lab		Total Hours	
											Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
NRNSG 238 Mental Health Theory											3	2	2	11.33	0	34	0	
NRNSG 239 Mental Health Clinical											4.5	2		0	2	22.667	0	102
											1			0		0	0	
											1			0		0	0	
											1			0		0	0	
											1			0		0	0	
Total											4	2	11.33	2	22.667	34	102	
Quarter/Semester											Total Units		Theory		Lab		Total Hours	
											Units	Hr/Wk	Units	Hr/Wk	Theory	Lab		
RNSG 242 Pediatrics theory											4	2.5	2.5	10.63	0	42.5	0	
RNSG 243 Pediatrics Clinical											3	1		0	1	17	0	51
RNSG 244 Nursing Across the Lifespan IV Medical Surgical Theory											5	3.5	3.5	11.9	0	59.5	0	
RNSG 245 Nursing Across the Lifespan IV Clinical Clinical											6	2.5		0	2.5	21.25	0	127.5
Total											9.5	6	22.53	3.5	38.25	102	417.5	

Quarter/Semester	M	S	O	C	P	G	**Wk:						Total Hours				
RNSG 246 Foundations II Leadership and Management Theory	<input checked="" type="checkbox"/>																
							3	2	2	11.33		0	34	0			
RNSG 247 Foundations II Leadership and Management Clinical	<input checked="" type="checkbox"/>																
	<input type="checkbox"/>	6	2.5			2.5	21.25	0	127.5								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
	<input type="checkbox"/>	1			0		0	0	0								
Total								4.5	2	11.33	2.5	21.25	34	127.5			

* Number of weeks per semester / quarter

** Type in number weeks for each course, replacing "1"; do not type over "1" if there are extra lines and course is blank
 Fill in for each course: number for total units, lecture units, lab units / Do not type in where "0" appears

EDP-P-05a (Rev. 08/10)

**REQUIRED CURRICULUM:
CONTENT REQUIRED FOR LICENSURE**

(916) 322-3350

Submit in DUPLICATE.

Program Name: Unitek College Associate Degree of Science in Nursing Program	For Board Use Only Approved by: _____, NEC Date: _____ <input type="checkbox"/> BRN Copy <input type="checkbox"/> Program Copy
Type of Program: <input type="checkbox"/> Entry Level Master <input type="checkbox"/> Baccalaureate <input checked="" type="checkbox"/> Associate	
Requesting new Curriculum Approval: <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor	
Date of Implementation:	
Academic System: <input checked="" type="checkbox"/> Semester <u>17</u> weeks/semester <input type="checkbox"/> Quarter _____ weeks/quarter	

REQUIRED FOR LICENSURE AS STATED IN CCR SECTION 1426

	Semester Units	Quarter Units	Current BRN-Approved Curriculum LVN to RN Transition	Proposed Curriculum Revision *Place asterisk next to proposed change ADN Program*
Nursing	36	54	39.5	49.5*
Theory	(18)	(27)	21	29*
Clinical	(18)	(27)	18.5	20.5*
Communication Units	6	9	6	6
Science Units	16	24	18	18
TOTAL UNITS FOR LICENSURE	58	87	63.5	73.5*
Other Degree Requirements: Intermediate College Algebra or higher LVN to RN Transition Admission Course RNSG 200 RNSG 210 Pharmacology			3 Math 3.5 Transition	3.0 Math 3.0 Pharmacology*
TOTAL UNITS FOR GRADUATION			70	79.0*

List the course number(s) and titles(s) in which content may be found for the following required content areas:

REQUIRED CONTENT	Course Number	Course Titles
Alcohol & chemical Dependency	RNSG 238, 239	Mental Health Nursing
Personal Hygiene	RNSG 202, 209	Foundations Theory and Clinical
Human Sexuality	RNSG 238, 239 RNSG 236, 237 RNSG 242, 243 RNSG 234	Mental Health Nursing Theory and Clinical Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical Nursing Across the Lifespan III
Client Abuse	RNSG 238, 239 RNSG 236, 237 RNSG 242, 243	Mental Health Nursing Theory and Clinical Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Cultural Diversity	RNSG 202, 209	Foundations Theory and Clinical

Nutrition	RNSG 202, 209 RNSG 236, 237 RNSG 242, 243	Foundations Theory and Clinical Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Pharmacology	RNSG 210	Pharmacology, also integrated throughout curriculum
Legal Aspects	RNSG 202, 209 RNSG 238, 239 RNSG 246, 247	Foundations Theory and Clinical Mental Health Nursing Theory and Clinical Foundations II Leadership and Management
Social/Ethical Aspects	RNSG 202, 209 RNSG 238, 239 RNSG 246, 247 RNSG 236, 237 RNSG 242, 243	Foundations Theory and Clinical Mental Health Nursing Theory and Clinical Foundations II Leadership and Management Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Management/Leadership	RNSG 246, 247	Foundations II Leadership and Management

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	RNSG 202, 209, 220, 221, 234, 235, 244, 245, 246, 247, 210	Foundations, Nursing Across the Lifespan II, III, IV, Leadership and Management, (with paired clinical courses) Pharmacology	8u 202 4u 209 4.5u 220 4.5u 221 4u 234 3u 235 3.5u 244 2.5u 245 2u 246 2.5u 247 3u 210
Obstetrical	RNSG 236, 237	Maternal/Newborn Theory and Clinical	2.5u 236 1.0u 237
Pediatric	RNSG 242, 243	Pediatrics Theory and Clinical	2.5u 242 1u 243
Psych/Mental Health	RNSG 238 & 239	Mental Health Nursing Theory and Clinical	2.0 238 2.0 239

Geriatrics	RNSG 202, 209, 220, 221, 234, 235, 244, 245, 246, 247, 210	Foundations, Nursing Across the Lifespan II, III, IV, Leadership and Management, (with paired clinical courses)	8u 202 4u 209 4.5u 220 4.5u 221 4u 234 3u 235 3.5u 244 2.5u 245 2u 246 2.5u 247 3u 210
BASIC SCIENCES			
Anatomy	BIO 201 & 202	Anatomy and Physiology I with Lab	4
Physiology	BIO 201 & 202	Anatomy and Physiology II with Lab	4
Microbiology	MIC 101	Microbiology with Lab	4
Societal/Cultural Pattern	SOC 102	General Sociology	3
Psychology	PSY 101	General Psychology	3
COMMUNICATION			
Group			
Verbal	ENG 104	Speech and Oral Communication	3
Written	ENG 101	College English	3
* TOTAL UNITS			79.0

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical	234, 235, 244, 245, RNSG 200B	Nursing Across the Lifespan II, III, IV, Leadership and Management, (with paired clinical courses)	4u 234
		LVN to RN Transition Course	3u 235
			3.5u 244
			2.5u 245
			1u 200B
Psych/Mental Health	RNSG 238 & 239	Mental Health Nursing Theory and Clinical	2u 238 2u 239
Geriatrics		Integrated	
Management/Leadership	RNSG 246, 247	Leadership and Management	2u 246 2u 247

BASIC SCIENCES			
Physiology	BIO 202	Anatomy & Physiology II with Lab	4
Microbiology	MIC 101	Microbiology	4
TOTAL UNITS			30
Signature Program Director/Designee:		Date:	
		01-04-2016	

Cultural Diversity	RNSG 238, 239 RNSG 236, 237 RNSG 242, 243	Mental Health Nursing Theory and Clinical Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Nutrition	RNSG 236, 237 RNSG 242, 243	Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical <i>Credit Granted for Foundations, Med-Surg II and Geriatrics</i>
Pharmacology		Credit Granted
Legal Aspects	RNSG 200 RNSG 238, 239 RNSG 246, 247	LVN to RN Transition Mental Health Nursing Theory and Clinical Foundations II Leadership and Management
Social/Ethical Aspects	RNSG 200 RNSG 238, 239 RNSG 246, 247 RNSG 236, 237 RNSG 242, 243	LVN to RN Transition Mental Health Nursing Theory and Clinical Foundations II Leadership and Management Maternal/Newborn Theory and Clinical Pediatric Theory and Clinical
Management/Leadership	RNSG 246, 247	Foundations II Leadership and Management

Information needed to evaluate transcripts of applicants for licensure (Section 1426, Chapter 14, Title 16 of the California Code of Regulations) is listed in the left column below. Indicate the name(s) and the number(s) of the course(s) which include this content.

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Medical-Surgical	RNSG 234, 235, 244, 245, 246, 247	Nursing Across the Lifespan III, IV, Leadership and Management, (with paired clinical courses) <i>Credit Granted for Foundations, Med-Surg II, Geriatrics and Pharmacology</i>	4u 234 3u 235 3.5u 244 2.5u 245 2u 246 2.5u 247
Obstetrical	RNSG 236, 237	Maternal/Newborn Theory and Clinical	2.5u 236 1.0u 237
Pediatric	RNSG 242, 243	Pediatrics Theory and Clinical	2.5u 242 1u 243
Psych/Mental Health	RNSG 238 & 239	Mental Health Nursing Theory and Clinical	2u 238 2u 239
Geriatrics	220, 221, 234, 235, 244, 245, 246, 247	Nursing Across the Lifespan III, IV, Leadership and Management, (with paired clinical courses) <i>Credit Granted for Foundations, Med-Surg II, Geriatrics and Pharmacology</i>	4u 234 3u 235 3.5u 244 2.5u 245 2u 246 2.5u 247

BASIC SCIENCES			
Anatomy	BIO 201 & 202	Anatomy and Physiology I with Lab	4
Physiology	BIO 201 & 202	Anatomy and Physiology II with Lab	4
Microbiology	MIC 101	Microbiology with Lab	4
Societal/Cultural Pattern	SOC 102	General Sociology	3
Psychology	PSY 101	General Psychology	3
COMMUNICATION			
Group			
Verbal	ENG 104	Speech and Oral Communication	3
Written	ENG 101	College English	3
* TOTAL UNITS			59.0

* The "TOTAL UNITS" should match "TOTAL UNITS FOR LICENSURE" on page 1.

LVN 30 UNIT OPTION

REQUIRED CONTENT	Course Number	Course Title	Units
NURSING			
Advanced Medical-Surgical			
Psych/Mental Health			
Geriatrics			
Management/Leadership			
BASIC SCIENCES			
Physiology			
Microbiology			
TOTAL UNITS			
Signature Program Director/Designee:		Date:	
		01-04-2016	

To

Susan Engle, RN, MSN
Nursing Consultant
Board of Registered Nursing
P.O.Box 944210
Sacramento CA 95244

01.8.2016



Dear Susan,

The following is the list of our clinical sites and the distance from the campus. Please note that any site that is 50 miles or greater is a site that is used for individuals who live close to the facility or who volunteer for the site. If that is not the case, and it has not yet happened since we have so many students that come from the area, we pay mileage and hotel.

Alameda Hospital:	26.9 miles
Camden Post-Acute Care:	26.9 miles
Children's Recovery Center:	20.1 miles
Sutter Eden Medical Center:	36.7 miles
Fremont Hospital:	3.6 miles
Kaiser San Leandro:	19.5 miles
Kaiser Santa Clara:	17.4 miles
Kidango:	1.0 mile (this is their main campus, they have facilities all over the bay area)
Kindred Hospital:	19.0 miles
Laguna Honda Hospital:	42.7 miles
Los Altos Sub-Acute:	19.2 miles
Lytton Gardens:	22.9 miles

Mills Peninsula:	17.6 miles
Ruetlinger:	27.0 miles
Salinas Valley Memorial Hospital:	73.5 miles (this site is for students who live in this area or who volunteer for this site due to the preferred shifts)
San Ramon Regional Medical Center:	23.7 miles
Saratoga Sub-Acute Children's Hospital:	21.3 miles
St. Rose Hospital:	12.3 miles
Sutter Delta Medical Center:	55.7 miles (this site is for students who live in this area or who volunteer for this site due to the preferred shifts)
Tri-City Health:	3.8 miles
Windsor Ridge:	15.7 (one of two sites)
Windsor Gardens:	74.5 miles (this site is for students who live in this area or who volunteer for this site due to the preferred shifts)

Warm regards,



Christy Torkildson
Chief Academic Officer
4670 Auto Mall Parkway
Fremont, CA 94538
Direct: 510-492-3381
Mobile: 925-984-3201
christyt@unitekcollege.edu

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.6
DATE: January 14, 2016

ACTION REQUESTED: Vote On Whether To Accept Staff Plan For Implementation of SB466 Requirements Regarding Education Regulations

REQUESTED BY: Miyo Minato, Supervising Nursing Education Consultant

BACKGROUND: SB466 approved by the Governor and filed with the Secretary of State on October 4th (see attachment for full text) contains amendments to the Business and Professions Code requiring action for regulation and processes affecting prelicensure nursing education. Section 2786.1 is added to the Business and Professions Code, to read in part:

- (a) The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing that does not give student applicants credit in the field of nursing for military education and experience by the use of challenge examinations or other methods of evaluation.
- (b) The board shall adopt regulations by January 1, 2017, requiring schools to have a process to evaluate and grant credit for military education and experience. ...
- (c) The board shall review a school's policies and practices regarding granting credit for military education and experience at least once every five years to ensure consistency in evaluation and application across schools. The board shall post on its Internet Web site information related to the acceptance of military coursework and experience at each approved school.

Attached are draft proposed regulatory language and a proposed timeline of required activities that will ensure compliance with requirements of SB466 in regards to nursing education.

Proposed Action: Authorize BRN staff to perform the following

- regarding (a) and (b): Staff will initiate the rulemaking process for regulation to operationalize the new statutory requirements which will include circulation of draft language to stakeholders for review/input, convene public hearing, and other required activities. Staff may make nonsubstantive revisions to draft regulatory language in response to stakeholder input.
- regarding (c): Inform Nursing Education Consultants of requirement for review of policies/practices related to school granting credit for military education and experience as part of scheduled program approval activities.
Require BRN-approved nursing programs to post information related to the acceptance of military coursework and experience at their school on their webpage reached via the link provided on the BRN website approved programs list. Deadline for nursing programs to meet this requirement will be January 1, 2017.

NEXT STEPS: Place on Board agenda.
PERSON(S) TO CONTACT: Miyo Minato, RN, MN
Supervising Nursing Education Consultant

CHAPTER 489
FILED WITH SECRETARY OF STATE OCTOBER 4, 2015
APPROVED BY GOVERNOR OCTOBER 4, 2015
PASSED THE SENATE SEPTEMBER 4, 2015
PASSED THE ASSEMBLY SEPTEMBER 3, 2015
AMENDED IN ASSEMBLY SEPTEMBER 1, 2015
AMENDED IN ASSEMBLY AUGUST 18, 2015
AMENDED IN ASSEMBLY JUNE 18, 2015
AMENDED IN SENATE APRIL 30, 2015
AMENDED IN SENATE APRIL 23, 2015
AMENDED IN SENATE APRIL 20, 2015

INTRODUCED BY Senator Hill
(Principal coauthor: Assembly Member Bonilla)

FEBRUARY 25, 2015

An act to amend Sections 2701, 2708, and 2786 of, to add Sections 2718 and 2786.1 to, and to repeal Section 2736.5 of, the Business and Professions Code, relating to nursing.

LEGISLATIVE COUNSEL'S DIGEST

SB 466, Hill. Registered nurses: Board of Registered Nursing.

The Nursing Practice Act provides for the licensure and regulation of registered nurses by the Board of Registered Nursing within the Department of Consumer Affairs. Existing law requires the board to appoint an executive officer to perform duties delegated by the board. Existing law repeals those provisions establishing the board and the executive officer position on January 1, 2016.

This bill would extend the repeal date to January 1, 2018.

The act authorizes the board to take disciplinary action against a certified or licensed nurse or to deny an application for a certificate or license for certain reasons, including unprofessional conduct. Existing law establishes the California State Auditor's Office, which is headed by the California State Auditor, to conduct financial and performance audits as directed by statute.

This bill would require the board, by February 1, 2016, to contract with the California State Auditor's Office to conduct a performance audit of the board's enforcement program, as specified. The bill would require the board to reimburse the office for the cost of the performance audit. The bill would require the office to report the results of the audit to the Governor, the department, and the appropriate policy committees of the Legislature by January 1, 2017. The bill would require the board's staff and management to cooperate with the office and provide the office with access to data, case files, employees, and information.

The act authorizes any person who has served on active duty in the medical corps of the Armed Forces of the United States and who successfully completed the course of instruction to qualify him or her for rating as a medical service technician--independent duty, or other equivalent rating, and whose service in the Armed Forces was under honorable conditions to submit the record of that training to the board for evaluation. The act requires the board to grant a license to that person if he or she meets specified qualifications and the board determines that his or her education would give reasonable assurance of competence to practice as a registered nurse in this state. The act requires the board to maintain records of

those applicants, including, but not limited to, applicants who are rejected from examination.

This bill would repeal those provisions.

The act requires the board to maintain a list of approved schools or programs of nursing in this state, as specified, and provides that an approved school or program of nursing is one that has been approved by the board and meets certain academic requirements. The act requires the board to deny an application for approval of, and to revoke the approval given to, any school of nursing that does not give student applicants credit for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation.

This bill would require the board to deny or revoke approval of a school of nursing that does not give student applicants credit in the field of nursing for military education and experience by the use of challenge examinations or other methods of evaluation. The bill would require the board, by January 1, 2017, to adopt regulations requiring schools seeking approval to have a process to evaluate and grant credit, as defined, for military education and experience. The bill would require the board to review a school's policies and practices regarding granting credit for military education and experience at least once every 5 years to ensure consistency in evaluation and application across schools. The bill would require the board to post on its Internet Web site information related to the acceptance of military coursework and experience at each approved school.

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 2701 of the Business and Professions Code is amended to read:

2701. (a) There is in the Department of Consumer Affairs the Board of Registered Nursing consisting of nine members.

(b) For purposes of this chapter, "board," or "the board," refers to the Board of Registered Nursing. Any reference in state law to the Board of Nurse Examiners of the State of California or the California Board of Nursing Education and Nurse Registration shall be construed to refer to the Board of Registered Nursing.

(c) The board shall have all authority vested in the previous board under this chapter. The board may enforce all disciplinary actions undertaken by the previous board.

(d) This section shall remain in effect only until January 1, 2018, and as of that date, is repealed, unless a later enacted statute that is enacted before January 1, 2018, deletes or extends that date. Notwithstanding any other law, the repeal of this section renders the board subject to review by the appropriate policy committees of the Legislature.

SEC. 2. Section 2708 of the Business and Professions Code is amended to read:

2708. (a) The board shall appoint an executive officer who shall perform the duties delegated by the board and who shall be responsible to it for the accomplishment of those duties.

(b) The executive officer shall be a nurse currently licensed under this chapter and shall possess other qualifications as determined by the board.

(c) The executive officer shall not be a member of the board.

(d) This section shall remain in effect only until January 1, 2018, and as of that date is repealed, unless a later enacted statute, that is enacted before January 1, 2018, deletes or extends that date.

SEC. 3. Section 2718 is added to the Business and Professions Code, to read:

2718. (a) (1) By February 1, 2016, the board shall contract with the office to conduct a performance audit of the board's enforcement program. The board shall reimburse the office for the cost of the performance audit. The office shall report the results of the audit, with any recommendations, to the Governor, the department, and the appropriate policy committees of the Legislature by January 1, 2017.

(2) The performance audit shall include, but not be limited to, an evaluation of all the following:

(A) The quality and consistency of, and compliance with, complaint processing and investigation.

(B) The consistency and adequacy of the application of board sanctions or discipline imposed on licensees.

(C) The accuracy and consistency in implementing the laws and rules affecting discipline, including adherence to the Division of Investigation Case Acceptance Guidelines (Consumer Protection Enforcement Initiative Model), as revised July 1, 2014.

(D) The timeframes for completing complaint processing, investigation, and resolution.

(E) Staff concerns regarding licensee disciplinary matters or procedures.

(F) The appropriate utilization of licensed professionals to investigate complaints.

(G) The adequacy of the board's cooperation with other state agencies charged with enforcing related laws and regulations regarding nurses.

(H) Any existing backlog, the reason for the backlog, and the timeframe for eliminating the backlog.

(I) The adequacy of board staffing, training, and fiscal resources to perform its enforcement functions.

(b) Board staff and management shall cooperate with the office and shall provide the office with access to data, case files, employees, and information as the office may, in its discretion, require for the purposes of this section.

(c) For the purposes of this section, "office" means the California State Auditor's Office.

SEC. 4. Section 2736.5 of the Business and Professions Code is repealed.

SEC. 5. Section 2786 of the Business and Professions Code is amended to read:

2786. (a) An approved school of nursing, or an approved nursing program, is one that has been approved by the board, gives the course of instruction approved by the board, covering not less than two academic years, is affiliated or conducted in connection with one or more hospitals, and is an institution of higher education. For purposes of this section, "institution of higher education" includes, but is not limited to, community colleges offering an associate of arts or associate of science degree and private postsecondary institutions offering an associate of arts, associate of science, or baccalaureate degree or an entry-level master's degree, and is an institution that is not subject to the California Private Postsecondary Education Act of 2009 (Chapter 8 (commencing with Section 94800) of Part 59 of Division 10 of Title 3 of the Education Code).

(b) A school of nursing that is affiliated with an institution that is subject to the California Private Postsecondary Education Act of 2009 (Chapter 8 (commencing with Section 94800) of Part 59 of Division 10 of Title 3 of the Education Code), may be approved by the board to grant an associate of arts or associate of science degree to individuals who graduate from the school of nursing or to grant a baccalaureate degree in nursing with successful completion of an additional course of study as approved by the board and the institution involved.

(c) The board shall determine by regulation the required subjects

of instruction to be completed in an approved school of nursing for licensure as a registered nurse and shall include the minimum units of theory and clinical experience necessary to achieve essential clinical competency at the entry level of the registered nurse. The board's regulations shall be designed to require all schools to provide clinical instruction in all phases of the educational process, except as necessary to accommodate military education and experience as specified in Section 2786.1.

(d) The board shall perform or cause to be performed an analysis of the practice of the registered nurse no less than every five years. Results of the analysis shall be utilized to assist in the determination of the required subjects of instruction, validation of the licensing examination, and assessment of the current practice of nursing.

SEC. 6. Section 2786.1 is added to the Business and Professions Code, to read:

2786.1. (a) The board shall deny the application for approval made by, and shall revoke the approval given to, any school of nursing that does not give student applicants credit in the field of nursing for military education and experience by the use of challenge examinations or other methods of evaluation.

(b) The board shall adopt regulations by January 1, 2017, requiring schools to have a process to evaluate and grant credit for military education and experience. The regulations shall be adopted pursuant to the Administrative Procedure Act (Chapter 3.5 (commencing with Section 11340) of Part 1 of Division 3 of Title 2 of the Government Code). The word "credit," as used in this subdivision, is limited to credit for licensure only. The board is not authorized to prescribe the credit that an approved school of nursing shall give toward an academic certificate or degree.

(c) The board shall review a school's policies and practices regarding granting credit for military education and experience at least once every five years to ensure consistency in evaluation and application across schools. The board shall post on its Internet Web site information related to the acceptance of military coursework and experience at each approved school.

DRAFT

Suggested regulatory revisions to operationalize requirements of SB466 (credit for military education/experience) and delineate conditions under which nursing program approval can be denied or removed.

(hi-lited text identifies proposed action, regular text indicates existing language, strikethrough indicates existing language to be deleted, *italic with underline* indicates proposed new language)

1	Article 2 Registration and Examination (1409-1419.4)
2	Amend CCR 1418
3	1418. Criteria for Evaluation of Equivalent Armed Services Training and Experience <u>Eligibility for licensure of</u>
4	<u>applicants who have Military Education and Experience</u>
5	<u><i>The board shall establish licensure eligibility for applicants who have completed relevant military education and</i></u>
6	<u><i>experiences, and who present documented equivalency credit evaluation, utilizing challenge examination or other</i></u>
7	<u><i>evaluative methods, at a board-approved registered prelicensure nursing program that provides evidence of meeting the</i></u>
8	<u><i>minimum education requirements of licensure listed per CCR sections 1426(c)(1) to (3). (Reference Evaluation form for</i></u>
9	<u><i>Eligibility of Licensure Requirement)</i></u>
10	A military applicant who has met the qualifications set forth in Section 2736.5 of the Code and who has completed a
11	course of instruction that provided the knowledge and skills necessary to function in accordance with the minimum
12	standards for competency set forth in Section 1443.5 and that contained the theoretical content and clinical experience
13	specified in Section 1426(c)(1) through (e)(7) is determined to have completed the course of instruction prescribed by
14	the Board for licensure.
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16	Note: Authority cited: Section 2715, Business and Professions Code. Reference: Section 2736.5, Business and
17	Professions Code. Section 2786.1(a), (b), and (c).
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19	HISTORY: 1. New section filed 10-28-76; effective thirtieth day thereafter (Register 76, No. 44). 2. Amendment filed 9-
20	27-85; effective thirtieth day thereafter (Register 85, No. 39). 3. Repealer and new section filed 3-9-2000; operative 4-8-
21	2000 (Register 2000, No. 10).
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24	Article 3 Prelicensure Nursing Programs (1420 – 1432)
25	Add new section 1423.1
26	<u><i>1423.1 Grounds for denial or removal of board approval.</i></u>
27	<u><i>The board shall deny approval and shall remove approval of a prelicensure nursing program which:</i></u>
28	(a) <u><i>Fails to provide evidence of granting credit, in the field of nursing, for previous education, including military</i></u>
29	<u><i>education and experience, through an established policy and procedure, to evaluate and grant credit.</i></u>
30	(1) <u><i>Each prelicensure program shall have a policy and procedures that describe the process to award credits</i></u>
31	<u><i>for specific course(s), including the prior military education and experience, through challenge</i></u>
32	<u><i>examinations or other methods of evaluation for meeting academic credits and licensure requirements.</i></u>
33	(2) <u><i>Each program shall make the information available to applicants in published documents, such as college</i></u>
34	<u><i>catalog or student handbook and online, so that it is available to the public and to the board.</i></u>
35	(3) <u><i>Each program shall maintain a record that shows applicants and results of transferred/challenged credits,</i></u>
36	<u><i>including applicants who applied for transfer of military education and experience.</i></u>
37	(b) <u><i>Fails to provide opportunity for applicants with military education and experience for the purpose of obtaining</i></u>
38	<u><i>evaluation for equivalent academic credit through challenge examination or other method of evaluation.</i></u>
39	(c) <u><i>Discriminates against an applicant solely on the grounds that an applicant is seeking to fulfill the units of</i></u>
40	<u><i>nursing required by Section 2736.6.</i></u>
41	(d) <u><i>Fails to demonstrate continuous improvement to correct deficient findings, including but not limited to the</i></u>
42	<u><i>following:</i></u>
43	(1) <u><i>Deferred Action to Continue Approval status lasting longer than two years;</i></u>
44	(2) <u><i>Inconsistent pattern of noncompliance findings between regularly scheduled continuing approval school</i></u>
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48 visit cycle.

- 49 (3) Repeated findings of the same noncompliance from one approval evaluation visit to the next scheduled
50 approval visit.

51 Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

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54 **Add new section 1423.2**

55 1423.2 Board shall establish conditions for denial or revocation of approval of a nursing program.

56 (a) Upon sufficient evidence of noncompliance and lack of demonstrated corrective actions to remove
57 noncompliance, the board may take actions to:

- 58 (1) Deny approval of a nursing program; or
59 (2) Revoke approval from a nursing program; or
60 (3) Place a nursing program on a warning status with intent to revoke approval and close the program; or
61 (4) Close a program when a program has been on a warning status for one year and the program fails to
62 show substantive corrective changes.

63 (b) The board shall provide specific requirements for correction of noncompliance findings and a return date for
64 review of the program's approval status.

65 (c) The board shall place a school on a warning status with intent to withdraw approval when a nursing program
66 shows conditions per CCR 1423.1(d).

67 (d) The board retains the authority to revoke approval and close a nursing program in situations that require
68 immediate action, including but not limited to the loss of school's accreditation or lack of effective nursing
69 program leadership.

70 Note: Authority cited: Sections 2786, 2786.1, 2788, Business and Professions Code.

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74 **Amend Section 1424 by adding 1424(b)(3) and (4)**

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76 **1424. Administration and Organization of the Nursing Program**

77 (a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such
78 statement shall take into consideration the individual difference of students, including their cultural and ethnic
79 background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and
80 man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related
81 disciplines.

82 (b) The policies and procedures by which the program is administered shall be in writing, shall reflect the philosophy and
83 objectives of the program, and shall be available to all students.

84 (1) The nursing program shall have a written plan for evaluation of the total program, including admission and selection
85 procedures, attrition and retention of students, and performance of graduates in meeting community needs.

86 (2) The program shall have a procedure for resolving student grievances. ...

87 (3) The program shall have policies and procedures that demonstrate consistent granting of credit for military education
88 and acquired knowledge by providing opportunity to obtain credit by the following methods, including but not limited to
89 the listed methods.

90 (a) the use of challenge examinations; or

91 (b) the use of evaluative methods to validate achievement of course objectives and competencies.

92 (4) The program shall make available the policies and procedures, including the acceptance of military coursework and
93 experience, on the school's website, in a manner that allows access to the information via the board's posted list of
94 approved Registered Nursing Programs.

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98 **Amend 1426 by adding 1426(d)(1)**

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100 **1426. Required Curriculum**

101 (a) The curriculum of a nursing program shall be that set forth in this section, and shall be approved by the board. Any
102 revised curriculum shall be approved by the board prior to its implementation.

103 (b) The curriculum shall reflect a unifying theme, which includes the nursing process as defined by the faculty, and shall
104 be designed so that a student who completes the program will have the knowledge, skills, and abilities necessary to
105 function in accordance with the registered nurse scope of practice as defined in code section 2725, and to meet
106 minimum competency standards of a registered nurse.

107 (c) The curriculum shall consist of not less than fifty-eight (58) semester units, or eighty-seven (87) quarter units, which
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109	shall include at least the following number of units in the specified course areas:
110	(1) Art and science of nursing, thirty-six (36) semester units or fifty-four (54) quarter units, of which eighteen (18)
111	semester or twenty-seven (27) quarter units will be in theory and eighteen (18) semester or twenty-seven (27) quarter
112	units will be in clinical practice.
113	(2) Communication skills, six (6) semester or nine (9) quarter units. Communication skills shall include principles of oral,
114	written, and group communication.
115	(3) Related natural sciences (anatomy, physiology, and microbiology courses with labs), behavioral and social sciences,
116	sixteen (16) semester or twenty-four (24) quarter units.
117	(d) Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical,
118	mental health/psychiatric nursing, obstetrics, and pediatrics. Instructional outcomes will focus on delivering safe,
119	therapeutic, effective, patient-centered care; practicing evidence-based practice; working as part of
120	interdisciplinary teams; focusing on quality improvement; and using information technology. Instructional
121	content shall include, but is not limited to, the following: critical thinking, personal hygiene, patient protection
122	and safety, pain management, human sexuality, client abuse, cultural diversity, nutrition (including therapeutic
123	aspects), pharmacology, patient advocacy, legal, social and ethical aspects of nursing, and nursing leadership and
124	management.
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127	<u>(1) Theory and clinical practice requirements of the curriculum will be adjusted in recognition of military</u>
128	<u>education and experiences of the student, when applicable, through individualized instructional plan that results</u>
129	<u>in meeting the same course objectives and competency standards.</u>
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131	Amend 1430
132	1430. Previous Education Credit
133	An approved nursing program shall have a process for a student to obtain credit for previous education or for
134	other acquired knowledge in the field of nursing, <i>including military education and experience</i> , through
135	equivalence, challenge examinations, or other methods of evaluation. The program shall make the information
136	available in published documents, such as college catalog or student handbook, and online.
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140	Note: Authority cited: Sections 2715, <u>2786.1(a)</u> and 2786.6, Business and Professions Code. Reference: Sections 2736
141	and 2786.6, Business and Professions Code.
142	HISTORY: 1. Renumbering of former section 1430 to new section 1432 and new section 1430 filed 9-21-2010; operative
143	10-21-2010 (Register 2010, No. 39).
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Proposed Timeline of Activities

SB466 requires the Board, by January 1, 2017, to adopt regulations requiring schools seeking approval to have a process to evaluate and grant credit, as defined, for military education and experience.	
Step/Task	Date
Present to JNEC and request feedback	October 2015 (done)
Present draft language to ELC for Committee and public review and input	January 2016
If recommendation for proceeding is made by the ELC at the January meeting, the draft language will be preliminarily distributed to nursing program deans/directors and other key stakeholders for review.	January 2016
Draft language and any feedback received to date, and action proposal will be presented at the February 11 Board meeting.	February 2016
If the Board authorizes staff to proceed, the rulemaking package will be completed and sent to OAL per prescribed process, required notice will be posted to initiate the formal comment period and culminating in hearing as required.	February 2016
Notice of Proposed Rulemaking with Text Of Regulations Public comment and hearing period	February-May 2016
Final proposed language with consideration to any additional input along with a summary of that input will be presented at May ELC meeting and June Board meeting, following which – with Board approval – the final package will be submitted to OAL (30-day review/response).	May 2016
Final Board action to adopt regulations	June, 2016
Final package to OAL	July 2016
Receipt of OAL approval and implementation plan to August ELC and September Board.	August-September 2016
Communications to all affected BRN staff and stakeholders to be accomplished Sept-Dec with January 1, 2017 effective date for implementation.	September-December 2016

BOARD OF REGISTERED NURSING
Education/Licensing Committee
Agenda Item Summary

AGENDA ITEM: 7.7
DATE: January 14, 2016

ACTION REQUESTED: 2014-2015 Annual School Survey Reports (Draft)

REQUESTED BY: Julie Campbell-Warnock, Research Program Specialist

BACKGROUND: The BRN 2014-2015 Annual School Survey was conducted and completed in December 2015. The survey was sent to all California pre-licensure nursing programs and was conducted on behalf of the BRN by the Center for the Health Professions at the University of California, San Francisco (UCSF). The BRN would like to thank the schools for their participation and prompt responses to the survey.

BRN and UCSF staff work each year with the Education Issues Workgroup which consists of nursing program directors representing various prelicensure programs from around the state who review and edit the survey questions if needed. This allows the survey to be a current document that can be used to capture data on new and emerging trends.

The draft of the statewide Annual School Reports includes data on new and continuing student enrollments, graduations, faculty, etc. from California pre-licensure nursing programs. The draft reports will be provided under separate cover.

NEXT STEPS: Place on Board agenda.

PERSON(S) TO CONTACT: Julie Campbell-Warnock
Research Program Specialist