

Pearl River Community College
Department of Nursing Education
Associate Degree Nursing



**SUBMITTED FOR REVIEW TO THE
ACCREDITATION COMMISSION FOR EDUCATION IN
NURSING
(ACEN)**

PEARL RIVER COMMUNITY COLLEGE

DEPARTMENT OF NURSING EDUCATION

ASSOCIATE DEGREE NURSING

POPLARVILLE, MISSISSIPPI

SELF-STUDY REPORT

ACEN

SITE VISIT

FEBRUARY 26 – 28, 2019

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**SECTION ONE:
EXECUTIVE SUMMARY**

GENERAL INFORMATION:

Program Type: Associate Degree Nursing

Purpose: Self-Study Report for Continuing Accreditation

Date of Last Site Visit: March, 2011

Name and Address of the Parent Institution:

Pearl River Community College
101 Highway 11 North
Poplarville, MS 39470

Name, Credentials, and Title of Chief Executive Officer of Governing Organization:

Dr. Adam Breerwood
BS, University of Southern Mississippi; MS, PhD, William Carey University
President

Name of Regional Institutional Accrediting Body and Accreditation Status:

Southern Association of Colleges and Schools for Commission of Colleges (SACSCOC)

Date of Last Site Visit: March, 2016

Action: Reaffirmed

Name and Address of Nursing Education Unit:

Department of Nursing Education
101 Highway 11 North
PO Box 5760
Poplarville, MS 39470

Name, Credentials, and Title of Nurse Administrator of the Nursing Education Unit:

Dr. Arlene C. Jones
BS, Southeastern Louisiana University; MSN, University of Tennessee; DNP, Samford
University
ADN Director

Office: (601) 403-1018; Fax: (601) 403-1275

E-Mail Address of Nurse Administrator: ajones@prcc.edu

Name of State Board of Nursing and Approval Status:

Mississippi Board of Trustees of State Institutions of Higher Learning (MS IHL)

Date of Last Site Review: March, 2011

Date of Last Review: October, 2018 (Annual Report)

Action: Approved; Continuing Accreditation based on ACEN recommendations

Mississippi State Board of Nursing (MSBN)

Provides: Criminal Background Clearance and/or Licensure Eligibility for graduates & faculty; NCLEX-RN passage rates of graduates

Standards and Criteria used to prepare the Self-Study Report: July, 2017

COLLEGE HISTORY:

Pearl River Community College (PRCC) has an open admissions policy and is a community-based comprehensive two-year institution with three campuses. The institution is organized and operated as a single-unit institution under the governing policies of a Board of Trustees. The Board is composed of representatives from each of the six counties the college serves: Forrest, Hancock, Jefferson Davis, Lamar, Marion, and Pearl River.

Organized in 1909 and approved by the legislature in 1921, PRCC is among the oldest colleges in the South and is the pioneer junior college in the state. Located in rural Southwest Mississippi, PRCC's main campus is in Poplarville which sits in Pearl River County. Poplarville has a population of approximately 2600 residents. The other PRCC campuses are in the Forrest and Hancock counties. Forrest County boasts a population of over 76,000 residents. The Forrest County Center (FCC) has the second largest population of students amongst PRCC campuses. Hancock Center was completely devastated in 2005 by Hurricane Katrina. It is the smallest center but is rapidly growing. Hancock County population has rebounded to 46,000 residents.

The college entered a new era with the selection of Dr. Adam Breerwood as PRCC's eleventh President. Dr. Breerwood, began his term as president July 1, 2017. He is uniquely qualified in that, he had been employed by the college twenty (20) years at the time of his appointment. He is committed to excellence, continuous improvement of the college, and serving the needs of both the students and the community.

The college offers two associate degrees. The Associate of Applied Science (AAS) degree is designed primarily to instruct students for immediate entry-level employment in their chosen field. Students may enroll in an Associate of Arts (AA) degree option in which the curriculum is designed for the student to transfer seamlessly to a four-year college or university. Students can further develop skills and learn more about leadership by participating in the clubs and organizations available on each campus. The college has fourteen (14) on the Poplarville campus, fourteen (14) on the FCC, and two (2) at the Hancock Center.

Pearl River Community College is known for its tradition of excellence in academics and has been named twice to a list of national two-year colleges to be considered for the Aspen Prize for Community College Excellence. The mission of the Aspen Institute is to foster value-based leadership, encourage individuals to reflect on the ideals and standards that define a prosperous society, and provide a neutral and balanced venue for discussing and acting on critical issues. Other honors of the college include recognition as 20th in the 2012 CNN Money list of top community colleges and membership in the National Collegiate Honors Council. The college was listed 28th by TheBestSchools.org in 2013 and is on the 2015 Military Friendly Schools list. The StateUniversity.com website ranked PRCC as 15th on its list of the 500 best community colleges in the United States for 2015.

In addition to the college, numerous students have been nominated and won state and national awards. Several Career-Technical students recently competed and placed in the national SkillsUSA competition. Phi Theta Kappa (PTK), the Beta Tau Gamma chapter at the FCC was recognized as a Top 100 Chapter, competing against more than 1,300 chapters worldwide. The PTK chapters of PRCC have celebrated honors given to PRCC administrators. Past President, Dr. William Lewis was awarded, the Michael Bennet Lifetime Achievement Award while Dr. Adam Breerwood, President; Dr. Martha Lou Smith, Vice-President for the Poplarville Campus and General Education; and Dr. Jennifer Seal, Vice-President for Planning, Accreditation, and Hancock Center received the Distinguished Community College Administrator Award. Both chapters, Beta Tau Gamma and Iota Mu have been recognized for college projects which won awards regionally. Finally, in 2018, a PRCC student is the second in three years to win the Jack Kent Cooke Foundation Transfer Scholarship. The Jack Kent Cooke Foundation is dedicated to advancing the education of exceptionally promising students who have financial need. The Cooke Undergraduate Transfer Scholarship is a highly selective scholarship for the nation's top community college students seeking to complete their bachelor's degrees at four-year colleges or universities.

Students who attend PRCC not only have academic opportunities to excel but have numerous extra-curricular opportunities to shine. Student performers are found in the RiverRoad show choir, PRCC Singers choir, String of Pearls dance team, and Spirit of the River drum major, band, and color guard. The PRCC Wildcats varsity sports include football, men's and women's soccer, men's and women's basketball, men's baseball, women's softball, and rodeo. PRCC athletic teams are members of the Mississippi Association of Community and Junior Colleges and the National Junior College Athletic Association.

Construction of new buildings along with renovations to existing buildings is currently occurring on each PRCC campus. The newest additions to the Poplarville campus have been the Ethel Holden Brownstone Center for the Performing Arts, the Marvin R. White Coliseum, and the Dub Herring Stadium due to be completed 2018-2019 academic year. The college is committed to providing facilities equipped to guide students to successful learning experiences that encompass all aspects of life.

The commitment of the college to student success is grounded in its holistic approach to provide quality educational and service opportunities for all who seek them. This commitment is demonstrated not only in the classroom but outside through active involvement in student services and community activities. It is understandable with the level of commitment, PRCC again and again has been recognized as one of the nation's best community colleges.

PROGRAM HISTORY:

The Associate Degree Nursing (ADN) program was established in 1965 in response to the community need for registered nurses. The ADN program is currently located on the Poplarville campus in a building which was completed in 1997. The building has large classrooms, a simulation/skills laboratory, a computer lab, and private faculty offices. The first class graduated in

1967 from a program that was four semesters and one summer semester in length. Currently, the ADN program is four semesters in length once a student is granted admission. To complete the ADN program, a total of 72 credit hours are required of which 30 hours are general education courses and 42 hours are nursing. Students may apply to the ADN program by enrolling as a traditional 2-year student or as a LPN to ADN student. The LPN to ADN option requires the successful completion of one (1) part-time semester plus the completion of the final two semesters of the traditional option.

The ADN program was initially accredited by the National League for Nursing Accrediting Commission, now Accreditation Commission for Education in Nursing (ACEN), in 1987. The ADN program received full continuing accreditation in 1995 and in 2003. The ADN program did receive continuing accreditation with conditions in 2011. In 2013, the ADN program submitted a follow-up report outlining curriculum changes and noticeable improvements to program outcomes. The ADN program experienced declining first write pass rates in 2014 and 2015 which warranted a substantive change report. Since the writing of the report, the ADN program first write pass rates have increased. The ADN program currently has continuing accreditation status.

At the writing of the 2019 self-study report (SSR), there were 221 students enrolled in the ADN program for Fall 2018. To meet MS IHL standards, the ADN program had 18 full-time and 3 part-time (adjunct) instructional faculty members, a director, a program chair, a records/technology assistant, and an administrative/admissions assistant. The records/technology assistant position has evolved over the past three (3) years. Initially, the position was created to facilitate fingerprinting of faculty/students for criminal background clearance. Today, the position assists with the utilization of an online tracking system for student clinical requirements, creates rosters of potential applicants and enrolled students, maintains data related to student progression, and maintains the computer lab within the nursing building. Finally, to incorporate simulation as a clinical component of the ADN program, the simulation/skills lab position has been changed from a staff position to faculty position in Fall 2013. One of the full-time faculty members is considered the simulation/skills lab instructor whose concentration is on skill remediation, simulation/skills lab management, and simulation activities.

Entry into the ADN program is highly competitive and there are typically 100-120 qualified applicants each semester. Currently, the ADN program continues to admit twice yearly in the fall and spring semesters for both the traditional and LPN to ADN options. An average of 70-75 students are admitted to the ADN program each semester. The traditional option generally admits 60-65 and the LPN to ADN option admits 10-15 students. Table 1 - Enrollment of Students by Level furnishes student enrollment based on semester, year, and cohort (Level).

Table 1 - Enrollment of Students by Level

Semester	Level 1	Level 2	LPN to ADN	Level 3	Level 4	Total
Fall 2015	60	50	15	49	47	221
Spring 2016	68	48	12	53	54	235
Fall 2016	64	36	14	50	53	217
Spring 2017	62	48	15	43	47	215
Fall 2017	54	50	8	47	42	201
Spring 2018	59	44	9	58	41	211
Fall 2018	59	57	11	53	41	221

*Enrollment – tallied on 2nd Friday of each semester.

The ADN program is not without its own honors. In Fall 2015, as the ADN program was celebrating its fiftieth year of existence, the program was ranked third in the eastern region and first in the state by NurseJournal.org. The ADN program continues to strive for excellence by following the Wildcat Way...Pride, Respect, Class, and Character. As of Spring 2018, over 3000 students have graduated from the ADN program. Most of the graduates remain within PRCC's six counties and are providing nursing care in a variety of healthcare settings. Pearl River Community College ADN graduates are highly respected and eagerly recruited by area healthcare agencies.

SUMMARY of STANDARDS & CRITERIA:

Standard 1 – Mission and Administrative Capacity

- 1.1 Reflective of the purpose of the college, the ADN program serves students from multiple counties in Mississippi by preparing them to be competent nurses who will help meet the current and emerging needs of the workplace for registered nurses. The mission and philosophy of the ADN program are congruent with the mission and values of PRCC.
- 1.2 The nurse administrator (Director, Department of Nursing Education), program chair, nursing faculty and students participate in the governance of PRCC and the ADN program through councils, committees, and student-led organizations. All nursing faculty serve on at least one (1) of the four (4) program accreditation committees and volunteer to serve on additional committees related to the college and the ADN program. Input from nursing students is obtained through a variety of formal and informal opportunities. Participation in the PRCC Mississippi Organization for Students of Associate Degree Nursing Programs (MOSA) is encouraged.
- 1.3 The ADN Advisory Committee serves as the collective “communities of interest” for the program. The committee includes a variety of healthcare agency representatives, alumni, faculty representatives from the general education courses, directors from student support services, and representatives from other nursing education programs. The committee meets annually in the spring to provide input into the processes and decision-making of the ADN program. Achievement of the end-of-program student learning outcomes (see Appendix D: End-of-Program Student Learning Outcomes [PSLOs], p. 169) and program outcomes are shared with the ADN Advisory Committee each year.
- 1.4 The ADN program maintains strong partnerships with clinical agencies, regional higher education institutions, community organizations, and state/national agencies to promote nursing education, enhance the profession, and benefit the community. Program partners serve on the ADN Advisory Committee, provide financial support directly to the ADN program, offer employment to nursing students as patient-care technicians, and/or provide scholarships to qualifying nursing students.
- 1.5 The director holds a Doctor of Nursing Practice degree in Nursing Education from Samford University, a Master of Science in Nursing degree as a Neonatal Nurse Practitioner from the University of Tennessee, and a Bachelor of Science degree with a Nursing major from Southeastern Louisiana University.
- 1.6 The director is experientially qualified, meets SACSCOC, MS IHL, and PRCC requirements for the leadership position. The administrator was oriented and mentored to the role by the previous nursing director, college administrators, state nursing education director, deans and directors of statewide nursing programs, and through professional development.

- 1.7 The ADN program identifies a full-time faculty member as a course representative for each nursing course. The course representative provides guidance for course faculty and works with the director and program chair to ensure consistency throughout the curriculum. All course representatives are experienced nursing educators, have achieved a Master of Science in Nursing degree, and serve as a teaching team member in the course they represent.
- 1.8 The director is a full-time, 12-month position. The job description ensures that the director has the responsibility and authority for the development, implementation, and evaluation of the ADN program. The director has sufficient time and resources to fulfill the responsibilities.
- 1.9 The job description for the director includes the authority to prepare and administer the program budget. Nursing faculty are asked to provide input in the budgeting process by the identification of resources that promote achievement of PSLOs and program outcomes.
- 1.10 The nursing faculty and staff are governed by policies common to all faculty and staff of the college. Most nursing faculty policies are consistent with those of the governing organization, including discrimination/harassment, drug and alcohol-free workplace, and employee grievances. Specific policy differences for nursing faculty are consistent with the goals and outcomes of the ADN program and ensure that faculty are following affiliating clinical agency requirements.
- 1.11 The definition of distance education for the ADN program is aligned with that of PRCC. The ADN program does not offer distance education courses.

Standard 2 – Faculty and Staff

- 2.1 The ADN program employs 18 full-time highly credentialed, experienced nurses who encompass the range of abilities and expertise needed to achieve the goals and outcomes of the program. All full-time faculty are hired in adherence to the requirements set forth by SACSCOC, MS IHL, and PRCC.
- 2.2 The ADN program employs part-time (adjunct) clinical faculty each semester to meet staffing needs based on student enrollment and hospital faculty-student ratios. In the past three academic years, the ADN program has employed three (3) to five (5) adjunct clinical faculty who taught across all core nursing courses. Adjunct clinical faculty have the qualifications and experience required by SACSCOC, MS IHL, and PRCC.
- 2.3 The ADN program does not employ non-nursing faculty to teach nursing courses.
- 2.4 The ADN program uses preceptors in the final clinical course of the nursing curriculum. All preceptors must be licensed to practice as a registered nurse in Mississippi and have one (1)

year of experience. Preceptors are oriented to their roles and responsibilities and are mentored by full-time nursing faculty.

- 2.5 The number of full-time faculty is sufficient to ensure the achievement of PSLOs and program outcomes. Full-time faculty team teach and are responsible for the delivery of theory content. Each full-time faculty member assumes the responsibility of one (1) clinical group. Faculty serve on at least one (1) program accreditation committee and serve as academic advisors for currently enrolled nursing students.
- 2.6 All full-time nursing faculty meet the annual expectation of ten (10) contact hours of continuing education. Multiple examples are cited to confirm that faculty performance reflects scholarship and evidence-based teaching and current clinical practices.
- 2.7 The ADN program employs a sufficient number of staff to support program outcomes and PSLO achievement. This includes an administrative/admissions assistant and a records/technology assistant who are dedicated to the ADN program.
- 2.8 New full-time nursing faculty are oriented by a defined process at the college and at the ADN program level. New faculty are mentored by an experienced full-time nursing faculty member, the program chair, and/or the director.
- 2.9 All faculty are evaluated according to PRCC policy to ensure continued competence and effectiveness. For full-time faculty, the process includes goal setting and achievement, supervisor evaluation, and student evaluation of instruction. Evaluations for adjunct clinical faculty are conducted annually at the end of the academic year and include self, supervisor, and student evaluations.
- 2.10 All nursing faculty engage in ongoing development and receive basic and supplemental support for Canvas® (learning management system), as well as the systems used by the college for records management, registration, advising, and communication. Support is provided through college-sponsored training classes and the information/technology department.

Standard 3 – Students

- 3.1 The ADN program policies for students are congruent with those of PRCC. The policies are non-discriminatory, accessible online, and consistently applied throughout the time the student is enrolled in the ADN program. Differences between the ADN program student policies and those of PRCC are justified by the PSLOs, program outcomes, and the nature of clinical practice.
- 3.2 Accurate, clear, consistent, and accessible information about the ADN program is publicly available through the PRCC website, the *PRCC Student Catalog*, the *ADN Student*

Handbook, and other ADN program handouts. The status of the ADN program in regard to ACEN and MS IHL is displayed on the ADN section (ADN Home) of the PRCC website, in the *PRCC Student Catalog*, and in the *ADN Student Handbook*.

- 3.3 Changes in nursing policies and procedures are clearly and consistently communicated to students via email, verbally during class, and on the learning management system via announcements. If a policy revision affects evaluation, retention, or progression, a signed acknowledgment form is obtained from students. Policy changes that impact future applicants are placed on the ADN website section (Application Process) and emphasized in information sessions held by the program each semester.
- 3.4 Although the ADN program does not utilize alternative methods of delivery for instruction, nursing students have all-inclusive access to student services provided by the college to meet any need that arises.
- 3.5 The ADN program maintains the integrity of student records. The program ensures compliance with the Family Educational Rights and Privacy Act (FERPA) and the policies of PRCC.
- 3.6 Pearl River Community College maintains compliance with the Higher Education Reauthorization Act Title IV. The most recent three-year loan default rates for PRCC are as follows: 2013 – 19.5%, 2014 – 21.3%, and 2015 –16%.
 - 3.6.1 First time loan borrowers are required to complete entrance counseling and a master promissory note. Exit counseling regarding loan repayment must be completed prior to graduation. All students receiving financial aid are monitored in accordance with federal regulations.
 - 3.6.2 Students have easy access to information regarding responsible borrowing when awarded federal assistance.
 - 3.6.3 The Office of Financial Aid at PRCC implements all policies and procedures regarding the processing of student loans as defined by the U.S. Department of Education.
- 3.7 Pearl River Community College and the ADN program have established procedures to ensure student complaints and grievances receive due process and include evidence of resolution. The records of twelve (12) grievances filed since the last accreditation visit reflect resolution using due process.
- 3.8 Basic technology assistance is provided to all students including nursing students through Ready, Orient, Advise, & Register (ROAR) new student orientation. New students are oriented to RiverGuide (portal system) which gives access to other online systems used by PRCC. Incoming nursing students also receive an additional new ADN student orientation

prior to the start of the new semester. Nursing students are oriented to program technology prior to use and are reoriented during Enrichment 4 Success (remediation session).

- 3.9 Accurate, clear, and consistent information related to technology requirements are listed in course syllabi and the *ADN Student Handbook*. The ADN program does not have a distance education program option at this time.

Standard 4 – Curriculum

- 4.1 The ADN curriculum is consistent with contemporary practice. It incorporates the American Nurses Association (ANA), Standards of Professional Nursing Practice and Code of Ethics; the Mississippi State Board of Nursing (MSBN), Nursing Practice Law and Administrative Code; the Quality and Safety Education for Nurses (QSEN) Competencies; the Joint Commission, National Patient Safety Goals (NPSG); and the Mississippi Nursing Competency Model. The ADN program has five (5) clearly articulated PSLOs related to the following core competencies: Patient-Centered Care, Safety & Quality Improvement, Leadership & Professionalism, Evidence-Based Practice, and Collaboration, Communication, and Teamwork.
- 4.2 The five (5) PSLOs are used to organize the curriculum, guide the delivery of instruction, and direct learning activities. Each nursing course has Clinical/Course Student Learning Outcomes (CSLOs), content (unit) objectives, and identified learning activities that demonstrate progress toward achieving the expected level of achievement for each PSLO.
- 4.3 The development and implementation of the ADN curriculum is the responsibility of the nursing faculty and coordinated by the Curriculum Committee. Faculty continually review the curriculum for integrity, rigor, and currency, and revise the curriculum based on input from faculty-led reviews of course data. The Outcomes Committee evaluates the rigor of the curriculum to identify areas for improvement.
- 4.4 The ADN curriculum includes 30 credit hours of general education courses. The nine (9) general education courses were selected by the faculty to meet SACSCOC and PRCC graduation requirements in addition to providing a broad foundation on which to build nursing knowledge.
- 4.5 The ADN curriculum integrates cultural, ethnic, and socially diverse concepts in each nursing course. A variety of activities, sensitivity trainings, and caring interventions promote an understanding of healthcare delivery for diverse populations. The curriculum also includes culturally and regionally-specific perspectives on topics such as heart disease, cancer, COPD, stroke, and preventable injuries.

- 4.6 The ADN curriculum and instructional processes are aligned with Malcolm Knowles' adult learning theory, promote inter-professional collaboration among faculty and students, and integrate research and current standards of practice.
- 4.7 The ADN program measures student achievement of PSLOs through a variety of evaluation tools that reflect professional and practice competencies, including classroom examinations, course projects, article critiques, clinical assessments, and performance evaluations.
- 4.8 The ADN curriculum consists of 72 credit hours with 42 hours of nursing courses (58%) and 30 hours in general education courses (42%). This is consistent with SACSCOC and PRCC policies. The number of credits ensure that students meet graduation requirements; gain the knowledge, skills, and attitudes necessary to master all five (5) PSLOs; and are prepared to pass the NCLEX-RN to enter the workforce as a registered nurse (RN).
- 4.9 The ADN program provides clinical experiences to meet the needs of the program and support the achievement of PSLOs. Clinical agencies provide exposure to a range of services and specialty areas with sufficient patient census to ensure appropriate student clinical experiences. Practice sites include acute care, long-term care, and community-based clinical settings that provide students the opportunity to care for a diverse population across the lifespan. Opportunities for laboratory simulation experiences are included throughout the traditional and LPN to ADN program options.
- 4.10 The contractual agreements between the ADN program and clinical agencies are current, specify expectations for all parties, and ensure the protection of students.
- 4.11 The learning activities, instructional materials, and evaluation methods of the ADN program are based on best practices to support PSLOs in traditional in-class instruction, laboratory instruction, and clinical experiences. Currently, no core nursing courses are offered through distance education.

Standard 5 – Resources

- 5.1 Pearl River Community College supports the ADN program by providing fiscal resources commensurate with the resources of the college to achieve PSLOs and program outcomes. Fiscal resources include the allocated budget, student tuition, and grants.
- 5.2 The nursing building provides sufficient space and resources to meet the needs of the ADN program, faculty, staff, and students. Dedicated instructional classrooms, laboratories, and resource areas are spacious and equipped with the technology needed to ensure achievement of PSLOs and program outcomes.
- 5.3 The learning resources and technology in the nursing building, college library, simulation/skills laboratories, and resource areas meet the needs of the ADN program. A

variety of video, computer-assisted, and online educational resources are available to support instruction and student learning. These resources are comprehensive, current, selected with faculty input, and accessible to faculty and students.

- 5.4 All nursing courses are classified as traditional with web support. Additional fiscal, physical, technological, and learning resources are not needed for alternate delivery formats at this time.

Standard 6 – Outcomes

- 6.1 The ADN program has a Systematic Plan of Evaluation (SPE) that address the five (5) PSLOs that students are expected to achieve. The PSLOs are based on the following core competencies: Patient-Centered Care, Safety & Quality Improvement, Leadership & Professionalism, Evidence-Based Practice, and Collaboration, Communication, & Teamwork. Faculty analyze and trend data of one (1) PSLO per semester.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

In addition, the SPE addresses three (3) program outcomes:

1. NCLEX-RN pass rate
2. Completion rate
3. Employment rate

- 6.2 Graduates of the ADN program demonstrated an annual first-time pass rate of 93% on the NCLEX-RN in 2017, 78% in 2016, and 69% in 2015. First-time pass rates are analyzed annually and incorporated into the decision-making process for the maintenance and improvement of strategies to ensure nursing students pass the NCLEX-RN. First-time NCLEX-RN pass rates for the last academic year are posted online on the ADN section

(Program Outcomes) of the PRCC website. At the writing of the SSR, final results for the 2018 graduates are pending. However, 68 graduates out of a total of 74 (92%) have successfully passed the NCLEX-RN on the first attempt.

- 6.3 The expected level of achievement (ELA) for completion rate has consistently been met. Completion rates for the 2017-2018 academic year for the program was 82%. Rates of completion for the traditional option was 80% and for the LPN to ADN option, it was 95%. Completion rates are posted online on the ADN section (Program Outcomes) of the PRCC website.
- 6.4 The graduates from the 2016-2017 academic year demonstrated a 100% job placement rate as a RN and/or enrolled in higher education within one year of graduation, which reflects the ELA set by the ADN program. Job placement rates are analyzed annually and incorporated into the decision-making process for the maintenance and improvement of strategies to ensure students are placed in careers within one (1) year of graduation. Job placement rates for the 2017-2018 academic year for the program are posted online on the ADN section (Program Outcomes) of the PRCC website.

ANALYSIS of STRENGTHS & AREAS NEEDING DEVELOPMENT:

Based on an analysis of the findings during the self-study process, the PRCC ADN program was found to be in compliance with the 2017 ACEN Standards and Criteria for accreditation. The ADN program has a history of providing quality nursing education and is demonstrated in satisfaction surveys collected from clinical agencies. The process of the self-study confirmed many strengths of the ADN program and helped to formulate plans for future development as described below.

Significant Strengths

- Competent, dedicated faculty who are role models as nursing professionals, based on professional excellence, college and community involvement, and dedication to lifelong learning.
 - Faculty who value educational excellence and are willing to go the “extra mile” to promote student success.
 - Faculty who willingly provide quality mentoring for new and adjunct faculty.
 - Faculty who participate in professional development activities.
 - Faculty whose years of service bring consistency and stability to the ADN program.
- Positive relationships with area hospitals and healthcare organizations that enrich the educational clinical experience of students.
- Excellent reputation in the community for the quality of the ADN program and its graduates.
- A variety of clinical resources that provide the diversity of practice experience needed to meet program outcomes and student achievement of PSLOs.
- Program outcomes that demonstrate a commitment to excellence.
- Contemporary, integrated curriculum that focuses on five (5) defined PSLOs, promotes nursing as a decision-making process, and reflects current trends in healthcare.

- Comprehensive SPE aligned with ACEN Standards and Criteria that guides the operation of the ADN program and promotes continuous improvement.
- Improved percentile ranks in the NCLEX-RN test plan categories over the past three (3) years.
- Physical facilities of the nursing building that provide access to current educational technology and clinical practice learning environments.
- Comprehensive support services that promote achievement of PSLOs and program outcomes.
- Curriculum change to improve LPN to ADN student retention by integrating students in NUR 1207 with students in NUR 1210.
- Consolidation of content in the theory component of the core nursing courses; reduction of written paperwork in clinical component due to increased use of verbal plans of care.

Areas Needing Development

To maintain a level of excellence, the ADN faculty and administrators are committed to continuous quality improvements and actively seek opportunities for program growth. The following list includes activities that are currently underway or projects for future review and development:

- Implement a data collection plan to assist with identifying trends (i.e., demographics) related to student persistence (retention) in the ADN program.
- Continue to integrate and improve simulation experiences throughout the ADN program.
- Continue the measurement, tracking, and evaluation of PSLOs throughout the curriculum.
- Identify additional indicators in assessment strategies, to include national tests and other standardized tests to measure achievement of PSLOs. This includes establishing ELA to determine when actions are required.
- Continue to recruit part-time (adjunct) clinical faculty with advanced nursing degrees as needed.
- Implement a standardized process for curriculum change with the ADN program.
- Explore the development of a Weeknight/Weekend LPN to ADN option to meet the needs of a diverse student population.
- Continue to strive for 100% NCLEX-RN pass rate.
- Continue to offer information sessions that include student service representatives so potential students are knowledgeable on financial aid, housing, campus activities, registration, etc.
- Increase reliability of instructor created examination with the use of computer-based testing and item-analysis software.
- Expansion of the ADN program to other campus sites as a result of job market demands and student interest.

PRCC & ADN PROGRAM MANUALS:

PRCC Policy & Procedure Manual

<http://www.prcc.edu/faculty/policy-procedure-manual>

PRCC Faculty Handbook

http://www.prcc.edu/files/faculty/faculty_handbook.pdf

PRCC Student Catalog

<http://www.prcc.edu/files/catalogs/2018-2020%20Catalog.pdf>

PRCC Cat Country Guide

<http://prcc.edu/files/pdfs/cat-country-guide.pdf>

ADN Student Handbook

<http://prcc.edu/files/career-tech/adn-handbook.pdf>

**SECTION TWO:
PRESENTATION OF STANDARDS
ONE - FIVE**



Standard 1: Mission & Administrative Capacity

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

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

The ADN program supports and functions within the mission statement and goals of the governing organization (college). The overall mission of PRCC is to be “a public institution committed to providing quality educational and service opportunities for all who seek them.” The ADN program is committed to instruct students in the art and science of nursing, prepare graduates for successful passage of the National Council Licensure Exam for Registered Nurses (NCLEX-RN), and provide students with the skills necessary to practice as entry-level registered nurses in diverse healthcare settings.

The mission/philosophy of the ADN program are congruent with the strategic goals, core values, and mission of the college. Both seek to deliver the best possible education to students so they may be successful in their careers for which they have been prepared or so they may successfully transfer for studies at the baccalaureate/masters level.

The mission statement and strategic goals of the college can be found in the *PRCC Policy & Procedure Manual*, p. 5, the *PRCC Faculty Handbook*, p. 3, the *PRCC Student Catalog*, p. 14, and the *PRCC Cat Country Guide*, p. 3. The ADN program mission statement is in the *ADN Student Handbook*, p. 4 and on the ADN section (ADN Home) of the PRCC website. Tables 1.1.1, 1.1.2, and 1.1.3 provide comparisons of the missions, philosophy, goals, PSLOs, and/or core values of the college and the ADN program.

Table 1.1.1 - Comparison of PRCC Mission with ADN Mission/Philosophy

PRCC MISSION	ADN PHILOSOPHY	ADN MISSION
PRCC is a public institution committed to providing quality service and educational	The core competencies adopted by the ADN program are patient-centered care; leadership and professionalism; evidence-based practice; safety and quality improvement; and communication, collaboration, and teamwork.	The ADN program at PRCC is committed to instruct students in the art and science of nursing, to prepare graduates for successful

opportunities for all who seek them.	The goal is to educate students to deliver competent nursing care by incorporating the nursing process, the wellness-illness continuum, growth and development, and the needs of the patient into nursing practice. The registered nurse with an associate degree education is able to practice in diverse healthcare settings and is able to advance knowledge through practice and education.	passage of the NCLEX-RN exam, and to provide students with the skills necessary to practice as entry-level registered nurses in diverse healthcare settings.
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Table 1.1.2 - Comparison of PRCC Goals with ADN PSLOs

PRCC Strategic Goals	PRCC ADN PSLO's
<ol style="list-style-type: none"> 1. To prepare students to complete a degree or certificate program and to be competent in careers for which they have been prepared. 2. To provide quality student services. 3. To provide access to college courses and programs using various instructional methods, including online and dual enrollment/credit courses. 4. To employ qualified faculty and staff, compensate them well, and provide opportunities for their professional development. 5. To provide facilities, technology, and support staff in order to improve student learning, enhance faculty and staff performance, and augment community services. 6. To provide adequate communication among campus personnel and community members regarding the college's goals, outcomes, and activities. 7. To recruit and retain students from a diverse population. 8. To provide workforce training programs that meet requirements of business, industry, educational, and public service agencies for basic skills, specific job skills, and technical skills training. 	<ol style="list-style-type: none"> 1. Deliver quality, safe and effective patient-centered care. 2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication. 3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications. 4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan. 5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

Table 1.1.3 - Comparison of PRCC and ADN Core Values

PRCC Core Values: The Wildcat Way	ADN Core Values
Pride Respect Class Character	Professional Responsible Compassionate Caring

The overarching theme between the mission, the philosophy, the strategic goals, and the core values of the college and the ADN program is students are at the center of everything. A statement made by the President in Fall 2017 to an assembly of faculty and staff sums up the college’s and the ADN program’s goal, “I think about our students a lot, different ways to alleviate the challenges, the obstacles. I believe we can change lives here. I wouldn’t be standing here today if I didn’t.”

Criterion 1.2: The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities and participation list for committer students or available opportunities.

Pearl River Community College is a multi-campus, comprehensive community college organized to operate as a single institution under the governing policies of the College Board of Trustees. The parent campus is in Poplarville, MS, and the other campuses are the Forrest County Center and the Woodall Technology Center, Hattiesburg, MS; and the Hancock Center, Waveland, MS.

The college operates with a shared governance structure which allows for representation across all spectrums. Open channels of communication exist between college administration and all departments of the college. Meetings between departments occur at least once a semester, fall and spring. The Vice-President for Forrest County Operations (Allied Health and Nursing Programs) meets with the ADN program each semester with additional meetings as the need arises.

The Vice-President for Planning, Accreditation, and Hancock Center seeks recommendations for college committee membership from department administrators, faculty, and staff. By the end of the spring semester, recommendations are submitted to the President. The President makes committee appointments and distributes appointments to committee chairs at the start of the new academic year.

The director, program chair, faculty, and/or students serve on various college and program committees or councils. This participation is a testament to the shared governance structure of the college and the ADN program. All faculty and staff are members of the ADN Faculty Organization. Full-time faculty are members of the following accreditation committees of the Faculty Organization: Curriculum, Educational Resources, Outcomes, and Program Governance. A copy of the bylaws and faculty responsibilities are available for on-site review in the document display room. The ADN accreditation and program committee appointments are assigned by the director in fall of

every academic year. All full-time faculty have involvement in the governance of the ADN program (see Appendix A: Nursing Faculty Profiles, pp. 148-162).

Students of the ADN program are recommended by faculty, peers, or may volunteer to serve on accreditation and/or program committees. Students also have input into program activities through the MOSA meetings, which occur once a month during the academic year. Participation in the PRCC and the ADN program evaluation process by students gives feedback and insight into the workings of the college and the program. Decisions in curriculum changes, educational resource needs, and program governance are influenced by student evaluation outcomes. The *PRCC Policy & Procedure Manual*, p. 239 describes the involvement students have in governance of the college.

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

Communities of interest are a vital part in the evaluation and implementation of the ADN program. The ADN Advisory Committee meets annually during the spring semester. The committee is comprised of a variety of healthcare agency representatives, alumni, faculty, intercollegiate representatives, educational partners, and potential employers. Attendees discuss emerging needs and trends in the healthcare settings surrounding the college, nursing curriculum, and needs of the ADN students. Important information and updates are disseminated to the committee in regard to the college and the ADN program. Data collected regarding PSLOs and program outcomes are shared with committee attendees. The ADN Advisory Committee provides an avenue for ongoing dialogue by attendees to address issues that impact potential applicants, clinical experiences, continuing education, community practice issues, and readiness of ADN graduates for entry-level positions in healthcare.

The ADN Advisory Committee attendees are asked to complete a survey to evaluate the ADN program and its graduates. Results of the surveys are analyzed by members of the Outcomes Committee. Findings are shared with faculty and other entities. Any possible changes resulting from survey data are made accordingly with faculty and nursing administration input. Table 1.3.1 - Advisory Committee Attendees provides a listing of recent advisory committee attendees while Table 1.3.2 - Avenues for Input lists avenues utilized for providing input.

Table 1.3.1 - Advisory Committee Attendees

Facility/Organization	Position
Forrest Health Services: Forrest County General Hospital (FGH)	Chief Nursing Officer, Managers 9T, 8T, 7T, 6TN, 2T, NICU; Nurse Residency Program Coordinator, Healthcare Recruiter, Director of Education, Human Resources

Pearl River County Hospital and Nursing Home	CNA Instructor, Community Outreach, Human Resources
Bedford Care of Hattiesburg and Petal	Director of Nursing
Highland Community Hospital	Nurse Manager, Chief Nursing Officer, Human Resources Manager
Pearl River Community College	ADN Faculty, PN Program Chair, Recruitment, Student Success and Quality Enhancement, College Nurse, Library
South Mississippi State Hospital	RN Unit Coordinator, Director of Nursing, Human Resources Director
William Carey University	Dean of Nursing, Associate Dean of Nursing
Merit Wesley Medical Center	Education Coordinator
Stone County Hospital	Nurse Educator, Nurse Manager
Ochsner Medical Center - Hancock	Nurse Educator, Chief Nursing Officer
Hattiesburg Clinic	Director of Clinical Education and Training
Covenant Health and Rehabilitation of Picayune	Nursing Administrator
Pine Belt Mental Healthcare Resources	Administrator
University of Southern Mississippi	RN-BSN Coordinator

Table 1.3.2 - Avenues for Input

Communities of Interest	Avenues for Input
Students	<ul style="list-style-type: none"> • ADN Faculty Organization: Accreditation Committees Program Committees • Level Town Hall Meetings • Suggestion Box • Program Surveys • Graduate Chats
Faculty	<ul style="list-style-type: none"> • ADN Faculty Organization: Accreditation Committees Program Committees

	<ul style="list-style-type: none"> • Level Meetings • Personnel Evaluations
Clinical Partners	<ul style="list-style-type: none"> • ADN Program Surveys • ADN Advisory Committee Meetings • Educational/Health Fairs • Program Chair Site Visits
Intercollegiate Institutions	<ul style="list-style-type: none"> • ADN Advisory Committee Meetings • Departmental Meetings • Career/Educational Fairs

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

Community foundations, intercollegiate institutions, and nursing organizations are some of the partners of the ADN program. These partnerships have resulted in the ability of the ADN program to upgrade equipment, purchase supplies, and enhance the education of faculty and students. The partnerships ultimately assist the ADN program in meeting set outcomes. An example of such a partnership is the two (2) educational partners providing seamless articulation for PRCC ADN graduates to earn a Bachelor of Science in Nursing.

The Mississippi Organization of Associate Degree Nurses (MOADN) and the Mississippi Board of Nursing (MSBN) scholarships are managed by the PRCC Development Foundation with faculty input of recipients. The Mississippi Nurses’ Foundation (MNF) annual scholarship recipient is nominated by faculty and is managed by the director.

The ADN program partners with several charitable organizations in the community to provide service learning experiences for students. These service learning experiences not only benefit the community but also provide students the opportunity to display professional behaviors enhancing the nursing profession. These partners include but are not limited to: American Diabetes Association, Camp Bluebird, FGH Cancer Survivor Picnic, Paint the Town Pink - Breast Cancer Awareness Fair, PRCC Women’s Health Symposium, United Way Blood Drives, Backpack Buddies, Brother’s Keepers Ministries, and immunization clinics.

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

The director of the ADN program is a registered nurse who holds an unencumbered Mississippi RN license. The director earned a Doctor of Nursing Practice (DNP) degree in Nursing Education from Samford University, a Master of Science in Nursing degree with emphasis in Neonatology from the University of Tennessee, and a Bachelor of Science degree with emphasis in Biology and Nursing from Southeastern Louisiana University. The job description for the director of the ADN program is located under Appendix B: ADN Director, pp. 163-166.

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

The credentials of the director exceed the requirements of MS IHL, PRCC and SACSCOC. The director has the responsibility, authority, and sufficient time to do so. As a nurse for more than 29 years in several areas of nursing, the director is distinctively qualified for the position. Nursing areas include positions such as a neonatal/pediatric nurse, neonatal nurse practitioner, nurse educator, and now as nursing education administrator. The director has thirteen (13) years of teaching experience in nursing at the associate and traditional BSN level. During years of classroom instruction, the director served as course coordinator, member of committees related to admissions and curriculum, and chair of the ADN Safety and Ethics Committee. Scholarly works include local, regional, and national presentations, peer-reviewed journal reviewer, grant writing, and nurse educator certification (CNE). The director has received healthcare awards related to patient care, education, and community service. The director holds memberships in the ANA (MNA), NLN, Sigma Theta Tau, OADN (MOADN), MS Council of Deans and Directors for Schools of Nursing (MCDDSN), and MS Council of Associate Degree Nursing Programs (MCADNP). The director is a past board member of the OADN and is currently chair of the OADN-QSEN Taskforce Committee. The director currently is serving as president for MOADN. The director serves on the Accreditation and Evaluation Review sub-committee (AREC) of the MCDDSN. This committee reviews and updates MS IHL policies, procedures, and standards as guidelines for schools of nursing. Committee members also serve as site visitors for programs seeking state approval.

Orientation and mentoring to the role was provided by the previous nursing director, PRCC administrators, and other nursing administrators within the state of Mississippi. During the initial transition period, the previous nursing director (1994-2011) though retired, provided mentoring and served as a resource for administrative questions related to the ADN program. Additionally, the initial nursing director (1967-1994) of the program serves as a constant support and mentor. Further mentoring continues to be provided by the Vice-President for Forrest County Operations and through participation in meetings for directors of PRCC Allied Health and Nursing programs. The director has attended both the ACEN New Administrator Forum and the ACEN Self-Study Forum. The MCDDSN and the MCADNP allow for additional support from fellow deans and directors. The director also participated in two leadership programs: PRCC Leadership at Work in 2012 and Mississippi Community College Leadership Academy (MCCLA) in 2013. The director has been the nursing administrator for the ADN program since 2011.

The credentialing requirements for the nurse administrator (director) position can be found on page 5 of http://www.mississippi.edu/nursing/downloads/nursing_standards_2017.pdf. The curriculum vitae, job description, and transcripts for the director of the ADN program are available for on-site review in the document display room.

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

The faculty member who assists with the administration of the program is titled the ADN Program Chair. The program chair earned a DNP in Nursing Education from Samford University, an MSN in Nursing Education from William Carey University, and a BSN from the University of Southern Mississippi. The program chair also holds certification as a nurse educator (CNE). With various nursing experiences, the program chair has been a registered nurse for over 40 years. The program chair taught in BSN, RN-BSN, MSN, and PhD programs before coming to PRCC. She holds memberships in the ANA (MNA), Sigma Theta Tau, OADN (MOADN), MCDDSN, and MCADNP. The program chair is currently serving as secretary of the MCDDSN and vice-chair of the MCADNP. The program chair completed the PRCC Leadership at Work program in 2017.

The responsibilities of the program chair include, but are not limited to, coordinating content teaching schedules, ensuring each clinical rotation is scheduled appropriately, having adequate number of full-and part-time clinical faculty available for each clinical rotation, assisting with development of didactic (theory) and clinical calendars, and working with the records/technology assistant to ensure student compliance with clinical agency requirements. Another major responsibility includes assisting the director in managing faculty and/or student concerns and issues. The curriculum vitae, job description, and transcripts for the program chair of the ADN program are available for on-site review in the document display room.

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

The director is given the authority by the college to develop and direct the ADN program. She holds a full-time, 12-month position thus has adequate time and resources to fulfill the role responsibilities. All faculty and staff of the ADN program directly or indirectly report to the director (see Appendix C: ADN Organizational Chart, p. 167). Ninety-eight (98%) percent of the director's time is spent administering the ADN program and 2% is spent teaching dosage to fundamental students. The instructional component of the role is for fall and spring semesters. The entire summer semester is dedicated to the role of director. Sufficient time exists for all facets of the ADN program management including meeting faculty, staff, and student needs; budget; travel; college and departmental meetings; and serving on college committees.

As detailed in the job description (see Appendix B, pp. 163-166), the director oversees the development and implementation of the curriculum, the evaluation of PSLOs, and the monitoring of program outcomes. Evaluation of the ADN program and any resulting changes made are in conjunction with the nursing faculty, as evidenced in the minutes of the general faculty and committee meetings. The director facilitates the collection and dissemination of data related to the

ADN program rates of enrollment, retention, graduation, and job placement and satisfaction levels of students and employers. Data collected are used to evaluate the ADN program as well as conduct long-term planning. General faculty and committee meeting minutes are available for on-site review in the document display room.

An important area of responsibility for the director is facilitating communication within and between the ADN program and the college community. The director serves as an advocate for the ADN program and as a conduit for information between college administrators and faculty.

The director and program chair oversee new student orientation sessions for students accepted into the traditional and LPN to ADN options. Information sessions for those interested in the ADN program are also conducted by the director and program chair. All sessions are conducted with the assistance of faculty, students, and various college support services.

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

The ADN program budget is the responsibility of the director. Full-time faculty and staff are provided the opportunity to participate in the beginning stages of budget planning each spring via submissions of program needs for the next academic year. The ADN program budget for each fiscal year includes salaries, benefits, and other operational expenses. If the request is unable to be supported in the budget but is determined to significantly address student needs, PSLOs, and/or program outcomes, the director will seek other methods of funding to fulfill the request.

Initial needs assessments are reviewed by the director and forwarded to the Vice-President for Forrest County Operations. Department assessments are compiled and sent to the Vice-President for College Operations. Final budgets for all departments are reviewed by the President and sent for approval to the College Board of Trustees. The director receives notice of the approved budget in June for the upcoming academic year. Once approved, the director has full authority and responsibility to administer the budget for the ADN program. The procedure for budget planning is in the *PRCC Policy & Procedure Manual*, p. 133.

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

The ADN program faculty and staff are governed by policies common to all faculty and staff of the college. Policy differences are specific in nature to the needs of the ADN program. An area where the ADN program differs from other college departments is in teaching load. The college requires a thirty (30) hour work week for all full-time faculty. Since nursing faculty must be at clinical facilities to provide student instruction, they may, depending on scheduling, be physically on campus

less than 30 hours per week. However, actual contact hours (time spent with student and in office) meets and sometimes exceeds this requirement.

Traditionally, classroom teaching generates one (1) credit hour for each hour of instruction (50 minutes) and clinical/laboratory teaching generates one (1) credit hour for three (3) hours of instruction. Nursing course teaching loads are overall equivalent to those of other college faculty but are calculated according to actual clock hours of student instruction in theory, skills laboratory, and clinical settings. Utilizing this method of calculating teaching loads is necessary because of the nature of clinical instruction and the team-teaching environment. Nursing faculty receive full credit for theory, skills laboratory, and clinical instruction that results in theory teaching loads ranging 22-25 hours per semester, depending upon the course taught. Mississippi IHL requirements of a 1:10 faculty-to-student ratio in clinical and a 1:15 faculty-to-student ratio in the classroom setting also dictates a difference in nursing faculty workloads.

In addition to classroom and clinical/laboratory teaching hours, nursing faculty maintain weekly office hours to meet with students (including designated time for academic advising), participate in committee and course meetings, and perform other duties as assigned. Although office hours may be used to prepare for teaching and grading assignments, additional demands on nursing faculty often require these tasks to be completed outside of regularly scheduled office hours. Faculty workload schedules are submitted to the director and program chair every semester and are available for on-site review in the document display room.

Nursing faculty must adhere to the requirements of the clinical agencies to ensure that those agencies remain compliant with local, state, and federal regulations. All full- and part-time nursing faculty must hold an unencumbered MS RN license and maintain current American Heart Association Healthcare Provider Basic Life Support certification (CPR). Additionally, all full- and part-time faculty must have annual TB testing, initial criminal background checks, maintain up-to-date immunizations, and complete clinical facility and electronic health record orientations. Completion of these requirements is necessary to participate in clinical teaching experiences, as stipulated in clinical agency agreements. Clinical agreements are available for on-site review in the document display room. The policies related to workloads for PRCC faculty and staff are outlined in the *PRCC Faculty Handbook*, pp. 12 & 31 and the *PRCC Policy & Procedure Manual*, p. 156.

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

Currently, the ADN program offers one hybrid elective nursing course. There is congruency with the mission/philosophy of the college and the ADN program within this hybrid nursing course. All required core nursing courses are face-to-face with web support from the online learning management system. The learning management system is a comprehensive course management system with a customizable portal for online communications and with capabilities to supplement

instruction. The course site serves as the primary method for students to access course materials, communicate with faculty, and engage in online asynchronous class learning and discussions.



Standard 2: Faculty & Staff

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

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

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

The faculty of the ADN program is comprised of highly experienced and credentialed nurses who have a wide range of abilities and expertise needed to achieve the outcomes of the program. All nursing faculty are hired in adherence to the requirements set forth by the MS IHL, PRCC, and SACSCOC, as detailed in Table 2.1.1 - Required Qualifications for Nursing Faculty. All full-time nursing faculty hold a graduate degree in nursing, which is in compliance with MS IHL faculty requirements and with SACSCOC faculty credentials. During the Fall 2018 semester, eighteen (18) full-time nursing faculty taught the curriculum for the traditional and the LPN to ADN options of the ADN program. Every effort is made to hire faculty to teach within their specialty area. All theory courses are team-taught to leverage the various expertise of faculty. The profiles for nursing faculty during the Fall 2018 academic semester are provided in Appendix A, pp. 148-162. Current curriculum vitae and profiles for full-time faculty of previous years are available for on-site review in the document display room.

Table 2.1.1 - Required Qualifications for Nursing Faculty

Agency	Name of Agency	Requirement
<p>The program’s state regulatory agency for nursing</p>	<p>Mississippi Board of Trustees of State Institutions of Higher Learning (MS IHL)</p>	<p>Mississippi Nursing Degree Programs Accreditation Standards Procedure Manual, 2017 http://www.mississippi.edu/nursing/downloads/procedure_manual_2017.pdf Standard II. Faculty and Staff (pp. 5-6) State Specific Requirements - a. All nursing faculty (full-time, part-time and adjunct) in nursing programs must have a minimum of a master’s degree with a major in nursing and a minimum of one year of clinical experience as a registered nurse. b. All nursing faculty (full-time, part-time and adjunct) must hold an unencumbered license to practice in Mississippi. c. All nursing faculty (full-time, part-time and adjunct) must satisfy a criminal history background check. d. All full-time nursing faculty must implement an annual professional development plan, which includes ten (10) contact hours of continuing education each academic year. Part-time and adjunct faculty must satisfy the professional development requirement in accordance with their designated FTE. e. The majority of nursing faculty in graduate nursing programs must also have earned doctorates in nursing or a related field from regionally accredited institutions. f. Preceptors shall be academically/experientially prepared at or beyond the level for which the preceptor service is rendered and shall have a minimum of one year experience. g. All non-nurse faculty (interdisciplinary) must be academically/experientially prepared at or beyond the level for which teaching/clinical service is rendered, shall have a minimum of one year experience in the related field of study and satisfy a criminal history background check.</p> <p>Required Documentation for Faculty: 1. Transcripts (degrees; certifications) 2. Curriculum Vitae 3. R.N. License & Advanced Practice RN License, if appropriate 4. Certification (i.e. Role Specific – FNP, PMHNP, GNP, etc.) 5. Criminal History Background Check or signed affidavit</p>

		<p>6. Annual Professional Development Plan</p> <p>7. Validation of 10 contact hours by academic year</p> <p>8. Faculty Exception supporting documentation</p>
Other state agency (i.e., state department of education, state system, etc.)	N/A	
The program's governing organization	Pearl River Community College (PRCC)	<p>PRCC Policy & Procedure Manual http://www.prcc.edu/faculty/policy-procedure-manual Personnel Records A copy of each faculty member's application for employment, official transcript(s), letters of recommendation, evaluation reports, and other related data will be kept in files in the Office of the Vice-President for Poplarville Campus and General Education. Personnel records shall be available to other appropriate administrators as needed.</p>
The governing organization's accrediting agency	Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)	<p>SACSCOC – The Principles of Accreditation: Foundations for Quality Enhancement, 2018 Edition http://www.sacscoc.org/pdf/2018PrinciplesOfAcrcditation.pdf Section 6: Faculty (p. 6) Qualified, effective faculty members are essential to carry out the mission of the institution and to ensure the quality and integrity of its academic program. The tradition of shared governance within American higher education recognizes the importance of both faculty and administrative involvement in the approval of educational programs. Because student learning is central to the institution's mission and educational degrees, the faculty has responsibility for directing the learning enterprise including overseeing and coordinating educational programs to ensure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency. Achievement of the institution's mission with respect to teaching, research, and service requires a critical mass of full-time qualified faculty to provide direction and oversight of the academic programs. Due to this significant role, it is imperative that an effective system of evaluation be in place for all faculty members that takes into account the institution's obligations to foster intellectual freedom of faculty to teach, serve, research, and publish.</p>

		<ol style="list-style-type: none">1. The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. <i>(Full-time faculty)</i>2. For each of its educational programs, the institution<ol style="list-style-type: none">a. justifies and documents the qualifications of its faculty members. <i>(Faculty qualifications)</i>b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. <i>(Program faculty)</i>c. assigns appropriate responsibility for program coordination. <i>(Program coordination)</i>3. The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. <i>(Faculty appointment and evaluation)</i>4. The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. <i>(Academic freedom)</i>5. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. <i>(Faculty development)</i>
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Criterion 2.2: Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

The ADN program employs part-time (adjunct) clinical faculty each semester to meet staffing needs based on student enrollment and hospital faculty-student ratios. Adjunct clinical faculty assist in the simulation/skills laboratory and serve as clinical instructors. Adjunct clinical faculty are contracted based upon student enrollment in each individual nursing course. Therefore, adjunct clinical faculty may be hired to teach one (1) or two (2) clinical groups for an entire semester or for a rotation as short as eight (8) weeks. In the Fall 2018 semester, the ADN program employed three (3) adjunct clinical faculty and two (2) full-time faculty who taught overload in the traditional ADN option to meet the clinical faculty to student ratio need.

All adjunct clinical faculty are hired in adherence to the requirements set forth by the MS IHL, PRCC, and SACSCOC, as detailed in Table 2.1.1., pp. 31-33. While efforts are made to recruit adjunct clinical faculty with specialty areas consistent with course content, it is not always possible. Of the adjunct clinical faculty employed in Fall 2018, all had MSN degrees.

The adjunct clinical faculty profiles for the Fall 2018 semester are provide in Appendix A, p. 162. Current curriculum vitae and previous profiles for adjunct clinical faculty are available for on-site review in the document display room. Official academic transcripts for all full-time and adjunct clinical faculty are available in the Office of the Vice-President for the Poplarville Campus and General Education.

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

The ADN program does not utilize non-nursing faculty to teach nursing courses.

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

The ADN program uses preceptors in the final clinical course of the nursing curriculum (NUR 2209 - Medical/Surgical Nursing II). This clinical rotation offers students the opportunity to experience the transition from the role of student to that of a graduate nurse. Preceptors are RNs with whom the student spends an extended period [five (5) 12-hour shifts] during their scheduled clinical rotation. To ensure students work the same schedule as the assigned preceptors, students are required to meet with the preceptors to arrange clinical schedules. Throughout the preceptorship experience, the preceptor is responsible for mentoring and providing constructive feedback to the student, while keeping the nursing faculty apprised of the performance of the student.

To meet MS IHL requirements, all preceptors must hold an unencumbered license as an RN in the state of Mississippi and have a minimum of one (1) year clinical experience. Area hospitals assign preceptors for students based upon requirements, preceptor desire to precept, manager approval, and the number of preceptors needed. For some RNs, serving as a preceptor is part of an employer advancement program. Many preceptors are past graduates of the PRCC ADN program. Preceptors are oriented and provided with the ADN Preceptor Packet that details the role and responsibilities. Faculty (NUR 2209) oversee between 10-12 preceptor/student teams, working one-on-one with each assigned preceptor. Preceptors are required to verify that the preceptor packet was received and that they were oriented and mentored by a nursing faculty member. A sample of the preceptor packet along with preceptor signature pages for Fall 2018 are available for on-site review in the document display room.

Nursing faculty are available 24/7 to the preceptor and student in person or via telephone for guidance and to address any complications that arise. Nursing faculty physically meet with preceptors and student at least twice over the course of the preceptorship experience. At the conclusion of the preceptorship experience, students are rated for performance by preceptors in conjunction with course faculty. The Clinical Summative Evaluation (see Appendix J: Clinical Summative Evaluation, pp. 231-233) focuses on the CSLOs which align with the PSLOs. These outcomes are the expected educational outcomes for the culminating course.

Students also evaluate preceptors at the completion of the preceptorship experience. The preceptor evaluations are reviewed and discussed in the appropriate course level meetings. The results are forwarded to the preceptor and the appropriate nurse manager at the facility. Exhibits of evaluation reports for both preceptors and students are available for on-site review in the document display room.

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

The number of full-time nursing faculty teaching is sufficient to provide the leadership, instruction, and support necessary to meet the PSLOs and program outcomes. The ADN program currently employs eighteen (18) full-time nursing faculty, who are responsible for instruction in the classroom, laboratory, simulation, and clinical settings for the traditional and LPN to ADN options of the ADN program. All eighteen (18) full-time nursing faculty are contracted for 9-month academic year positions. One (1) full-time nursing faculty serves as coordinator for the LPN to ADN students. One (1) full-time nursing faculty serves as the simulation/skills lab instructor, who coordinates and conducts simulations with the involvement of nursing faculty and students.

The traditional option admits approximately 60-65 students each fall and spring semester. Once admitted, students are expected to complete in four (4) semesters: fall and spring of years one (1) and two (2). The LPN to ADN option admits each fall and spring semester approximately 10-15

students. The LPN to ADN option students are expected to complete in three (3) semesters: fall and/or spring of year one and the two (2) remaining semesters of year two (2).

Full-time faculty are responsible for the theory content taught within the ADN program. Since all nursing courses are team taught, each nursing faculty teaches the full complement of students in the classroom setting over the course of the program with the exception of LPN to ADN students in which NUR 1101 - Dosage Calculations for Nurses and NUR 1110 - Fundamentals of Nursing are waived. The overall faculty to student ratio of 1:12-15 allows each full-time nursing faculty to have no more than fifteen (15) theory advisees per semester. Faculty monitor the academic and clinical performance of advisees and may meet with advisees several times throughout the semester to discuss progress, assist with study skills, listen to student issues, and offer advice on ways to improve in class or clinical experiences.

For clinical experiences, faculty to student ratios meet MS IHL requirements of 1:10 and are based upon clinical facilities and the amount of supervision needed to assist students in achieving CSLOs. Additional adjunct clinical faculty are employed to maintain these faculty-to-student ratios in the clinical setting. Students also participate in observational experiences and inter-level collaboration on campus to augment clinical learning.

In the LPN to ADN option, students enrolled take the NUR 1207 - LPN Bridge course which is a part-time theory course with only simulation/skills laboratory requirements. This course is concurrently taught with NUR 1210 - Medical/Surgical Nursing I of the traditional option. Upon successful completion of NUR 1207, the student then completes the last two (2) semesters of the traditional option.

All theory courses are team-taught to leverage the various expertise of faculty. The responsibility for the teaching of theory content is divided among full-time faculty assigned in each course. Classroom teaching assignments are mutually agreed upon by course faculty at the beginning of each semester. The area of experience and expertise of the faculty member is taken into consideration. As indicated above, full-time nursing faculty are involved in clinical instruction as well as the shared theory teaching responsibility.

Full-time nursing faculty assume responsibility for one (1) clinical group of students. Clinical instruction involves laboratory teaching (primarily in the beginning courses) as well as supervision of students for clinical experiences. During clinical experiences, faculty are physically at the assigned units with students in the clinical area to provide instruction and evaluation. Clinical experiences are described in more detail in Standard 4 - Curriculum.

The ADN program has a full-time nursing faculty member who serves as the simulation/skills lab instructor and is responsible for developing and implementing simulation experiences for students. The simulation/skills lab instructor serves as a resource to course faculty as well as provides

instruction for faculty on simulation pedagogy including the development of objectives for simulation experiences.

All full-time nursing faculty are responsible for academic advising of students currently enrolled in the ADN program. Minimally, faculty meet with their assigned academic advisees for a success planning meeting during the time of open registration. This meeting involves developing an academic plan; updating/revising plan as needed; answering any questions students have throughout the semester, such as registration issues, academic progress, or graduation application process; and providing personal identification numbers (PIN) needed each semester for registration.

An additional responsibility of all full-time nursing faculty is committee participation. A complete listing of faculty college and program committee involvement is included in the Nursing Faculty Profiles (see Appendix A, pp. 148-162). Committee involvement may not directly ensure achievement of student success, it is however important in overall program success. The job descriptions for faculty and staff are available for on-site review in the document display room.

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

The ADN program believes that nursing requires a broad-based foundation, as well as lifelong learning. Faculty maintain clinical and educational expertise through a variety of methods including, participation in professional organizations; attendance at local, regional, or national conferences; participation with students at health fairs and other community-based projects; and completion of continuing education for renewal of nursing licensure or advanced certification. From 2015 to 2018, the number of faculty who have maintained employment with community clinics and healthcare agencies has ranged from 6-9, respectively.

Faculty define scholarship to include research outcomes, presentations and publications, leadership in professional and service organizations, development of clinical expertise, achievement and maintenance of professional certification, and external recognition of professional involvement. The ADN program had four (4) full-time nursing faculty complete doctoral programs. In 2015, two (2) received a Doctor of Philosophy (PhD) and one (1) in 2016 and 2017 respectively, completed DNP programs. Full-time faculty are required by MS IHL to engage in at least one (1) continuing educational unit (CEU) or ten (10) contact hours every year. Additionally, faculty attend professional development offered by the college each semester.

Faculty are encouraged to engage in scholarship individually via joining professional organizations, presenting at healthcare venues, or submitting manuscripts for publications. Faculty are provided service and outreach opportunities through campus-based programs as well as activities hosted by various colleges, universities, and healthcare agencies. An example of faculty collectively engaging in scholarship is the working alongside students on community-based projects such as the Paint the Town Pink - Breast Cancer Awareness Fair and PRCC Women's Health Symposium. Monetary

support is provided for professional development by PRCC through the operating budget and/or through the PRCC Development Foundation. Faculty submit a summary document (professional development report) annually of the preceding year’s professional/scholarly activities including all CEUs for MS IHL and PRCC.

Faculty are active in a variety of activities that demonstrate scholarship in the educational, healthcare, and community settings. Table 2.6.1 - Examples of Nursing Faculty Scholarship provides examples of professional development activities in which faculty have been involved. Faculty curriculum vitae and professional development reports are available for on-site review in the document display room.

Table 2.6.1 - Examples of Nursing Faculty Scholarship

Research – Doctoral Capstones	<ul style="list-style-type: none"> - Perceived Understanding of Accommodations by Students with Learning Disabilities and Faculty in Post-Secondary Institutions - The Impact of Error Driven Methodology in Student Simulation Scores - Mentoring and Faculty-to-Faculty Incivility in the Community College Setting
Grants	<ul style="list-style-type: none"> - Blue Cross/Blue Shield Mississippi Foundation - Lower Pearl River Valley Foundation - U.S. Department of Labor’s Trade Adjustment Assistance Community College & Career Training (TAACCCT)
Professional Conferences/Forums	<ul style="list-style-type: none"> ACEN MNA MOADN OADN QSEN
Awards	<ul style="list-style-type: none"> NurseJournal.org – Best in the Eastern Region MOADN – Nurse of the Year
Professional Memberships	<ul style="list-style-type: none"> ANA (MNA) OADN (MOADN) Sigma Theta Tau
Education/Practice	<ul style="list-style-type: none"> - Full-time Faculty: critical, adult medical/surgical, endoscopy - Adjunct Faculty: adult medical/surgical, school nurse
Leadership Positions	<ul style="list-style-type: none"> MOADN: Nomination Committee member

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

All non-nurse personnel provide services in support of the ADN program. The ADN program employs two (2) non-faculty staff, which includes one (1) administrative/admissions assistant and one (1) program records/technology assistant.

The administrative/admissions assistant has approximately 28 years of experience in office management and has been employed with the ADN program for eight (8) years. The position is full-time and contracted for 12-months. The administrative/admissions assistant is the first line of contact for potential and enrolled nursing students. The position is responsible for maintaining faculty and student files, directing students to appropriate college resources, answering emails and phone calls, accepting program applications, and providing support for the director, program chair, and faculty. The administrative/admissions assistant's work schedule is coordinated to ensure the office is staffed while classes are in session. Additionally, one (1) student worker per semester may be assigned by the college to assist the ADN program with routine office activities. Student workers generally work eight (8) to fifteen (15) hours per week.

The records/technology assistant has been employed with the ADN program for six (6) years. Initially, the assistant was a student worker for two (2) years prior to gaining employment with the college. The position was a part-time, 10-month contracted position until Fall 2018. Currently, the position remains contracted for 10-months but has been changed to full-time. The responsibility of the position is to maintain clinical requirement records for students, to maintain student data related to program applications, to maintain data related to student course outcomes, to conduct faculty and student criminal background screenings, and to register students for the pre-admission entrance exam. The records/technology assistant is the first line of contact for technology support for the program. The work schedule of the records/technology assistant is coordinated to ensure availability while classes and simulation are in session.

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

The orientation of new nursing faculty begins with a scheduled meeting arranged by the director or the program chair. A tour of the college campus is provided. Opportunities to review college policies, services, and benefits along with completing all required employment forms are provided during the tour. All new faculty to the college attend training classes for the portal system which provides access to Banner, Canvas, DegreeWorks, Argos, LYNX, Wildcat Web, and GradesFirst; all of which are needed to assist in the role of being a faculty member.

At the program level, the director and program chair use an orientation checklist as the basis for discussion of the policies and procedures guiding the ADN program; the core values, mission, philosophy, and curriculum; the college and program resources; and the overall faculty performance

expectation. The director or program chair assigns an experienced full-time nursing faculty to serve as a guide and mentor for each newly hired employee of the ADN program. This mentor relationship is designed to support new educators as they navigate the policies and procedures, progression of courses, and implementation of the curriculum of the ADN program. Mentors share strategies for success in the classroom and clinical arena to support new educators as they learn the culture of the college and the ADN program. New nursing faculty also work closely with course team members, who introduce the course syllabus, course requirements, calendars, grading, assignments, test development, testing, and expectations for supervision of students in the clinical area. Experienced and new faculty work together on preparation, administration, and analysis of the reliability/validity of examinations.

A half-day orientation for newly employed adjunct clinical faculty begins with a tour of the college campus. An overview of college policies and services along with completing all required employment forms are provided during the tour. During the orientation, a review of the PRCC manuals and the *ADN Student Handbook*, as well as course requirements, grading criteria, expectations for written assignments, and the supervision of students in the clinical setting are discussed. The program chair and course team members serve as mentors to newly hired adjunct clinical faculty. This includes providing contact information to allow for questions at any time during initial clinical experiences, reviewing and offering suggestions regarding the grading of student assignments, and serving as a resource regarding student clinical evaluation. All new adjunct clinical faculty are required to complete the training class for the learning management system.

As part of the onboarding process for both full-time and adjunct clinical faculty, at least two (2) days are spent in the clinical setting. The first day for healthcare agency, electronic health record, and unit orientations. The second day is spent shadowing a staff nurse on the expectations and operations of the unit. Arrangement of additional days is available if needed. A copy of the learning management system training dates and the new ADN faculty orientation checklist are available for on-site review in the document display room.

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

Full-time Nursing Faculty

All new full-time nursing faculty are evaluated annually by the director for six consecutive years. All other full-time nursing faculty are evaluated every three years thereafter. This evaluation process complies with the policies of the governing organization. The faculty evaluation process is a formative process. The formative intent contributes to faculty development, self-improvement, and effectiveness in instruction. The process assesses professional development and college/community service involvement of each individual faculty member. The goal of the evaluation process is to improve instruction and thus enhance the learning environment and success of the student.

Nursing faculty are evaluated per college protocol by students at the end of fall semester utilizing an instrument administered by the college. The ADN program uses an online survey to evaluate clinical instruction every spring semester.

Adjunct Clinical Faculty

Adjunct clinical faculty are also evaluated according to PRCC policy by students at the end of fall semester. The ADN program includes adjunct clinical faculty in the online survey used to evaluate clinical instruction every spring semester.

The director reviews all full-time and adjunct clinical faculty evaluations and meets with the faculty member to discuss the evaluation and develop a plan to address any areas needing improvement. If improvement is needed, an opportunity is given to do both formal and informal reviews of teaching modalities during the next evaluation period of instruction.

The evaluation process includes provisions to ensure faculty rights are maintained. All faculty have the right to appeal disputed evaluations. Full-time and adjunct clinical faculty evaluation data are available for on-site review in the document display room.

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

A learning management system is used for instructional assistance and communication. All nursing courses utilize the learning management system, which serves as the primary method for students to access course materials (i.e., course syllabi, course calendars, examination information, course grades, and other information specific to course requirements), communicate with faculty via email, and engage in class learning activities and announcements/discussions. In alignment with PRCC policy, the ADN program requires all new full-time and adjunct clinical faculty to enroll in learning management system training. Advanced training is offered periodically for those faculty members interested in increasing their knowledge base and/or customizing their course in the learning management system. For example, the Office of Institutional Planning and Research provides ongoing instruction throughout the year to support continued learning of faculty especially in areas involving the portal system. Although the ADN program does not utilize distance education at this time, faculty have found these training sessions provide professional development that enhance teaching strategies. A list of professional development offerings hosted by the college are available for on-site review in the document display room.



Standard 3: Students

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

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

All PRCC students are guided by the policies and procedures of the college. Student policies and procedures are publicly accessible via the PRCC website. The policies and procedures can be found in the *PRCC Cat Country Guide* and in the *PRCC Student Catalog*.

The *PRCC Cat Country Guide* is reviewed annually and as needed by the Student Services Committee. Any procedural change is made by this committee. Policy changes are made by the PRCC Policy and Procedure Committee with approval of the College Board of Trustees. Communication of any changes to policies and procedures is communicated to all PRCC students is via mass communication through the learning management system.

The students of the ADN program are expected to follow the policies and procedures of the college. Exceptions do exist in regard to those policies and procedures that are necessary to meet the requirements of the ADN program and the requirements of clinical agencies. The *ADN Student Handbook* details the policies and procedures that apply only to ADN students. The *ADN Student Handbook* is accessible publicly on the ADN section (ADN Student Handbook) of the PRCC website. A summary of the differences in the college and the ADN program policies along with their locations can be found in Table 3.1.1 - Differences between PRCC & ADN Program Policies.

The *ADN Student Handbook* is reviewed annually and as needed by the director, the program chair, and the Program Governance Committee. Any proposed changes are discussed amongst committee members. After discussion/review, the committee presents the proposed change to faculty during general faculty meetings. Any change approved to the *ADN Student Handbook* is communicated to students via verbal and/or written notice.

Details of communication processes for both the college and the ADN program are further discussed in Criterion 3.6. Copies of the *PRCC Cat Country Guide*, the *PRCC Student Catalog*, and the *ADN Student Handbook* are available for on-site review in the document display room.

Table 3.1.1 - Differences between PRCC & ADN Program Policies

Nursing Policy	Content Location	College	ADN Program
Absences	<p>College: Student Catalog p. 62</p> <p>Cat Country Guide (CCG) CCG pp. 18-20</p> <p>ADN: Student Handbook pp. 30, 34</p> <p>All course syllabi</p>	<p>The college expects regular and punctual attendance of all students. Academic and technical students missing a class more than twice the times it meets in a week during a semester will be dismissed from that class due to excessive absences. A student may not be absent more than twice as many times as the number of semester hours of credit conveyed by a course. An absence is defined in this case as missing fifty minutes of a lecture class or missing one hundred minutes of a laboratory, shop, activity, or field type of class. An instructor may propose a stricter rule for absences from a class if approved by the instructor's immediate supervisor and by the next level of administration. The absence rule for any class must be included in the course syllabus provided to all students at the first meeting of the class. Three tardies will count as one absence. A tardy of 15 minutes or more will be considered an absence. A student leaving any class without permission will be counted absent.</p>	<p>The ADN program follows the college's policy on attendance.</p> <p>Attendance in the classroom is considered important and expected. The student will be counseled on the 3rd absence on Level 1/Level 2 or LPN to ADN and on the 2nd absence in Level 3/Level 4. The student will be dismissed from the program with any additional absence following the counseling session.</p> <p>Clinical attendance is mandatory as it provides the student with the opportunity to apply knowledge and develop attitudes and skills needed for patient care. Many experiences are impossible to duplicate; consequently, absences may prevent the learning/evaluation process to take place and may result in failure of the clinical component of the course. A student missing less than 15 minutes will be considered tardy. A student more than 15 minutes late will be considered absent. Should an extreme circumstance result in a clinical absence, the student must verbally notify the clinical instructor prior to the clinical experience, if at all possible. The student must contact the clinical faculty member upon returning to the program.</p>

Non-Discrimination Statement	College: Catalog p. 1 CCG pp. 10, 17, 71 ADN: Student Handbook pp. 3, 27-30 Rack card Website All course syllabi	PRCC offers equal education and employment opportunities. The college does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability.	ADN program requires students to meet the Core Performance Standards to provide adequate patient care.
Selection and Admission Requirements	College: Student Catalog pp. 20-23 CCG p. 17 ADN: Rack card Website	PRCC adheres to an open admission policy. All applicants who have met admission requirements will be considered for acceptance. However, admission to the college does not guarantee admission to a specific program. To be admitted to PRCC, the following documents must be submitted: 1. PRCC application for admission; 2. Official transcript from an accredited high school indicating date of graduation or GED test transcript indicating passing; 3. Official transcript from every college attended; 4. ACT scores.	The ADN admission criteria includes those posed by the college as well as specific criteria developed by the ADN faculty. Recommendation of applicants is made by the ADN Admission Committee. Applicants must have two of the following criteria to be considered for admission: ACT composite score of 18 or higher; GPA 2.5 or higher; Pre-Admission Exam – Kaplan Entrance Exam 65% or higher.
Academic Progression Requirements	College: Student Catalog p. 44 CCG pp. 60-62	Satisfactory progress will be measured according to the following scale: # of hours attempted: <u>HOURS</u> <u>GPA</u>	The ADN progression requirements include: 1. The student must maintain a grade of “B” or higher for each nursing course and a grade of

	ADN: Student Handbook pp. 17-18 Website	0-30 1.75 >31 2.0	“C” or higher for each ADN required general education course. 2. ADN general education courses must be completed before or within the semester of nursing courses. If a student withdraws from a required co-requisite general education course(s) within the semester, the student must also withdraw from the nursing course(s).
Withdrawal/Dismissal	College: Student Catalog p. 65 CCG pp. 30-31 ADN: Student Handbook p. 18 Website	During the registration period, a student who wishes to withdraw from a class may complete the process on-line or seek the assistance of his or her advisor. After the last day of registration, a student should consult with the instructor of that class and request the instructor to complete the online withdrawal form. A student who wishes to withdraw from an on-line course must complete the online withdrawal form located on the eLearning website. No grade will be given if a student withdraws from a class during the drop/add period. After the drop/add period, a student who requests to withdraw may withdraw with a grade of “W” at any time prior to the last scheduled day of regular classes. After that date, the student must proceed with the final exam. A student who is dismissed from a class because of excessive absences at any point in the term will receive a grade of “W”.	A student requesting to withdraw from the ADN program must meet their faculty advisor in order to initiate the proper withdrawal process. The student is required to complete an ADN Student Exit Evaluation form and a MS IHL Exit Interview form to properly withdraw. The student may be required to meet with the program chair and/or director if deemed necessary. Both forms should be submitted to the director, who will complete the college required online withdrawal. A copy of the forms is filed in the office of the director as well as in the student’s permanent file.
Graduation Requirements	College: Student Catalog p. 68 CCG pp. 23-24 ADN:	The Associate in Arts degree is awarded to students who meet either of the following requirements: 1. Complete a minimum of 60 semester hours to include the 34 semester hour basic core curriculum and 26 semester hours of transferable electives (a maximum of four activity hours may be applied	To receive an Associate in Applied Science Degree in nursing, the student must: A. Complete all required Nursing (NUR) courses with a grade of “B” or better. B. Complete all required General Education courses with a grade of “C” or better.

	<p>Student Handbook p. 18</p> <p>Website</p>	<p>toward graduation); and, attain an overall grade point average of 2.0 or higher.</p> <p>2. Complete the first two years of a baccalaureate program of study found in any accredited four year college or university catalog or the Mississippi Community College Board Articulation Agreement which has become effective since the student began college studies; and, attain an overall grade point average of 2.0 or higher.</p> <p>The Associate in Applied Science degree is awarded to a student who completes the prescribed technical course of study in his or her chosen field as outlined in the college catalog and attains an overall grade point average of 2.0 or higher.</p>	<p>C. Meet all PRCC graduation requirements.</p>
Grievance/Complaints /Appeal Procedures	<p>College: Student Catalog p. 58</p> <p>CCG pp. 52-54</p> <p>ADN: Student Handbook pp. 21-23</p> <p>Website</p>	<p>All students enrolled in PRCC are expected to conform to the ordinary rules of society, the laws of the State of Mississippi, and the Code of Student Conduct as stated in the Student Catalog and the CCG. The college reserves the right to apply appropriate sanctions to any and all violations of these standards as necessary. While the burden of being familiar with institutional regulations lies on the student, the college affords the following procedures in order to insure that every student's rights are protected.</p>	<p>The ADN program has the following resolutions:</p> <p>Informal Resolution –where students are responsible for making every attempt possible to resolve issues informally and immediately. The informal procedure commences when a grievance by a student is submitted to the appropriate faculty member or program chair.</p> <p>Formal Resolution - If the informal grievance procedure has been exhausted, the procedure for formal resolution within the ADN program is for the student to submit a written grievance along documentation of the details and rationale for the grievance including details of previous meetings with faculty and/or program</p>

			<p>chair. All documentation must be submitted to the director.</p> <p>The director has the right to uphold, modify, or overturn the informal decision. The director will notify all involved parties in writing of the final program decision. Notification of the final decision will be conveyed to the VP for Forrest County Campus.</p> <p>The student following the decision of the director has the right to a formal college grievance, as outlined in the <i>PRCC Student Catalog</i> or the <i>PRCC Cat Country Guide</i>.</p>
Transfer of Credit	<p>College: Student Catalog pp. 21, 24-25</p> <p>ADN: Website</p>	PRCC accepts credits from other accredited institutions provided that the admission requirements of PRCC are met as stated under the General Admission section of the PRCC Student Catalog.	Nursing programs vary in the content of each course; therefore, each completed nursing course syllabus is reviewed to ensure the content was covered. Upon review, the applicant may be required to take additional nurse course work in order to meet PRCC and ADN program/graduation requirements. In addition, the applicant must provide a letter from the former dean or director of any nursing program attended stating applicant's standing with program.
Health Requirements	<p>College: Student Catalog p. 57</p> <p>ADN: Student Handbook pp. 29-30</p>	The college offers every advantage possible to preserve and promote physical well-being. A registered nurse is employed full-time by the college during the regular school year. A modern health clinic is located in the Crosby Hall on the main campus. In cases of serious illness an effort will be made to contact the parent or guardian, but in cases	The ADN program abides by the college's policy on Student Health Services, Communicable Diseases, Pregnancy of Nursing and Career & Technical Students.

	Website	of emergency, action will be taken on the advice of the attending physician, with the understanding that the cost of the special services and medicines will be borne by the student or person responsible for the student's expenses. Special medicines, X-rays, and medical services, other than those rendered by the school nurse, are not provided at college expense. The college requirement of immunizations or any specific health requirement for admission is limited to dormitory students.	<p>Liability insurance is required before a student will be allowed to participate in the clinical experience.</p> <p>Upon acceptance into the program, a student must submit a completed Health Form by the first day of class in order to meet clinical requirements.</p> <p>To fulfill clinical affiliate agreements, ADN students are required to obtain Tdap, Varicella, MMR vaccinations, and yearly tuberculosis testing, with optional HBV vaccination.</p> <p>Upon admission, a student is required to sign the Student Health Contract in order to maintain her/his optimum health status on campus and at clinical facilities.</p> <p>If changes in the student's health status that may affect clinical performance occurs, the health care provider will need to determine if the student can meet the clinical requirements. To prevent infectious disease, students will not attend clinical or the classroom setting while experiencing a contagious or infectious illness.</p>
Convention Attendance	ADN: Student Handbook p. 42	N/A	Students in Level 2, LPN to ADN, & Level 3 during spring semester are required to attend the annual MOADN/MOSA convention.
Substance Screening	ADN: Student Handbook pp. 23-24	Allied Health & Early Childhood Programs	Students enrolled in the ADN program are screened for substance abuse/use upon entering the program and randomly thereafter to satisfy clinical agency requirements.

Criminal Background Check	ADN: Student Handbook pp. 20-22 Website	Allied Health Programs	Students enrolled in the ADN program are required to complete a CBC questionnaire and submit to fingerprinting for CBC clearance through the MSDH. Clearance is required to satisfy clinical agency requirements.
Dress/Uniform Code	ADN: Student Handbook pp. 35-37	Allied Health Programs	Students enrolled in the ADN program follow the dress code of the college for the theory component of nursing courses. Students are required to follow program policy in regard to clinical and skills lab dress requirements.

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

Accurate, clear, consistent, and accessible information about the ADN program is publicly available from multiple sources. The PRCC ADN Website, is the primary source of information about the program, including program options, application information materials, current accreditation and approval status, ACEN and MS IHL contact information, NCLEX-RN pass rates, completion rates, and job placement rates for graduates.

Additional resources providing program information include the *PRCC Student Catalog*, ADN Rack Cards, and the ADN Application Process packet. All publications related to the ADN program are reviewed by the director, the program chair, administrative/admissions assistant, and the Program Governance Committee annually. The ADN section of the PRCC website is reviewed monthly for accuracy and for proper operation of links during the academic year by nursing faculty.

Students interested in the ADN program are encouraged to attend an information session which provides detailed information regarding application, admission, and progression through the program. An explanation of the required theory and clinical days/hours of each semester is provided during the session. Information sessions are held one month prior to application deadline dates. The sessions are facilitated by the director with the assistance of the program chair, faculty, students, and college student service representatives. Dates, times, and locations for the information sessions are displayed on the ADN section (ADN Home) of the PRCC website.

ADN Rack Card

The ADN Rack Card provides general admission information about the program. The rack card refers a potential applicant to obtain an ADN Application Process packet from the PRCC website or from the office of the administrative/admissions assistant. The rack card also includes information regarding the program of study.

ADN Website

The ADN section on the PRCC website offers general information about the program on the ADN Home tab. The other navigational tabs include program outcomes, application process information, applications, Kaplan Entrance Exam registration, transfer of nursing credit, criminal background check, LPN employer verification form, ADN application check list, program of study, *ADN Student Handbook* link, and a listing of faculty and staff. The ADN section is reviewed monthly for internal consistency and for proper operation of links during the academic year by nursing faculty. The website is updated when necessary for accuracy.

ADN Application Process Packet

The ADN Application Process packet contains detailed information about admission requirements. A potential applicant may obtain this packet from the administrative/admissions assistant or from the

ADN section of the website. The packet is reviewed annually by the director, program chair, and the Program Governance Committee and updated accordingly.

PRCC Student Catalog

The *PRCC Student Catalog* is available online on the PRCC website. The catalog is updated as needed for minor revisions following approval by the ADN director and the Vice-President for the Poplarville Campus and General Education. Major revisions are made following the College Board of Trustees' approval during new edition years.

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

Students of the ADN program are provided clear directions on how to access the *ADN Student Handbook* online at new student orientation. A statement of receipt is signed by students demonstrating knowledge and understanding of the accountability for the policies contained within the handbook. The *ADN Student Handbook* is updated annually on the PRCC website. The updates incorporated apply to all new and returning students. When necessary, immediate changes in policies and procedures are communicated to students in writing via an addendum, verbally during class, posted on bulletin boards, uploaded to the lobby monitor, and through learning management system announcements. A signed addendum is obtained from each currently enrolled student if the change affects student evaluation, retention, or progression.

To further increase understanding of any changes within the ADN program and/or within the college, the director conducts a general assembly with the entire student body on the first day of class. During this assembly, changes are discussed at length to update all new and returning students. Another avenue of communication between the ADN program and students, is having student representation on the Program Governance Committee. This membership allows the student representative to give input and it allows insight into how changes may affect students.

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

Student services offered at PRCC are consistent with the mission to be a “public institution committed to providing quality educational and service opportunities for all who seek them.” Associate degree nursing students have access to student services provided by the college. Student services can be found in the *PRCC Student Catalog*, pp. 56-60 and in the *PRCC Cat Country Guide*, pp. 7, 8, & 12. Personnel providing student services meet college and accrediting agency academic credential requirements. A listing of the services, locations per campus, and personnel are provided in Table 3.4.1 - PRCC Student Services.

Table 3.4.1 - PRCC Student Services

Service	Campus/Location	Poplarville Campus	Personnel
Admissions (Registration & Records)	FCC, Hancock, Poplarville	Administrative Building – 1 st floor	Director of Admissions & Records: Tonia L. Seal, MS
Campus Police	FCC, Hancock, Poplarville	Campus Police Station	Director of Public Safety: Butch Raby
Child Development Lab School	Poplarville	Physical Plant Building	Department Chair of Early Childhood Education Technology: Judy Smith Shaw, BS, MA
Disability Services	FCC, Hancock, Poplarville	Administrative Building – 1 st floor	ADA/Civil Rights Coordinator: Tonia L. Seal, MS
eLearning Center	FCC, Poplarville	Crosby Hall – 1 st floor	Director of eLearning: D. Michele Mitchell
Financial Aid	FCC, Hancock, Poplarville	Administrative Building – 1 st floor	Director of Financial Aid: Tyia Brooks
Health Services	Poplarville	Crosby Hall – 1 st floor	Susie Hall, RN
Office of Student Services	FCC, Hancock, Poplarville	Administrative Building – 2 nd floor	Assistant Vice-President of Student Services: Maghan James MS, E.Ds.
Office of Student Success	FCC, Hancock, Poplarville	Crosby Hall – 2 nd floor	Director of Student Success: Amy Townsend, PhD
Student Activities	Poplarville	Wellness Center/Shivers Gym	Coordinator of Student Activities: Jason Francis
Student Housing	Poplarville	Administration Building-- 1 st floor	Coordinator of Resident Life: Camille Williams
Student Life (Organizations)	Poplarville	Administrative Building – 2 nd floor	Director of Student Life: Jason Francis
Student Support Services	FCC, Hancock, Poplarville	Jefferson Davis Hall, Room # 109	Director of Student Support Services: Georgia Field, MS
Veterans Affairs	FCC, Poplarville	Administrative Building – 1 st floor	Veterans Administration Certifying Official: Gloria Wasmund

Wellness Center	Poplarville	Wellness Center/Nursing Building	Director of Wellness Center: Tara Rouse, PhD
Wildcat “Bookstore” Den	FCC, Poplarville	Crosby Hall – 1 st floor	Director of Bookstore Services: Candace Harper

Admissions – Registration & Records

The Admissions Office oversees student admissions, registration, and records activities. Degree and certificate seeking students apply for admission online through the PRCC Admission Application. The office provides student services that include: verification of enrollment, dual enrollment, transcript processing, transcript evaluation, attendance tracking, and graduation audit processing. Office staff are available to serve students during regular business hours. The office maintains integrity of student records, ensuring compliance with the FERPA guidelines as outlined in the *PRCC Cat Country Guide*, pp. 9, 10, & 16-17 and the *PRCC Policy & Procedure Manual*, pp. 88, 241, & 249.

Campus Police

The Campus Police, located in Hancock Hall (Larry L. Stanford Building), is a certified police department staffed with full-time, state certified police officers who have full enforcement authority for college, city, county, and state laws, regulations, and ordinances. The police department is committed to the prevention of crime and protection of life and property. It is directed by the Director of Public Safety and consists of 8 full-time and 22 part-time police officers who patrol the campus 24 hours per day, 7 days per week. Emergency contact numbers are posted campus wide such as dormitory lobbies, classrooms, etc. The police officers are available to provide supportive assistance to the local police and sheriff departments upon request. The police department manages a mass notification system for notifying faculty, staff, and students about weather alerts and other emergencies. Students enrolled at PRCC are provided with criminal background checks and fingerprint service through the police department. The latest Federal Crime Awareness Statistics regarding campuses of PRCC are listed at www.prcc.edu/campus-police and in the *PRCC Cat Country Guide*, p. 13.

Child Development Lab School

The PRCC Child Development Lab School is a service available to PRCC faculty, staff, students, and the public. Three (3) full-time credentialed teachers are on duty during the hours of operation from 0730-1630, Monday through Friday during the fall and spring semesters. Enrollment is open for children from infancy to preschool age. It is licensed by the MSDH - Child Care Licensure and accredited by the National Association for the Education of Young Children.

Disability Services

The Americans with Disabilities Act (ADA) staff serve as a liaison and advocate for students with disabilities. Students can seek services individually or may be referred by faculty, support staff, vocational rehabilitation, or other personnel. Students with documented disabilities may request

modifications, accommodations, or auxiliary aids, which will ensure the post-secondary education program is accessible to them to the greatest extent possible. Under the law, students requesting accommodations must provide the college with up-to-date and valid documentation of a disability. The appropriate disability coordinator will communicate in writing with the student and with faculty regarding the “reasonable accommodations” and services to be provided after the disability application has been processed and approved. Students of the ADN program who qualify for accommodations receive modifications such as extended time on tests, quiet testing environments, note-taking assistance, permission to record lectures, and modified classroom furniture. Disability services are located on the PRCC website at www.prc.edu/disability-services, in the *PRCC Policy & Procedure Manual*, p. 243, *PRCC Student Catalog*, p. 59, and *PRCC Cat Country Guide*, p. 6.

eLearning

Pearl River Community College offers online classes through the Mississippi Virtual Community College (MSVCC). The MSVCC is a consortium composed of all 15 community colleges in the state. Online courses are taught by PRCC and other community college instructors who have appropriate online MSVCC training. Approved courses are part of the PRCC online class offerings each semester.

Financial Aid

The Office of Financial Aid oversees the provision of financial assistance for eligible students to fund post-secondary education, including approved certificate and associate degree programs. All student financial aid awards are processed through the financial aid office to ensure compliance with federal financial aid rules and regulations. Students seeking financial aid must complete the online Free Application for Federal Student Aid (FAFSA) annually. Financial aid may be awarded in the form of loans, grants, scholarships, or student employment such as the Federal Work-Study Program.

The financial aid office offers assistance, including counseling by email or phone and during orientation sessions to prospective and currently enrolled students. All PRCC students have 24/7 online access to information such as the status of their financial aid application, awards, disbursements, Satisfactory Academic Progress (SAP), and student loan indebtedness using the PRCC portal system or at www.prc.edu/finaid. Financial aid information is located in the *PRCC Policy & Procedure Manual*, p. 220, *PRCC Student Catalog*, pp. 42-46, and *PRCC Cat Country Guide*, p. 7.

Health Service

The college offers every advantage possible to preserve and promote physical well-being. A RN is employed full-time by the college during fall and spring semesters. A modern health clinic is located in Crosby Hall on the Poplarville campus. Services are available to students, faculty, and staff at no charge. Information regarding health services is located at www.prc.edu/river-life/health and in the *PRCC Student Catalog*, p. 57 and *PRCC Cat Country Guide*, p. 12.

Office of Student Services

The Office of Student Services oversees the disciplinary system of the college for students and student organizations. The office assumes responsibility for upholding the rights and responsibilities of students, reviewing code of conduct violations, and handling complaints/grievances in a fair, respectful, and timely manner. Students may file a complaint/grievance/appeal online, by phone, or by meeting with the Assistant Vice-President of Student Services.

Office of Student Success

The Office of Student Success makes available confidential career and personal counseling to help students define and achieve their goals and succeed in college. Every effort is made to be readily available when a student is referred by faculty or individually seeks assistance. This office is also responsible for new student orientation, First Year Seminar (FYS), and the coordination of academic/career and technical advisement. The office encompasses the Student Success Center (SSC) which provides tutoring in specific academic courses, instruction of Life & Learning Skills (LLS) courses, and provides opportunities for students to interact with highly trained peer-mentors. The staff provides professional development for faculty, staff, and students in a variety of areas including the programs utilized by PRCC for student advisement and registration.

Prospective nursing students are randomly assigned to an academic counselor for advising and course selection assistance. Once enrolled in the ADN program, all students are assigned to a full-time nursing faculty for advising and counseling. Academic advisors use the degree-auditing and degree-tracking programs of the college to help keep students on an educational path ultimately leading to graduation. The Office of Student Success (OSS) is located on the PRCC website at www.prcc.edu/oss.

Student Activities

Students are urged to participate in athletic activities, which include intercollegiate and/or intramural basketball, football, softball, and volleyball. A primary objective of the program is to encourage students, including those with disabilities, to develop their mental and physical alertness through participation. The student activities include the major areas of informal sports (self-directed), intramural sports (structured), and special events. A full-time Director of Student Activities has the responsibility of coordinating, supervising, and directing activities.

Student Housing

Pearl River Community College provides housing accommodations on the Poplarville campus for full-time students. All rooms are furnished with single beds, chest, desk, and chairs. Students desiring to reserve living facilities on the campus must make application to reserve dormitory space. The application for housing is located at <http://www.prcc.edu/student-life/student-housing/application>. Information regarding housing can be found in the *PRCC Policy & Procedure Manual*, pp. 211 & 229, *PRCC Student Catalog*, p. 59, and *PRCC Cat Country Guide*, pp. 5 & 9.

Student Life

The Office of Student Life accommodates many different organizations that share the common goal of adding excitement to the campus community. These student-led groups have become the driving force for a bustling student activity program. Groups include student clubs and organizations, intramural and recreational sports, and the Student Government Association (SGA). The MOSA is the primary organization for students currently enrolled in the ADN program.

Student Support Services

Student Support Services (SSS) is one of the Federal TRIO Programs funded by the U.S. Department of Education. It has been in existence since 1990. The SSS is currently available on the Poplarville campus for all PRCC students who meet eligibility criteria. The program is designed to provide academic support services to improve academic performance and increase retention and graduation rates of PRCC students. The SSS provides opportunities for participation in study skills development, tutoring, educational advising, personal counseling, financial aid assistance, career exploration and guidance, test preparation, transfer assistance, cultural/social enrichment activities, resource assistance, and advocacy for students with disabilities. The SSS serves to motivate and support students as they make the transition from one level of education to the next while working toward the successful completion of their post-secondary education.

Veterans Affairs

As a Veterans Education Transition Support (VETS) college, PRCC is committed to successful transition of veterans from military service to college enrollment. The Veterans Affairs Office provides individualized assistance with the process of completing and filing the appropriate forms so veteran students can access educational benefits. The college provides services to support students who have served in the United States Armed Forces. Students can contact the School Certifying Official (SCO) either by calling or visiting the Veterans Affairs Office.

Wellness Center

All PRCC students are encouraged to participate in a wellness program. Wellness programs include participation in regular physical activity, group exercise, and/or classroom instruction built around the concept of total wellness. The Wellness Center offers a state of the art training facility complete with indoor and outdoor walking tracks, group exercise classrooms, strength training and cardiovascular equipment, outdoor disc golf and exercise equipment, obstacle and ropes course, and a bike program. The center also offers opportunities to participate in charitable contributions with food and coat drives, as well as special activities for the local nursing home and hospital. Additional information regarding the Wellness Center can be found in the *PRCC Policy & Procedure Manual*, p. 259, *PRCC Cat Country Guide*, p. 11, and at www.prcc.edu/wellness.

Wildcat “Bookstore” Den

The Wildcat Den at PRCC offers a full range of ebooks, textbooks, workbooks, and study guides. Purchased textbooks may be sold back to the bookstore in many cases at the end of the semester. The bookstore offers a complete selection of school supplies, calculators, computers, backpacks,

uniform scrubs, and the like. In addition, a vast selection of PRCC collegiate wear and other gift items are available. Those students with financial aid may credit purchases of textbooks and other educational materials/supplies to their accounts during the first six weeks of the semester. The bookstore provides a full range of services on the Forrest County and Poplarville campuses. Information related to the bookstore can be found in the *PRCC Student Catalog*, p. 57 and *PRCC Cat Country Guide*, p. 6.

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

Management of student records for PRCC is under the supervision of the Director of Admissions. The college maintains policies related to student permanent records, release of student information, and student rights. Policies regarding the maintenance of student academic records are located in the *PRCC Cat Country Guide*, pp. 9, 10, & 16-17 and the *PRCC Policy & Procedure Manual*, pp. 88, 241, & 249.

Once a student is admitted and enrolled in the ADN program, the director in conjunction with the administrative/admissions assistant, supervises nursing student educational records. The ADN program maintains two (2) files on each currently enrolled student: a permanent file and a course file. The permanent file contains the student's application; copy of transcripts; copy of entrance exam results; copy of ACT results; academic progress, including documentation and correspondence related to theory grades, clinical progressive/summative evaluations; physical examination form; criminal background clearance and questionnaire; advising forms; counseling/program violation records; and exit interviews; as appropriate. The course file contains records related to theory testing grades and clinical paperwork. Both the permanent and the course files are kept in the nursing building in a locked room in the administrative suite. Graduate permanent records are kept in the same locked room. All files related to the ADN program are kept for three (3) years after the student is no longer enrolled.

In addition to the printed files indicated above, student clinical requirements are maintained electronically. These are housed on a secure server, which can be accessed by the director, the records/technology assistant, and college information/technology department. The ADN program is in compliance with all college policies and procedures related to student privacy and the storage of student files. Student files will be available for review during the site visit.

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

Pearl River Community College maintains compliance with the Higher Education Reauthorization Act Title IV. The *PRCC Policy & Procedure Manual*, p. 220, *PRCC Student Catalog*, pp. 42-46, and *PRCC Cat Country Guide*, p. 7 describe qualifications, eligibility, and a variety of financial aid

programs available to the student. Policies and procedures are in place to ensure that students are aware of the refund, withdrawal, repayment policies, and other ethical responsibilities regarding financial assistance.

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

The Director of Financial Aid oversees financial assistance on the Poplarville campus. Students, upon application for a loan must complete online counseling through the Federal Student Aid website, which consists of information concerning loan interest rates, estimated repayment terms, lifetime eligibility, and other information concerning rights and responsibilities of obtaining student loans.

Students receiving financial aid are monitored in accordance with federal regulations using both qualitative (grade point average) and quantitative (number of credit hours) methods. Students receiving financial aid have easy access to information regarding satisfactory academic progress on the PRCC website. Students can accept their financial aid awards online. Warning messages are posted online to inform students about responsible borrowing when awarded federal loans.

The most recent three-year loan default rates for PRCC are as follows: 2013: 19.5%, 2014: 21.3%, and 2015: 16%. The financial aid office has seen some improvement with the default rate since using programs offered by American Student Assistance. The programs provide online modules on responsible loan borrowing and financial education. The organization reaches out to students who have borrowed funds to help keep students from falling delinquent on their loan payments or going into default.

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

First-time loan borrowers are required to complete entrance counseling and a master promissory note at www.studentloans.gov. First-time borrowers are also notified that their first loan payment will be delayed 30 days. Students who withdraw from classes prior to completing more than 60% of the term have their eligibility for aid recalculated based on the percentage of the term they completed. The financial aid office will notify the student of the amount of repayment due.

Prior to graduation or in the event the student drops below half-time enrollment, students approved for federal loans must complete exit counseling, which can be done at www.studentloans.gov. A hold is placed on transcript release until this obligation has been met. Since nursing graduates cannot receive an authorization to test code for licensure until a transcript is issued, compliance with the exit process is ensured.

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

The Office of Financial Aid at PRCC implements all policies and procedures regarding the process of student loans as defined by the U.S. Department of Education. Copies of student loan applications, entrance and exit counseling information, and the three-year default rate history of the college are maintained in the financial aid office. The financial aid office retains all required hard copies of student records for the current year and three (3) prior years.

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

Pearl River Community College has established procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints and grievances. The established procedures and the definitions of a student complaint, grievance, and appeal, are provided in the *PRCC Policy & Procedure Manual*, pp. 59 & 222, *PRCC Student Catalog*, pp. 58 & 64, and *PRCC Cat Country Guide*, pp. 7, 10, & 14-16. The college desires to resolve student grievances, complaints, and concerns in an expeditious, fair, and amicable manner. A student who desires to resolve a grievance must initiate the resolution process. All ADN students are informed of the complaint/grievance process during new student orientation and during general assembly each semester. In alignment with college policies, nursing students are encouraged to use individual conversations with the person(s) in trying to resolve a complaint prior to filing a formal grievance.

Regardless of the type of grievance, the grievance process of the ADN program is similar to the process of the college. All complaints/grievances concerning the ADN program are addressed and receive due process. The ADN program has established procedures. These procedures are outlined in the *ADN Student Handbook*, p. 19-20. The program places high regard on respectful behavior and professional demeanor. Students who experience difficulty are expected to first attempt resolution at the level where the difficulty or misunderstanding exists. However, if a student feels they have not received fair treatment or if they continue to have a complaint, guidelines for filing a written complaint are available in the *ADN Student Handbook*.

Since the last accreditation visit in 2011, there have been twelve (12) students who have filed a formal grievance through the Office of Student Services. Table 3.7.1 - Formal Complaints/Grievances provides a listing of the grievances, semester of occurrence, and the resolution. Official documentation of formal appeals/grievances are housed in the Office of Student Services. Anecdotal explanations of the appeals/grievances associated with the ADN program will be available for further review in the document display room at the time of the site visit.

Table 3.7.1 - Formal Complaints/Grievances

	Description of the Complaint/Grievance	Date	Resolution
1	Program Appeal: Student altercation with another student, dismissed from the ADN program.	Fall 2011	Supported by Student Affairs Committee
2	Grade Appeal: Student failed NUR 2104 & 2115 (1 st failure, able to return to the ADN program) * During the ADN program grievance process, the student verbally threatened physical harm to a faculty member thus was denied return to program.	Fall 2011	Supported by Student Affairs Committee
3	Grade Appeal: Student failed NUR 2115 (1 st failure) *dismissed from the ADN program due to falsification of clinical paperwork.	Spring 2013	Overtured by Student Affairs Committee * Student electively did not return to the program.
4	Grade Appeal: Student with clinical failure NUR 2209 (2 nd failure, dismissed from the ADN program) *falsified CPR card	Spring 2015	Supported by Student Affairs Committee
5	Grade Appeal: Student with clinical failure NUR 2104 (2 nd failure, dismissed from the ADN program)	Spring 2015	Supported by Student Affairs Committee
6	Program Appeal: Student with positive drug screen, dismissed from the ADN program.	Fall 2015	Supported by Student Affairs Committee
7	Grade Appeal: Student with clinical failure NUR 2203 (1 st failure, able to return to the ADN program)	Fall 2015	Overtured by Student Affairs Committee *Student was allowed to return; successfully completed program.
8	Grade Appeal: Student with clinical failure NUR 2104 (1 st failure, able to return to the ADN program)	Fall 2015	Supported by Student Affairs Office *Student repeated course; successfully completed program.
9	Grade Appeal: Student failed NUR 1210 (1 st failure, able to return to ADN program)	Fall 2015	Supported by Student Affairs Office *Student repeated course; successfully completed program.
10	Grade Appeal: Student failed NUR 2209 (3 rd failure, dismissed from the ADN program) *NUR 1210 *NUR 2209 – failed twice	Spring 2017	Overtured by Student Affairs Office with stipulations. *Student was allowed to remediate and retest to achieve benchmark.

			*Student did not achieve benchmark on retest and was dismissed from the ADN program.
11	Program Appeal: Student posted derogatory remarks regarding instructor on social media, dismissed from the ADN program.	Fall 2018	Student decided not to appeal following discussion with Assistant Vice-President of Student Affairs
12	Grade Appeal: Student failed NUR 1207 (1 st failure but unable to repeat LPN Bridge course per ADN program policy) *student eligible to enroll in traditional option	Fall 2018	Supported by Student Affairs Office *Student electively did not want to enroll in traditional option.

Criterion 3.8: Orientation to technology is provided and technological support is available to students.

New students are given an introduction to the portal system which is used by the college to provide students and faculty a one-stop access to all things PRCC. Students can login to the portal system to register for classes, view grades, and review financial aid information. New students are also given an introduction to the learning management system during new student orientation sessions. These sessions are where the journey as a new freshman begins. The student learns about campus resources, academic expectations, how to get involved on campus, and create class schedules. The learning management and portal systems have guides and video tours located on the PRCC website at <http://www.prcc.edu/elearning/student-training> to assist with more in-depth training for students and faculty. In an effort to support the technology needs of faculty and students, the Office of Information Technology now offers Quick Start Guides, which are located at <http://www.prcc.edu/it/riverguide>. There is technical support 24 hours a day, every day. Three methods to access assistance:

- Online Chat – available service to chat live with a technical support person. This service also allows the use of remote access where the support person, with your permission, can access your desktop to assist you.
- Call directly - On campus: [601-403-1800](tel:601-403-1800) or Toll Free: [844-292-3214](tel:844-292-3214)
- Email - helpdesk@prcc.edu

The learning management system is used to support instruction in all nursing courses and offers a variety of web-assisted functions and resources. Students are expected to access the learning management system on a regular basis to read email and obtain course information and materials. Students who do not have computers with internet capability at home may use the computers located in the nursing building or in the college library. Faculty provide students with an orientation to the learning management system in the first nursing course and each semester as needed.

The ADN program utilizes the educational support products of Kaplan Nursing to assess student achievement, provide remediation, and prepare students for NCLEX-RN. Students take a proctored, online, nationally-normed assessment test following the completion of major content areas throughout the curriculum. Other online resources available to students from the support products include practice tests, focused review questions, skills videos, student success videos, drug calculation tutorials, and pharmacology content. An educational support product representative is scheduled each semester to provide on-site orientation/updates to students regarding the use of the product.

All PRCC students have 24-hour access to online library resources. As part of nursing theory courses, nursing students are required to use library resources to identify and locate literature on assigned topics and evidence-based practices. To assist with these assignments, students attend a library orientation session taught by the librarian during the NUR 1110 - Fundamentals of Nursing course. Additional information sessions are provided throughout the program as needed.

Simulation learning experiences have been incorporated as instructional methodology across the nursing curriculum. Examples of equipment/technology used in the simulation laboratory include task trainers, electronic blood pressure monitors, and hi-fidelity and low-fidelity mannequins. Orientation to these tools is provided by the simulation/skills lab instructor at the time of use.

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

As an institution, PRCC is committed to quality education in all modes of delivery. The college uses the learning management system as a basis for all delivery modes. The learning management system allows students instant access to announcements, grades, and other course materials. As discussed in Standard 1, Criterion 1.11, the ADN program currently offers no distance education courses. However, within the learning management system, nursing faculty post course content, course syllabi, other course specific assignments, and grades. Student requirements regarding the use of the learning management system is detailed in each individual course syllabi. Abbreviated course syllabi are located in Appendix G: Abbreviated ADN Course Syllabi, pp. 175-219. Full-length course syllabi for the 2018-2019 academic year are available for on-site review in the document display room.



Standard 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments.

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

The purpose of the ADN program is to prepare students to be competent nurses who will meet the current and emerging needs of the workplace for RNs. The ADN program maintains state approval (MS IHL) and national continuing accreditation (ACEN). Graduates of the program earn an AAS degree and are eligible to write for the NCLEX to become a RN. In order to achieve this purpose, the faculty have developed a curriculum that is based on recognized professional nursing standards, incorporates specific content threads, and has clearly identified CSLOs and PSLOs.

The current curriculum is designed to prepare graduates who are ready to function as an entry-level RN. Development and revision of the curriculum incorporates the ANA, Standards of Professional Nursing Practice and Code of Ethics; the MSBN, Nursing Practice Law and Administrative Code; the QSEN, Competencies; and the Joint Commission, NPSGs. The ADN curriculum reflects the philosophy of the ADN program; utilizes an organizing structure based on the Client (patient) Needs Categories of the NCLEX-RN test plan; incorporates the six (6) frameworks: nursing process, categories of human functioning, categories of health alterations, wellness/illness continuum, stages of maturity, and stress, adaptation, and coping represented in the NCLEX-RN test plan; and identifies specific core competencies (see Appendix E: Core & Sub-Concept Competencies, p. 171) to guide content presentation, assignments, assessments, clinical activities, and evaluations. The Curriculum Committee provides regular, systematic review of the curriculum. The purpose of the Curriculum Committee is to discuss and refine suggested curriculum adaptations or revisions and develop recommendations. Any recommendations for change in the curriculum are brought to the nursing faculty for a vote of approval.

In 2015, the ADN program core competencies were aligned with the Mississippi Nursing Competency Model. The model is the culmination of a collaborative effort of nurse leaders in the state and an outcome of the MCDDSN, Education Redesign Taskforce initiative. The MCDDSN Strategic Plan for Education Redesign is updated annually. The strategic plan provides the framework and guidance for continued work to address the changing demographics and societal needs for nursing and healthcare in an increasingly complex healthcare environment. The MS

Nursing Competency Model identifies ten (10) Nurse of the Future Core Competencies and the knowledge, attitudes, and skills associated with each. The competencies are designed to guide curriculum development and implementation in pre-licensure nursing programs. The MS Nursing Competency Model can be found at <http://iteachnursingms.org/deans-directors/>.

The refining of the ADN program core competencies in 2016 and in 2017 resulted in a total of five (5) core competencies which are utilized today to guide the program. The five (5) core competencies are: Patient-Centered Care; Evidence-Based Practice; Safety & Quality Improvement; Communication, Collaboration, & Teamwork; and Leadership & Professionalism. The core competencies each have sub-concepts related to advocacy, age appropriate care, caring, culture care/spirituality, clinical judgment, delegation/prioritization, documentation (informatics), ethical/legal implications, nursing process, patient needs, and teaching/learning (see Appendix E, p. 171). (CC Meeting Minutes – 8/14/16; GF Meeting Minutes – 9/26/16, 1/25/17, and 3/1/17)

Professional competencies, guidelines, and standards are integrated throughout the curriculum and are reflected in the CSLOs and PSLOs of the program. Table 4.1.1 - Congruence between PSLOs with Select Professional Standards & Competencies depicts similarities among the PSLOs and the competencies, guidelines, and standards identified by MS Nursing Competency Model, NCLEX-RN Client Needs Category, ANA, QSEN, NPSGs, and MSBN.

Table 4.1.1 - Congruence between PSLOs with Select Professional Standards & Competencies

End-of-Program Student Learning Outcomes (PSLOs)	MS Nursing Competency Model	NCLEX-RN Client Needs Category	ANA - Standards of Practice	QSEN Competencies	The Joint Commission - NPSGs	MSBN – Practice Law & Administrative Code
# 1 Deliver quality, safe, and effective patient-centered care.	Patient-Centered Care Quality Improvement Safety Systems-Based Practice	Safe and Effective Care Environment (safety and infection control): Protecting clients and health care personnel from health and environmental hazards.	Standard 5 Implementation: The registered nurse implements the identified plan. Standard 10 Quality of Practice: The registered nurse contribute to quality nursing practice.	Safety: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.	Identify patients correctly: Using at least two ways to identify patients. Use medicines safely: Label medications, taking care with patients taking medications to thin blood. Use alarms safely: Making improvements to ensure that alarms on medical equipment are responded to on time. Prevent infection: Use hand cleaning guidelines from the Centers for Disease Control and Prevention.	One essential element of safe nursing practice is a nurse’s functional ability: the competence and reliability with which a nurse is able to practice at any given time. Although constant evaluation of one’s ability to safely and competently practice nursing is the responsibility of each individual nurse, the Board of Nursing remains the ultimate decision maker.

					Use proven guidelines to prevent infections.	
					Identify patient safety risks: Find out which patients are most likely to try to commit suicide.	
PSLOs	MS Competency	NCLEX-RN	ANA	QSEN	NPSGs	MSBN
# 2 Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.	Communication Systems-Based Practice	Safe and Effective Care Environment (Management of Care): Providing and directing nursing care that enhances the care delivery setting to protect clients and health care professionals. Psychosocial Integrity (cultural awareness): The nurse provides and directs nursing care that promotes and supports the emotional, mental,	Standard 7 Ethics: The registered nurse practices ethically. Standards 1-5 Nursing Process: Assessment, diagnosis, identification, planning, implementation, and evaluation.	Patient-Centered Care: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.	Inform patients of their rights. Identify whether the patient has a sensory or communication need. Determine whether the patient needs assistance completing admission forms. Collect patient race and ethnicity data in the medical record.	The "practice of nursing" by a registered nurse means the performance for compensation of services which requires substantial knowledge of the biological, physical, behavioral, psychological and sociological sciences and of nursing theory as the basis for assessment, diagnosis, planning,

		and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.				intervention and evaluation in the promotion and maintenance of health; management of individuals' responses to illness, injury or infirmity; the restoration of optimum function; or the achievement of a dignified death.
PSLOs	MS Competency	NCLEX-RN	ANA	QSEN	NPSGs	MSBN
# 3 Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking - taking into account any ethical or legal implications.	Leadership Professionalism	Physiological Integrity (evidenced-based nursing practice): The nurse promotes physical health and wellness by providing care and comfort, reducing client risk potential and managing health alterations.	Standard 2 Diagnosis: The registered nurse analyzes the assessment data to determine the diagnosis or the issues. Standard 4 Planning: The registered nurse develops a plan that prescribes strategies and alternatives to	Evidence-Based Practice: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health.	Identify patient safety risks: Find out which patients are most likely to try to commit suicide.	"Nursing practice" includes, but is not limited to, administration, teaching, counseling, delegation and supervision of nursing, and execution of the medical regimen, including the administration of medications and treatments prescribed by any

			<p>attain expected outcomes.</p> <p>Standard 9 Evidence-Based Practice: The registered nurse integrates evidence and research findings into practice.</p> <p>Standard 10 Quality of Practice: The registered nurse contributes to quality of nursing practice.</p>			licensed or legally authorized physician or dentist.
PSLOs	MS Competency	NCLEX-RN	ANA	QSEN	NPSGs	MSBN
# 4 Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.	<p>Evidence-Based Practice</p> <p>Teamwork & Collaboration</p> <p>Systems-Based Practice</p>	Safe and Effective Care Environment (Management of Care): Providing and directing nursing care that enhances the care delivery setting to protect clients and healthcare professionals.	Standards 1-6 Nursing Process: Assessment, diagnosis, identification, planning, implementation, including 5-A coordination of care and 5-B health teaching, health	Teamwork and Collaboration: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve	Communication: Getting important information and test results to the right staff person on time.	Giving individualized nursing care and respecting the rights of the patient according to the needs or assigning these functions to others in accordance with the educational preparedness,

		<p>Health Promotion and Maintenance: The nurse provides and directs nursing care of the client that incorporates the knowledge of expected growth and development principles; prevention and/or early detection of health problems, and strategies to achieve optimal health.</p>	<p>promotion, and evaluation.</p> <p>Standard 13 Collaboration: The nurse collaborates with the health care consumer, family, and others in the conduct of nursing practice.</p>	<p>quality patient care.</p>		<p>experience, credentials, competence, physical and emotional ability to complete the task of the staff. Respecting the rights of the patient includes but is not limited to: 1) Conducting practice without discrimination on the basis of age, race, religion, sex, sexual preference, national origin, disability or disease; 2) Respecting the dignity and rights of patients regardless of social or economic status, personal attributes or nature of health problems.</p>
PSLOs	MS Competency	NCLEX-RN	ANA	QSEN	NPSGs	MSBN
# 5 Collaborate with inter-professional	Teamwork & Collaboration	Psychosocial Integrity (therapeutic	Standard 11 Communication: The registered	Teamwork and Collaboration: Function	Communication: Getting important information and	Rule 1.4 Communication: The registered

<p>healthcare teams to provide patient-centered care through communication and documentation.</p>	<p>Communication Patient-Centered Care Informatics & Technology Systems-Based Practice</p>	<p>communication): The nurse provides and directs nursing care that promotes and supports the emotional, mental and social well-being of the client experiencing stressful events, as well as clients with acute or chronic mental illness.</p> <p>Integrated Processes (communication & documentation): Verbal and nonverbal interactions between the nurse, the client, the client's significant others and the other members of the healthcare team.</p>	<p>nurse communicates effectively in a variety of formats in all areas of practice.</p>	<p>effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</p> <p>Informatics: Use information and technology to communicate, manage knowledge, mitigate error, and support decision making.</p>	<p>test results to the right staff person on time.</p>	<p>nurse shall be responsible and accountable for communicating patient response to nursing interventions to other members of the healthcare team.</p>
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Criterion 4.2: The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

The ADN curriculum is the program of study (see Appendix F: ADN Program of Study p. 173) leading to an AAS degree. The nursing component of the curriculum is a sequence of courses organized to demonstrate a logical progression and developed based on student achievement of specific core competencies thus achieving the PSLOs. The goal is to educate students on how to deliver competent nursing care by incorporating the nursing process, the wellness-illness continuum, growth and development, and the needs of the patient into nursing practice.

Faculty developed the curriculum around the frameworks of human functions and health alterations represented in the NCLEX-RN test plan, which include but are not limited to psychosocial-cultural, protective, sensory-perceptual, comfort/rest, activity/mobility, nutrition/metabolism, fluid/gas transport (respiratory and cardiovascular), elimination (gastrointestinal and genitourinary), and growth and development/reproductive. Life functions are introduced in the first nursing course NUR 1110 - Fundamentals of Nursing and used as an organizing framework for subsequent nursing courses which also include health alterations. In clinical practice, the human life functions and health alterations are the basis for the assessment of the patient with resulting data used to develop and individualize plans of care (see Appendix E, p. 171).

The steps of the nursing process are introduced early in the curriculum as a decision-making method that can be used to determine and deliver appropriate nursing care. This concept is further developed in each subsequent course through specific content related care plan labs. The decision-making method is the basis for the organization and presentation of theory content in all nursing courses, the written clinical assignments that serve as a link between theory and clinical practice, and the clinical evaluation tools used in each course (see Appendix J, pp. 231-233). The use of a clinical decision-making method reflects the ANA, Standards of Professional Nursing Practice and the NCLEX-RN test blueprint framework, both which define the order of the nursing process.

The nursing curriculum is also derived from five (5) identified PSLOs which guide the development of CSLOs, unit learning objectives, activities, and evaluation methodologies. The PSLOs underwent several phases of revision beginning in Fall 2016 (CC Meeting Minutes - 8/4/16; GF Meeting Minutes - 9/26/16, 1/25/17, and 3/1/17). The final phase of the revision streamlined thirteen (13) PSLOs into the five (5) current PSLOs along with supporting sub-concepts. The sub-concepts are integrated throughout the nursing curriculum and are an additional way to group core ideas underpinning each PSLO.

Syllabi are developed by the faculty for all nursing courses as a guide for theory content and clinical instruction. A common template is used to ensure consistency across the curriculum. Each syllabus includes the CSLOs to be achieved at the end of each course. Course requirements, assignments, grading criteria, and content within each unit are also included in each syllabus. Unit (content) learning objectives and clinical objectives related to theory assignments and evaluations, clinical

assignments, and learning experiences are outlined within the syllabus and/or provided via the learning management system (see Appendix H: Theory Content Outlines, pp. 220-227). An annual review of all course syllabi is conducted prior to the start of each academic year. Faculty utilize Bloom's taxonomy in the reviewing/revising of unit objectives and course outcomes to show progression of knowledge within each course (CC Meeting Minutes - 11/16/16 and 4/26/17). In Spring 2018, faculty updated CSLOs for each course. Course representatives presented revised CSLOs for faculty input and approval (CC Meeting Minutes – 3/21/18 and 4/25/18).

Achievement of the PSLOs is accomplished by mastering the CSLOs identified in each course syllabus. Each unit learning objective in a nursing course coincides with appropriate CSLOs, which contribute to the achievement of PSLOs. Each syllabus depicts alignment of the CSLOs with the five (5) core competencies (see Appendix E, p. 171). Table 4.2.1 - Sample Alignment of PSLOs with CSLOs in each core nursing course is depicted below.

All nursing courses, with the exception of NUR 1101 - Dosage Calculations for Nursing, include a clinical component in which student practice and performance is monitored using a clinical evaluation tool based on the CSLOs. To ensure students are aware of the clinical expectations, two clinical evaluation tools are used. One is a formative Clinical Progress Report completed by faculty for each clinical day to provide feedback. The second is the Clinical Summative Evaluation tool depicting achievement of CSLOS along with associated PSLOs identified by the ADN program related to clinical (see Appendix J, pp. 231-233). An example of both clinical evaluation tools will be in the document display room at the time of the site visit.

Table 4.2.1 - Sample Alignment of PSLOs with CSLOs

End-of-Program Student Learning Outcomes (PSLOs)	NUR 1110 Fundamentals of Nursing	NUR 1207/1210 Medical/Surgical Nursing I	NUR 2104 Women’s Health/Newborn Nursing	NUR 2115 Nursing Care of Children	NUR 2203 Mental Health Nursing	NUR 2209 Medical/Surgical Nursing II
# 1 Deliver quality, safe, and effective patient-centered care.	<p>1. Understand and demonstrate the protocol for standard precautions and transmission-based precautions.</p> <p>2. Utilize assessment and re-assessment data to plan, intervene, and evaluate direct patient care and creation of the nursing plan of care.</p> <p>8. Show personal responsibility and accountability as a nurse.</p> <p>9. Recall documentation principles by utilizing appropriate abbreviations and terminology, using accurate, and complete information</p>	<p>1. Assess the patient’s cultural, ethnic, and spirituality differences, developmental stage, needs, and position on the wellness-illness continuum while protecting, and promoting patient dignity.</p> <p>2. Prioritize clinical decisions to ensure accurate and safe patient-centered care, seeking assistance when necessary.</p> <p>3. Utilize quality improvement to guide nursing practice by demonstrating caring behavior</p>	<p>1. Apply the nursing process to meet the psychological and physiological needs of women and the newborn.</p> <p>2. Utilize informatics in planning and providing patient-centered care in diverse settings.</p> <p>3. Demonstrate safe nursing interventions that reflect caring behavior in response to physical, emotional, cultural, and humanistic care needs.</p> <p>4. Evaluate the effectiveness of nursing care.</p> <p>5. Compare pharmacological aspects of childbearing patients and newborns with</p>	<p>1. Correlate nursing diagnoses with the medical diagnoses of the patient</p> <p>2. Formulate nursing interventions based on the cognitive and developmental age of the patient</p> <p>3. Assess patient utilizing age based assessment techniques</p> <p>4. Formulate a plan of care for patient and care giver incorporating development age, cultural, ethnic, and spiritual needs.</p> <p>5. Assess and evaluate patient and caregiver needs throughout the clinical day to prioritize nursing</p>	<p>1. Analyze the impact of growth and development, needs, cultural, ethnic, and spiritual influence on the patient’s position on the wellness-illness continuum.</p> <p>2. Evaluate the individualized plan of care in meeting patient outcomes employing appropriate education while accessing available resources, services, health care settings and management systems.</p> <p>3. Examine ethical and legal implications of patient-centered care.</p> <p>9. Utilize communication technologies</p>	<p>1. Assess the impact of growth and development, cultural, ethnic, and spiritual needs on the patient’s position on the wellness-illness continuum.</p> <p>2. Choose appropriate interventions and assessment data to plan care for adult patient(s), analyze patients’ response to interventions and modify care as needed.</p> <p>3. Support, protect, defend, and promote the patient’s rights and dignity while maintaining organizational polices and patient confidentiality.</p>

	<p>in a clear, concise manner.</p>	<p>towards the patient and support person.</p> <p>4. Distinguish patient rights and maintain organizational and patient confidentiality.</p> <p>11. Perform nursing skills competently while maintaining a safe physical and psychosocial environment for the patient.</p> <p>12. Implement strategies to provide quality and cost-efficient care.</p>	<p>select physiological alterations.</p> <p>6. Prioritize nursing care to create a safe care environment that results in high quality patient outcomes.</p> <p>7. Take part in responsibility and accountability of professional nursing performance through quality of care, application of nursing process, education and communication, resource utilization and professional collaboration.</p>	<p>actions to meet those needs</p> <p>13. Perform accurate dosage calculation and medication administration.</p>	<p>ensuring safety and quality of care when implementing individualized plan of care for the patient with emphasis on values, preferences and expressed needs involving appropriate multidisciplinary team members.</p> <p>10. Utilize critical thinking skills and employ accurate management judgments to provide competent and cost effective nursing care in a safe physical and psychosocial environment with the involvement of the patient.</p> <p>11. Evaluate human factors and basic safety principles utilizing appropriate channels of communication for safe practice.</p>	<p>4. Identify strategies, including patient values and preferences, to assist the patient and significant others during life-changing events related to their health.</p> <p>5. Utilize an individualized plan of care and include appropriate education of the patient and significant others.</p> <p>14. Contrast benefits and limitations of technology and information management and their impact on safety and quality of patient care.</p> <p>15. Develop appropriate clinical judgments and management decisions to ensure competent and safe patient care, while receiving constructive</p>
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						feedback and assistance for improvement when necessary.
PSLOs	NUR 1110	NUR 1207/1210	NUR 2104	NUR 2115	NUR 2203	NUR 2209
# 2 Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.	2. Utilize assessment and re-assessment data to plan, intervene, and evaluate direct patient care and creation of the nursing plan of care. 9. Recall documentation principles by utilizing appropriate abbreviations and terminology, using accurate, and complete information in a clear, concise manner.	7. Discuss the patient response to actual and potential health problems and evaluate the quality of care provided in meeting patient outcomes through evidenced base practice and modify care as indicated.	5. Utilize evidence-based informatics to formulate and modify the nursing plan of care for the child-bearing family.	1. Correlate nursing diagnoses with the medical diagnoses of the patient. 2. Formulate nursing interventions based on the cognitive and developmental age of the patient.	1. Evaluate the individualized plan of care in meeting patient outcomes employing appropriate education while assessing available resources, services, healthcare settings, and management systems.	1. Assess the impact of growth and development, cultural, ethnic, and spiritual needs on the patient's position on the wellness-illness continuum. 2. Choose appropriate interventions and assessment data to plan care for adult patient(s), analyze patients' response to interventions and modify care as needed. 3. Support, protect, defend, and promote the patient's rights and dignity while maintaining organizational policies and patient confidentiality.

						<p>4. Identify strategies, including patient values and preferences, to assist the patient and significant others during life-changing events related to their health.</p> <p>5. Utilize an individualized plan of care and include appropriate education of the patient and significant others.</p>
PSLOs	NUR 1110	NUR 1207/1210	NUR 2104	NUR 2115	NUR 2203	NUR 2209
# 3 Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking - taking into account any ethical or legal implications.	<p>3. Identify the role of the nurse on the multidisciplinary teams as it relates to patient-centered care.</p> <p>4. Demonstrate professional conduct with multidisciplinary teams and patient through respectful and assertive communication.</p>	<p>5. Demonstrate professional, ethical, and legal behaviors consistent with the roles of the nurse.</p> <p>6. Understands the purpose of professional nursing organizations.</p>	<p>1. Interpret patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement of care.</p> <p>2. Demonstrate critical thinking decision making skills based on understanding of practice, theory and</p>	<p>6. Integrate competent use of informatics and technology into patient care</p> <p>7. Illustrate professionalism and accountability when providing care.</p> <p>8. Incorporate critical think skill into the development and implementation of nursing actions.</p> <p>9. Critique personal performance to</p>	<p>4. Advocate for patient rights while maintaining organizational and patient confidentiality and dignity.</p> <p>5. Promote standards of nursing practice within the ethical, legal, and regulatory framework of nursing.</p> <p>6. Analyze accountability for the delegation and</p>	<p>6. Prioritize patient care while integrating critical thinking skills to provide accurate and safe nursing care to meet patients' needs.</p> <p>7. Choose appropriate delegation of patient care to members of the health care team, while supervising and evaluating these activities.</p>

PSLOs	NUR 1110	NUR 1207/1210	NUR 2104	NUR 2115	NUR 2203	NUR 2209
# 4 Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.	5. Identify the physiological and psychosocial needs of the adult patient while utilizing best practice through evidence based research.	7. Discuss the patient response to actual and potential health problems and evaluate the quality of care provided in meeting patient outcomes through evidenced base practice and modify care as indicated. 8. Describe and utilize evidence-based nursing practice to meet the patient learning needs.	research. 5. Utilize evidence-based informatics to formulate and modify the nursing plan of care for the child-bearing family. 6. Analyze normal and abnormal physiological and psychological changes that occur during each period of the child-bearing cycle and newborn period. 7. Utilize knowledge and skills from general, foundational and previous clinical courses to classroom and clinical situations to provide quality patient care for woman, newborn and child- bearing families.	differentiate effective versus ineffective nursing actions. 10. Utilize textbooks and current electronic media data to formulate nursing interventions.	prioritizing of nursing care for the patient. 7. Examine nursing research utilizing evidence based practice for modification of clinical practice guidelines.	8. Apply evidence-based practice in the delivery of nursing care and justify reasons for modifying this practice based on clinical expertise or patient and support person preferences. 9. Select practices within the ethical, legal, and regulatory framework of nursing and recognizing and reporting unsafe practices.

PSLOs	NUR 1110	NUR 1207/1210	NUR 2104	NUR 2115	NUR 2203	NUR 2209
# 5 Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.	6. Demonstrate use of therapeutic communication while providing culturally competent nursing care for patients. 7. Recall the principles of prioritization of patient care.	9. Apply principles of therapeutic communication when collaborating with the multidisciplinary team to achieve patient-centered outcomes while caring for the patient experiencing alterations in health status. 10. Illustrate competence with information and technology by assessment, documentation, interventions, and progress toward achieving expected outcomes.	5. Utilize effective communication skills to interact with patient, and the multidisciplinary healthcare team in providing quality patient-centered care. 6. Determine legal and ethical standards related to data security, regulatory requirements, confidentiality, and patient's right to privacy.	11. Integrate communication, collaboration, and teamwork with faculty, peers and health care members to construct an individualized plan of care for the patient and caregiver. 12. Effective interpretation of nursing actions and patient care reflected in narrative charting.	8. Apply principles of therapeutic communication when collaborating with multidisciplinary teams to achieve patient-centered outcomes while caring for the patient experiencing alterations in mental health maintaining patient's dignity.	10. Utilize and plan therapeutic communication of care with each transition in care and with patient and significant others in a relevant, accurate, complete, and clear manner. 11. Prove competence with current information technologies and conclude how it is used to communicate the planning and provision of patient care. 12. Examine ways to collaborate with other members of the health care team and patients' significant others to achieve positive patient outcomes. 13. Examine nursing strategies to provide safe cost-effective care and

						communicate these strategies to the patient and their significant others.
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Criterion 4.3: The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

Nursing faculty are responsible for the development and implementation of the curriculum for the ADN program. The curriculum is continually reviewed for integrity, rigor, and currency. The Outcomes Committee is composed of faculty representing each nursing semester and has the ongoing responsibility of reviewing aggregated, disaggregated, and trended data from program surveys; selection, progression, and graduation data; NCLEX-RN pass rates; and program reports to identify areas of strength and weakness. The Curriculum Committee reviews this data to evaluate the rigor of the curriculum and to identify areas for development and improvement.

Members of the Curriculum Committee reevaluate stated CSLOs and PSLOs for measurability. The Curriculum Committee presented PSLO updates to faculty for review and adoption in March 2017 (CC Meeting Minutes: 3/1/17; GF Meeting Minutes: 3/27/17). Following the adoption of the PSLOs, the focus of the committee turned to course outcomes. Each course representative was responsible for revising/updating course outcomes. Bloom's taxonomy was utilized to show progression of knowledge throughout the ADN program. Committee members reviewed and evaluated the outcomes of each course to ensure measurability and relevance to the PSLOs (CC Meeting Minutes: 4/26/17). Currently, individual faculty are reviewing content related unit objectives to improve cohesion, consistency, and decrease redundancy (CC Meeting Minutes: 3/21/18; 4/25/18).

Each fall semester, faculty review the mission statement, philosophy, and glossary of terms for currency and relevance to nursing practice (GF Meeting Minutes: 8/9/18). The mission statement and philosophy underwent updates in Spring 2016 (CC Meeting Minutes: 2/17/16). Both were presented to faculty and adopted in Fall 2016 (GF Meeting Minutes: 9/26/16). The glossary of terms for the ADN program was updated in Fall, 2017 (CC Meeting Minutes: 11/28/17).

The ADN program follows specific guidelines for test construction, test administration, and test item analysis. The Curriculum Committee conducts reviews and updates of these testing guidelines on an as needed basis. In Fall 2017, updates were made to incorporate Readiness Assessments (GF Meeting Minutes: 10/30/17; CC Meeting Minutes: 9/20/17; 12/4/17). Readiness Assessments (RAs) are utilized as pop-quizzes. These assessments ready students for active classroom teaching strategies which bring clinical to class. A copy of the Testing Guidelines will be available for on-site review in the document display room.

Continued improvements in teaching/learning strategies have occurred as a result of faculty review of curriculum. A variety of strategies have been implemented to meet the needs of students with varied learning styles, such as integrating critical thinking practice test questions during class presentations, group work involving case studies and scenarios, and simulation experiences. Due to hospital restrictions on the number of students allowed on specific units, faculty continue to investigate ways to enhance clinical and simulation experiences for all nursing students.

In addition to curricular review at the program level, course faculty conduct a detailed review of each course. The faculty team for each course conducts periodic meetings to identify any necessary changes. A review of course calendars, unit objectives, examinations and assignment grades, and data from the standardized tests guide the decision for course improvement. Students also complete anonymous online course evaluations each semester that include questions related to textbooks, course communication, ability to achieve PSLOs, clinical experiences, course assignments, and the syllabus. The results are tabulated, reviewed by the Outcomes Committee, and shared with the director, program chair, and faculty of each individual course. Each faculty team collaborates to evaluate the information and suggest changes to the course. Any substantive changes to a course are sent to the Curriculum Committee to ensure alignment with the program's mission, philosophy, and other curriculum requirements. The Curriculum Committee will revise, if necessary, and the nursing faculty provide final approval prior to implementation.

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

The general education curriculum of the ADN program fosters foundational skills that support the intellectual development, critical thinking, and creativity of the nursing students. The selected general education courses support the student in the achievement of the learning goals of each course along with the achievement of the PSLOs. Table 4.4.1 - General Education Courses Supporting PSLOS depicts which general education courses support each of the five (5) PSLOs. The general education courses were selected to enhance professional knowledge and practice and to allow for nursing courses to build on co-requisite knowledge. The sequencing of the general education courses can be found in Appendix F, p. 173. Syllabi for General Education Courses are available for on-site review in the document display room. A description of general education courses and how they relate to the nursing curriculum is listed:

1. Anatomy & Physiology I and II with Labs provide knowledge to support the anatomical and physiological aspects of the individual. The knowledge allows the student to understand homeostatic principles in promoting health and preventing disease.
2. College Algebra assists the student to think critically and analytically in the daily application of dosage calculations. Accurate dosage calculation is a critical issue in the preparation and administration of medications. This course prepares the student to be a safe practitioner.
3. English and Oral Communication provide the student with the skills necessary to speak accurately and write correctly. Interpersonal skills are essential in nursing practice when communicating with patients and/or inter-professional health care team.

4. General Psychology teaches human behaviors throughout the life span. By learning human behaviors, the student gains a better understanding of the patient and family behaviors during an illness. Psychology also provides a foundation for purposeful interactions.
5. Human Growth & Development provides an understanding of growth and development from conception to death. Normal growth and development allow the student to assess, plan, and implement appropriate nursing care of the patient at any age or developmental stage.
6. Microbiology with Lab provide students with an understanding of organisms in the internal and external environment of the human being. This class is essential for the understanding of both health and disease states. Students are able to provide safe nursing practice by utilizing medical asepsis and standard precautions to prevent the spread of harmful organisms.
7. Sociology presents a general overview of the perspectives, concepts, and methodology of sociology. Students are encouraged to think critically about social life. This course helps students identify forces in society that impact the healthcare environment and nursing in particular.

Table 4.4.1 - General Education Courses Supporting PSLOs

PSLOs	General Education Courses
Deliver quality, safe and effective patient-centered care.	ENG 1113 - English Composition I
	EPY 2533 - Human Growth & Development
	PSY 1513 - General Psychology
	SOC 2113 - Sociology
	SPT 1113 - Oral Communication
Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.	ENG 1113 - English Composition I
	BIO 2511/2513 - Anatomy & Physiology I with Lab
	BIO 2521/2523 - Anatomy & Physiology II with Lab
	BIO 2921/2923 - Microbiology with Lab
	MAT 1313 - College Algebra
	SOC 2113 - Sociology
	SPT 1113 - Oral Communication

Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.	ENG 1113 - English Composition I
	SPT 1113 - Oral Communication
Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient through the lifespan.	EPY 2533 - Human Growth & Development
	PSY 1513 - General Psychology
	SOC 2113 - Sociology
Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.	ENG 1113 - English Composition I
	SPT 1113 – Oral Communication

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

The ADN program embraces the concept of diversity, as illustrated in the program’s theoretical content and the clinical facilities to which students are exposed. Diversity is integrated in all courses, incorporated as a content thread throughout the curriculum, and an important element of the PSLO # 2 - Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication (see Table 4.5.2 - Inclusive of Cultural Diversity in Nursing Courses).

Regional, national, and global perspectives related to healthcare are incorporated into course content. The southern area of the country leads in heart disease, smoking, medication noncompliance, teenage pregnancy, and premature death due to obesity. The clinical experiences for the students in the acute care setting are numerous related to these disease processes. Students visit various health departments and clinics in the out-patient setting that expose them to public health issues and obstacles. Students observe many diverse cultures and socio-economic groups. The curriculum addresses national perspectives by assimilating the NPSGs and Healthy People 2020 health promotion goals. Global perspectives are addressed by teaching bioterrorism concepts, nutritional adversities, and infectious diseases.

The ADN program encourages open discussions from students during clinical and classroom instruction. Interventions are demonstrated and mentored by instructors to students throughout the curriculum. The diversity of the patient population lends students to adjust care based on the cultural background of the assigned patient. Cultural, ethnic, and socially diverse concepts are presented

early in the nursing curriculum in NUR 1110 - Fundamentals of Nursing and continue throughout each semester of the program. Topics include but are not limited to: caregiver stress, elder abuse, social support issues, and different structures of families. The intent of the topics is to increase student awareness and respect of diversity. A sample of course activities are outlined in Table 4.5.1 - Sample of Nursing Course Activities.

Table 4.5.1 - Sample of Nursing Course Activities

NUR 1110	<ul style="list-style-type: none"> • Elder interview - nurse patient interaction (NPI) • Plan caring behaviors that are patient specific • Patient advocate issues • Culture and diversity classroom discussion/videos • Assignment of diverse patients in clinical setting
NUR 1207 & 1210	<ul style="list-style-type: none"> • Theory content discussed diverse individuals across the lifespan • Patient advocate issues • Plan caring behaviors that are patient specific • Cultural and diversity classroom discussions
NUR 2104 & 2115	<ul style="list-style-type: none"> • Classroom therapeutic communication skit with adverse situations • Plan caring behaviors that are patient specific • Patient advocate issues • Culture and diversity classroom discussion/videos • Assignment of diverse patients in clinical setting
NUR 2203 & 2209	<ul style="list-style-type: none"> • Plan caring behaviors that are patient specific • Patient advocate issues • Culture and diversity classroom discussion/videos • Assignment of diverse patients in clinical setting

Table 4.5.2 - Inclusive of Cultural Diversity in Nursing Courses demonstrates how culturally, ethnically, and socially diverse objectives are included in each course that stem from the CSLOs.

Table 4.5.2 - Inclusion of Cultural Diversity in Nursing Courses

Course Number	Course Title	Course Content	Evaluation
NUR 1110	Fundamentals of Nursing	<p>Communicating with patients from different cultures.</p> <p>Pain</p> <p>Late Adulthood</p> <p>Normal Nutrition</p> <p>Culture</p> <p>Patient Community Education</p>	<p>Objective 9: Discuss communication techniques with patients having difficulty communicating, having special needs, and different cultures.</p> <p>Objective 5: Identify the psychosocial influences on pain: include culture, ethnic and age-related factors.</p> <p>Objective 11: Discuss the relationship between culture, food preferences, and religious dietary restrictions.</p> <p>Objective 9: Discuss the relationship between culture, food preferences, and religious dietary restrictions.</p> <p>Objective 1: Define key terms related to culture diversity: culture assimilation, cultural blindness, cultural imposition, culture, culture conflict, culture shock ethnicity, ethnocentrism, personal space, race, stereotyping, sub-culture.</p> <p>Objective 2: Discuss the influence of culture on the health beliefs and practices of individuals.</p> <p>Objective 3: Recognize and discuss the existence of ethnic and cultural diversity in the general society and the healthcare arena.</p> <p>Objective 4: Identify and internalize feelings and behaviors that influence your ability to interact with individuals of another culture or ethnic group.</p> <p>Objective 5: Compare and contrast groups according to ethnicity, origin, religious beliefs, and gender roles.</p> <p>Objective 6: Discuss communication techniques that enhance communication among different cultures</p>

			<p>Objective 7: Discuss safety and effective nursing care related to diverse cultural, ethnic, and social backgrounds.</p> <p>Objective 8: Make necessary referrals for differing cultures and ethnic groups.</p> <p>Objective 10: Consider the influences of culture, ethnicity, and developmental factors in patient teaching.</p>
Course Number	Course Title	Course Content	Evaluation
NUR 1207 & 1210	Medical/Surgical Nursing I	Nursing Judgement	Objective 1: Assess the patient's cultural, ethnic , and spirituality differences, developmental stage, basic needs, and position on the wellness-illness continuum.
NUR 2104	Women's Health & Newborn Nursing	Physiologic Adaptations Giving Birth Contraception and Abortion Reproductive Tract Disorders	<p>Objective 2: Identify cultural influences on pregnancy.</p> <p>Objective 11: Compare methods of childbirth preparation including cultural influences.</p> <p>Objective 10: Associate social concerns in maternity and women's health care and legal issues in the delivery of nursing care.</p> <p>Objective 10: Determine the various ethical, legal, cultural, and religious considerations of reproductive management.</p>
NUR 2115	Nursing Care of Children	Physical Assessment Growth & Development Psychosocial	Objective 8: Analyze the significance of incorporating evidence-based-practice including culture, legal, and ethical standards for the pediatric patient.

Course Number	Course Title	Course Content	Evaluation
NUR 2203	Mental Health Nursing	Principles Related to the Historical, Legal, Ethical, Cultural, and Spiritual Aspects of Care	Objective 2: Correlate the history of psychiatric treatment with ideas about "mental illness" and the concepts of culture and society.
NUR 2209	Medical/Surgical Nursing II	<p>Disorders of the Hepatic/Biliary System</p> <p>Problems and Disorders of the Male Reproductive System</p> <p>Management of Patients with Disruptions of Cell Growth and Structure</p>	<p>Objective 2: Examine the pathophysiology, etiology, signs and symptoms, and complications of a patient experiencing viral hepatitis. Explore cultural, environmental and dietary influences.</p> <p>Objective 7: Communicate therapeutically and provide appropriate education for patients regarding diagnostic procedures and treatment therapies. Recognize patient's personal, cultural and/or family expectations and beliefs related to illness and treatment.</p> <p>Objective 3: Utilize gerontological and cultural considerations into the assessment, diagnostic and nursing process.</p> <p>Objective 3: Relate known carcinogens to socio-economic, cultural, ethnic and environmental factors and differentiate characteristics of benign and malignant tumors.</p>

Criterion 4.6: The curriculum and instructional processes reflect educational theory, inter-professional collaboration, research, and current standards of practice.

The curriculum and the student-centered instructional process are designed to enable students to master the five (5) PSLOs. The ADN program implements instructional techniques aligned with the adult learning theory of Malcolm Knowles.

Learning Theory

Faculty implemented the adult learning theory of Knowles in Fall 2015. The ADN program has a mixture of typical college-age students and adult learners. Table 4.6.1 - Students Less Than or Equal to 25 & Age 25 or Above illustrates the percentage of students who are less than or equal to age 25 and who are 25 or above in the program per academic year.

Table 4.6.1 - Students Less Than or Equal To 25 & Age 25 or Above

Academic Year	Less Than or Equal to Age 25	Age 25 or Above
2015 - 2016	64%	36%
2016 - 2017	58%	42%
2017 - 2018	59%	41%
Fall 2018	63%	37%

Faculty are aware of the differences in learning styles among these populations. Faculty believe that effective instructors must remain current in educational theory as well as utilize evidence-based practice in the clinical setting. Faculty not only attend educational offerings on effective teaching/learning practices and styles, they also take the initiative to review these practices and stay current. Classroom presentations clearly demonstrate this awareness through the mixture of various strategies such as traditional lecture, group activities, concept mapping, role play, skits, PowerPoint presentations, videos, interactive class handouts, and NCLEX style practice questions. Faculty are certain that adult learners benefit from participatory, active learning in the classroom, skills lab, and clinical setting. Simulation thus has been implemented in each level as a learning tool. All simulations are able to be livestreamed so students viewing can offer feedback during debriefing. Due to a compromise of simulation information in Fall 2017, this technology was not utilized in Spring 2018 during actual simulation.

Bloom's taxonomy of learning domains is used throughout the curriculum. Activities are designed to incorporate cognitive, affective, and psychomotor domains in all student experiences. The nursing courses across the curriculum reflect a progression of lower to higher level of expected student performance in all domains.

Inter-professional Collaboration

Inter-professional collaboration is first evident with the interaction between the ADN program and a variety of campus departments and personnel. Nursing faculty interact with faculty particularly in biology, mathematics, and psychology disciplines. The ADN general education courses have been selected and arranged to complement the nursing courses. These courses strengthen personal and professional progression which contributes to the success of students. Nursing faculty collaborate with faculty responsible for scheduling general education courses so that co-requisite courses are compatible with nursing course schedules. The sequencing and appropriateness of these courses in relation to nursing courses is evaluated by nursing students in their final semester of the program. Faculty also interact with other disciplines on campus through membership on college committees such as Professional Development, Instructional Council, Policy & Procedure, Workforce Education, Advisement, and Homecoming.

To further collaboration efforts, the director and program chair participate in MCDDSN and MCADNP. All faculty are members of the OADN and the MOADN through an agency membership. Faculty are encouraged to attend the annual national and/or state chapter conventions. Attendance to the annual MOADN/MOSA convention is mandatory for students in second and third semesters of the program during the spring term. This convention allows for networking with other state community colleges for both faculty and students.

Faculty and students participate in several college-wide online systems. One of the systems is the Title III campus-wide online attendance system, GradesFirst. Faculty were educated along with faculty from other departments in its use. Another Title III resource available to all students across campus is the Student Success Center. Students may electively seek assistance from the Success Center staff or be referred by a faculty member. Students needing assistance with dosage calculations are referred to the campus Math Lab. Students and faculty utilize the campus-wide learning management system which enables communication regarding assignments, announcements, class materials, and grades. Students are educated on learning management system during new student orientation for the college and during course orientation on the first day of class. Library and Learning Center orientation is conducted by a library staff member who attends a new student orientation session for incoming nursing students prior to the beginning of each semester. In Spring 2018, academic advisement for summer and fall semesters was shared among faculty on the campus-wide advising tools, DegreeWorks and Argos. College faculty attended mandatory education sessions for these tools in Fall 2017.

Nursing faculty also collaborate with principle partners of area healthcare agencies to provide students with clinical experiences. Examples of collaboration are evident in clinical communication minutes which are completed by faculty at the beginning and end of each semester as well as prior to and after each clinical rotation. Results of clinical agency evaluations completed by students are shared and discussed with the appropriate person at each clinical agency. Clinical communication minutes are available for on-site review in the document display room.

Another channel of inter-professional collaboration is through the ADN Advisory Committee meetings which are held each spring semester. Representatives from local healthcare agencies, departments within the college, K-12 schools in the community, and from area colleges/universities are invited to attend. In addition to highlights of the program being presented, representatives are encouraged to give input into the strengths and weaknesses of the program or graduates. The input gathered influences recommendations made to the CC. An example was the request of a clinical agency to have students be introduced to the National Institutes of Health Stroke Scale (NIHSS) which is required of registered nurses in area facilities. Faculty instructing NUR 2209 - Medical/Surgical Nursing II implemented the requirement of this stroke scale by students during the neurology component of the course. Students completing this requirement now graduate the program with a NIHSS certification.

Research

Current research is incorporated throughout the curriculum in both the theory and clinical components of each nursing course. Evidence-based practice is first introduced to students in NUR 1110 - Fundamentals of Nursing and continues throughout the program. Fundamental students are assigned to write a critique of a communication article related to patient care. The article must be current and evidence-based. A sample of this assignment will be available for review during the site visit. The clinical component of a nursing course includes care plans that require students to incorporate evidence-based rationales for interventions and medications administered to patients.

Clinical rotations are conducted at accredited healthcare agencies which maintain their own standards of practice and quality improvement systems. Students are made aware of these standards through available resources in the clinical agencies. During clinical experiences, especially during preceptorship, nursing students work with other healthcare providers, including physical therapists, dietitians, pharmacists, and case management personnel. When possible, students are invited to observe and participate in multidisciplinary care management meetings. Classroom discussions along with pre- and post-conferences incorporate evidence-based practice that is supported by required textbooks and experienced in clinical rotations.

Standards of Practice

Faculty members hold a minimum of a MSN degree. In Fall 2018, three (3) faculty members held a DNP or PhD in Nursing. Faculty members are required to obtain ten (10) contact hours per calendar year, two (2) of which must be specific to their classroom or clinical focus (see Table 2.1.1, pp. 31-33). Several faculty members attend conferences, workshops, and/or seminars throughout the year to remain current in nursing education theory and to continually increase knowledge of new and innovative teaching modalities. The program subscribes to NurseTim, Incorporated which provides numerous live and archived webinars pertaining to nursing education. The director assigns specific webinars on NurseTim for new faculty to complete as well as select webinars each semester for all faculty to complete. A listing of PRCC Professional Development offerings and NurseTim webinars will be available in the document room at the time of the site visit.

Mississippi IHL has a mandated ratio of 1:10 for faculty to student in the clinical settings, 1:15 faculty to student ratio in the classroom, and 1:15 for preceptorship experiences. These mandates allow for safe, effective teaching practice. Table 4.6.2 - Faculty/Student Ratios illustrates the ratio of faculty to students in the classroom, clinical, and preceptorship settings.

Table 4.6.2 - Faculty / Student Ratios

Semester	*Total Enrollment	**Number FT Faculty	**Number PT Faculty	Classroom	Clinical	Preceptorship (NUR 2209)
Fall 2015	221	21	2	1:11	1:10	1:5
Spring 2016	235	21	2	1:11	1:10	1:7
Fall 2016	217	18	4	1:12	1:10	1:6
Spring 2017	215	18	4	1:12	1:10	1:6
Fall 2017	201	17	5	1:12	1:9	1:9
Spring 2018	211	18	4	1:12	1:10	1:10
Fall 2018	221	18	5	1:12	1:10	1:10

* Enrollment - tallied on 2nd Friday of each semester.

** Figures do not include Director or Program Chair.

Faculty who maintain additional employment with clinical affiliates keep other faculty members updated of changes to healthcare practices as they undergo required in-services for employment. An example is the implementation of USP-800 practices according to nationwide pharmacy standards in Spring 2018, for medications newly classified as hazardous. An email was sent to all faculty informing them of these changes. Table 4.6.3 - Full-time Faculty with Additional Employment illustrates the percentage of full-time faculty that hold additional employment in nursing in addition to employment as instructors.

Table 4.6.3 - Full-Time Faculty with Additional Employment

Semester	FT Faculty	Additional Employment	Percentage
Fall 2015	21	9	43%
Spring 2016	21	8	38%
Fall 2016	18	6	33%
Spring 2017	18	6	33%
Fall 2017	17	6	35%

Spring 2018	18	6	33%
Fall 2018	18	9	50%

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

The ADN program uses a variety of evaluation methodologies that support the achievement of the PSLOS. For a student to be successful in all nursing courses, the student must achieve a grade of 80% or better and a satisfactory (“S”) evaluation for clinical performance.

Theory Grading Criteria

Theory grading criteria are stated in all course syllabi and explained during course orientations at the beginning of each semester. Table 4.7.1 - Theory Grading has the percentage division for theory grades.

Table 4.7.1 - Theory Grading

Theory Grading	
Minor Grades (Assignments, Quizzes, and/or Readiness Assessments)	20%
Major Grades (Unit Tests)	50%
Final Examination	30%
Total Percentage	100 %

Unit tests and final examinations are composed of multiple-choice questions consistent with NCLEX-RN format, including alternative style items. Each unit test and final examination is mapped to a test blueprint (see Appendix I: ADN Test Blueprint, pp. 228-230). Questions are critiqued and reviewed by course faculty before the test/examination is administered. After each examination, course faculty review the examination statistical data, including the percentage correct, point bi-serial, and reliability coefficient (K20). Data gathered are utilized to improve the quality of examination items. A variety of other learning activities are used to evaluate student achievement of CSLOs and are included in the final course grade. Each course activity/assignment is linked to at least one (1) PSLO. These include, but are not limited to: quizzes, critiques of journal articles, oral reports, professional papers, reflection reports, class participation activities, dosage calculation tests, nursing care plans, and skills/simulation laboratory activities and demonstrations.

Clinical Grading Criteria

Clinical experiences provide the opportunity for faculty to assess student performance and determine mastery of CSLOs, the benchmarks in achieving PSLOs. The primary method used to measure clinical learning is the Clinical Summative Evaluation (see Appendix J, pp. 231-233). This tool is used across the curriculum. The tool is divided into five (5) sections that correspond to the five (5)

PSLOs, supported by the CSLOs. The criteria for the Clinical Summative Evaluation are Satisfactory “S” or Unsatisfactory “U”.

The Clinical Summative Evaluation form along with the Clinical Progress Report is used by the faculty as both a formative and summative evaluation method. Evaluation data are obtained during clinical experiences via observation, demonstrations, written work, and participation in pre- and post-conferences. Anecdotal notes are maintained by faculty as appropriate. The evaluation tool is used as the summative assessment, completed by the faculty member at the conclusion of a clinical rotation. A student may rotate more than once during a semester, allowing for several faculty to provide input into the final clinical evaluation. Students are provided weekly verbal and written feedback on assignments. Faculty and students review the clinical progress report throughout the rotation while the clinical summative evaluation form is reviewed at the end of the rotation.

The Clinical Progress Report is also used as a formative assessment to monitor deviations in clinical performance. When deviations are present, the student is notified by the clinical instructor and an individual student conference is held to explain the unacceptable behavior(s). Written counseling records document the information discussed with the student. If the behavior has been designated “critical” for the course, the student receives a program violation. The severity of the program violation may warrant the student to meet with the Academic and Professional Conduct Council (APCC) where the behavior is reviewed and recommended sanctions are made.

During the preceptorship experience in NUR 2209 - Medical/Surgical Nursing II, the preceptor evaluates the performance of the student for target behaviors during each shift of the clinical experience with “S”, “NI”, and “U”. The faculty instructor reviews the evaluation of the student with the preceptor ensuring the student has satisfactorily achieved the CSLOs for successful completion of the course.

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

The PRCC ADN program has continuing accreditation by the ACEN and is approved by the MS IHL. The college is accredited by the SACSCOC. A graduate of the ADN program is awarded the AAS degree and is eligible to write for the NCLEX to become a RN.

The ADN program provides two (2) options for students seeking to graduate with an AAS degree: the traditional option and the LPN to ADN option. Both program options comply with college policies and accreditation. The traditional option is designed to be completed within a two-year time frame. The LPN to ADN option is designed to supplement the knowledge base of the already licensed and experienced healthcare professional and to prepare these students to enter the third semester (Level 3).

The nursing curriculum consists of a total of 72 hours with 42 credit hours (58%) allotted to nursing courses and 30 credit hours (42%) to general education courses. A credit hour is defined as 50 minutes of classroom instruction or three (3) hours of laboratory or clinical practice in a traditional semester. The PRCC semester is 15 weeks in length; 14 weeks of instruction with (1) week for final examinations. Table 4.8.1 - Required General Education Courses outlines the general education courses required of the ADN program of study, while Tables 4.8.2 - Traditional Option with Credit & Contact Hours and Table 4.8.3 - LPN to ADN Option with Credit & Contact Hours provide a breakdown of credit hours, class hours, and laboratory/clinical hours for all nursing courses.

Table 4.8.1 - Required General Education Courses

General Education/Support Courses	Credit Hours	Theory		Laboratory	
		Credit	Contact Hours	Credit	Contact hours
MAT 1313 College Algebra	3	3	45		45
PSY 1513 General Psychology	3	3	45		45
EPY 2533 Human Growth & Development	3	3	45		45
ENG 1113 English Composition I	3	3	45		45
SPT 1113 Public Speaking	3	3	45		45
BIO 2513 *Anatomy & Physiology I	4	3	45	1	45
BIO 2523 *Anatomy & Physiology II	4	3	45	1	45
BIO 2923 *Microbiology	4	3	45	1	45
SOC 2113 Introduction to Sociology	3	3	45		45
Total	30				

*Credit for lab is combined with theory for the total of 4 credit hours.

Table 4.8.2 - Traditional option with Credit & Contact Hours

Levels	Course	Credit Hours	Theory		Clinical	
			Credit	Contact Hours	Credit	Contact Hours
Level 1	NUR 1101	1	1	15		
	NUR 1110	10	7	105	3	135
Level 2	NUR 1210	10	6	90	4	180
Level 3	NUR 2104	4.5	3	45	1.5	67.5
	NUR 2115	4.5	3	45	1.5	67.5
Level 4	NUR 2203	3	2	30	1	45
	NUR 2209	9	5	75	4	180
	Total	42	27	405	15	675

Table 4.8.3 - LPN to ADN Option with Credit & Contact Hours

Levels	Course	Credit Hours	Theory		Clinical	
			Credit	Contact Hours	Credit	Contact Hours
LPN to ADN	NUR 1207	7	6	90	1	45
Level 3	NUR 2104	4.5	3	45	1.5	67.5
	NUR 2115	4.5	3	45	1.5	67.5
Level 4	NUR 2203	3	2	30	1	45
	NUR 2209	9	5	75	4	180
	Total	28	19	285	9	405

The LPN to ADN option is designed to enhance the knowledge of the LPN student and to assist in the transition into Level 3 and 4 of the ADN program. The NUR 1207 - LPN Bridge course focuses on the theory of nursing, the fundamentals of nursing, the practice of medical-surgical nursing, and the role of the registered nurse. The NUR 1207 - LPN Bridge course is the theory component of NUR 1210 - Medical/Surgical Nursing I which allows for the course to be part-time. The course is held in the nursing building on the PRCC Poplarville campus during fall and spring semesters. Successful completion of the course results in 7 hours of credit. The LPN to ADN student is required to meet the same general admission and course requirements as the traditional ADN student.

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

Sufficient practice learning environments are provided for student learning and support achievement of PSLOs. Nursing students have access to multiple clinical settings in a diverse population as a requirement of the curriculum. Clinical agencies provide a variety of services with adequate patient census which allows appropriate student clinical experiences. Medical and surgical facilities utilized include both public and nonprofit institutions of varying sizes. During enrollment in the program, students rotate through specialty agencies such as pediatric, maternity, and mental health nursing. Other practice sites include dialysis clinics, public areas at hospitals and clinics, oncology clinics, and school settings.

Due to the number of facilities used, clinical scheduling is important to help meet individual course objectives. The director and program chair maintain current contracts for each facility. The program chair coordinates clinical schedules with each facility educational director. Maintaining current contracts and communication with the facilities is important due to the number of colleges and universities in the surrounding area requesting clinical sites. Table 4.9.1 - Acute Care Facility Rationales provides the rationale for each acute care clinical facility utilized.

Clinical/Course learning objectives are also met through the simulation/skills laboratory to support clinical preparation. Students are scheduled practice times for each level with the assistance of

course instructors. Levels 1, 2, and 3 evaluate competency of students through skills check-off. Skills review sessions facilitated by faculty were implemented for Levels 2, 3, and 4 prior to the start of clinical following student evaluation results, faculty observations, and clinical agency requests during ADN Advisory Committee meetings. Each level has specific lab hours which also requires students to practice skills. These hours are confirmed by the simulation/skills lab instructor.

The ADN program uses simulation to enhance clinical experiences and the critical thinking process. The simulation/skills lab instructor along with course instructors provide level specific simulations each semester. Simulations are inclusive in the skills lab and in the classroom for content specific learning. Faculty are allowed and encouraged to attend simulation training sessions to ensure competency in facilitating simulations.

Faculty and students follow policies and procedures of the clinical practice agencies. Attendance for facility orientation is completed as instructed. All hospitals utilized adhere to the safety guidelines established by the accrediting bodies' specific for each institution.

Students evaluate the effectiveness of the practice learning environments including the simulation/skills laboratory. Students complete a formal evaluation of each clinical facility annually in the fall semester. The survey results are cumulative and are reviewed by the director, program chair, course faculty, and clinical agency to determine the level of satisfaction. Students have experienced overall positive learning experiences on all Levels according to clinical agency evaluation results. Specific clinical agency evaluation results are available for on-site review in the document display room.

Table 4.9.1 - Acute Care Facility Rationales

Acute Care Facility	Rationale
Forrest General Hospital (FGH)	Acute care hospital that provides patient-centered care for students in medical/surgical, labor & delivery, postpartum, pediatrics, emergency department, intensive care, cardiac lab, and endoscopy.
Ochsner Medical Center - Hancock	Acute care hospital that provides patient-centered care for students in medical surgical, emergency department, intensive care, and endoscopy.
Highland Community Hospital	Acute care hospital that provides patient-centered care for students in medical surgical, emergency department, intensive care, endoscopy, obstetrics, and pediatrics.
Marion General Hospital – Forrest Health	Acute care hospital utilized during preceptorship for students to provide patient-centered care, teamwork, and collaboration to a diverse population.

Merit Health - Wesley	Acute and extended care hospital that provides patient-centered care for students in medical surgical, emergency department, transitional care, and intensive care.
Pearl River County Hospital and Nursing Home	Acute care and long-term care facility which provides student opportunities for patient-centered care, communication, and develop safety skills to a diverse population.
Pine Grove Behavioral Health	In-patient and residential patients in which patient-centered care for behavioral health is provided to a diverse population.
South Mississippi State Hospital	Acute care setting for behavioral health in which patient-centered care is provided to a diverse population.
Stone County Hospital	Acute care and long-term care facility which provides student opportunities for patient-centered care, communication, and develop safety skills to a diverse population.

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

Contractual agreements have been established with clinical agencies as listed in Table 4.10.1 - List of Affiliated Clinical Facilities. The selection of clinical sites is in correlation with the theory component of each course, in order to support substantial clinical experiences as specified in each course. The criteria for clinical affiliation selection is dependent on adequate space, the availability and use of instructional materials, provision and maintenance of qualified personnel, overall availability, accommodation of the specific number of students, and the ability to provide a quality learning experience and environment.

When there is a need for additional clinical sites, the director and/or program chair and course faculty member(s) confer with the administrative staff and tour the respective facility. A collective agreement and contract are finalized between PRCC ADN program and the administrators of the facility prior to use of the facility. Contractual agreements are signed by the President and/or Vice-President for Forrest County Operations, the director of the ADN program, the administrator and/or the director of nursing of the clinical affiliate. The contractual agreement specifies expectations and responsibilities of each party. Each contractual agreement is effective for a specified period of time. Agreements may automatically renew for additional years unless either party requests a change or termination of the initial agreement.

A letter of intent is sent to each clinical affiliations' administrator in June every year for automatic renewal, changes, or termination. Termination by either party must be submitted in writing to the opposite party by registered mail thirty (30) days prior to the expected termination date. An exception is made for students already enrolled and assigned to that facility, then the students will be

allowed to complete their clinical rotation. All contracts are kept in the office of the administrative/admissions assistant and will be available for on-site review.

Table 4.10.1 - List of Affiliated Clinical Facilities

Affiliated Facility	Clinical Courses
Early Head Start of Picayune	NUR 2115
Forrest Health Services: *Forrest County General Hospital *Asbury Hospice House *Highland Community Hospital *Marion General Hospital *Outpatient Oncology Center *Pine Grove Behavioral Health & Addiction Services	NUR 1210 NUR 2104 NUR 2115 NUR 2203 NUR 2209
Grayson Creek Medical Clinic	NUR 2104
Hattiesburg Clinic of Hattiesburg: *Hattiesburg Clinic Dialysis Unit *Lowery A. Woodall Outpatient Surgical Center *Pearl River Dialysis Center	NUR 1210 NUR 2104 NUR 2115
Hattiesburg Health & Rehabilitation Center	NUR 1110
Hattiesburg Public School District: *Thames Elementary	NUR 2115
Manna Medical Clinic	NUR 1210
Merit Health Wesley	NUR 1110 NUR 1210 NUR 2209
MS State Department of Health *Hancock County *Harrison County	NUR 2104
Parkway Heights Early Encounters	NUR 2115
Picayune Pediatric Clinic	NUR 2115
Pearl River County Hospital & Nursing Home	NUR 1110
Southeast MS Rural Health Initiative: *Women's Health Center	NUR 2104
South MS State Hospital	NUR 2203

Southside Lower Elementary	NUR 2115
Stone County Hospital	NUR 1110 NUR 2209

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

All students attending PRCC, have access to course syllabi and other instructional materials through the campus-wide learning management system. Faculty members are able to tailor courses to meet course outcomes and to meet the needs of the students enrolled in the course. Nursing faculty offer a variety of different learning activities tailored to the specific level of the ADN student and the course content. Levels 1 and 2 have one nursing course with a specific time-frame for class meetings and clinical rotations. Levels 3 and 4 include two separate nursing courses sharing the same calendar time. The NUR 1207 - LPN Bridge course is part-time and meets during the theory component of NUR 1210 - Medical/Surgical Nursing I. Each course has specific theory and clinical time-frames which are clearly designated on the overall course/level calendar and posted on the learning management system. Individual course syllabi list instructional methods used. Each instructor for a specific system- or content-related theory class provides an outline for the instructional period.

Clinical learning activities vary with the level of the students and with the clinical affiliate. Each course has level-specific clinical objectives available to the students in the course syllabi and/or through the learning management system. Each clinical rotation has its own guidelines and objectives especially for off-site rotations. Table 4.11.1 - Learning Activities demonstrates the various learning activities across the program. Table 4.11.2 - Crosswalk of PSLO # 3 in NUR 2209 is a crosswalk regarding classroom, clinical, and preceptorship outcomes and learning activities.

Table 4.11.1 - Learning Activities

Course	Learning Activities
NUR 1110	Traditional lecture, PowerPoint, Simulation, Self-evaluation of learning styles, Critique of communication article, Oral presentations, Group hands-on practice of specific assessment techniques, Diagramming
NUR 1207 & 1210	Traditional lecture, PowerPoint, Simulation, Return demonstration, Practice lab, Readiness assessments, Visual aids, Role play, Case studies
NUR 2104 & 2115	Traditional lecture, PowerPoint, Simulation, Pre-class Voice-over PowerPoint, Group work, Poster presentations, Classroom discussion, YouTube, Support product practice questions, Readiness assessments, Support product focused-review online tests

NUR 2203 & 2209	Traditional lecture, PowerPoint, Simulation, Support product focused-review online tests, YouTube, Interactive Handouts, Drawing/ Diagramming, 5 Minute Care Plan, Clinical Critical Thinking Exercises, NCLEX style questions, Test Reviews, Think-Pair-Share, Readiness Assessments, Visual aids
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Table 4.11.2 - Crosswalk of PSLO #3 in NUR 2209

PSLOs	Outcome	Assignments/ Learning Activities
<p># 3 Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking - taking into account any ethical or legal implications.</p>	<p><u>Course:</u></p> <p>5. Utilize an individualized plan of care and include appropriate education of the patient and significant others.</p> <p>6. Prioritize patient care while integrating critical thinking skills to provide accurate and safe nursing care to meet patient’s needs.</p> <p>7. Choose appropriate delegation of patient care to members of the health care team, while supervising and evaluating these activities.</p> <p>9. Select practices within the ethical, legal, and regulatory framework of nursing and recognizing and reporting unsafe practices.</p> <p><u>Clinical:</u></p> <p>2. Display critical thinking in the design of the nursing process for adult(s) experiencing specific acute and chronic illnesses in a variety of settings.</p> <p>4. Organize appropriate patient instruction in nursing interventions while utilizing teaching-learning principles.</p> <p>11. Arrange health teaching for each adult patient or groups of adult patients to provide maximal wellness.</p> <p>22. Generate critical thinking to prioritize and coordinate the nursing care of adults and groups of adults.</p>	<p><u>Course:</u></p> <p>Management/ Leadership class discussion and activities, readiness assessments, unit exam; integration of management and prioritization concepts into other classroom content.</p> <p><u>Clinical:</u></p> <p>Assignment as a Team Leader for a team of students/ patients which involves making patient assignments, assisting and supervising each team member and evaluating each team member’s performance; providing patient care; performing patient education; care plans and other written assignments; completing a daily self-evaluation of performance.</p> <p><u>Preceptorship:</u></p> <p>Providing and managing care for more than one patient; participating in appropriate delegation; journaling regarding performance each day; completing a daily self-evaluation of performance; submission of a daily evaluation from the preceptor.</p>

	<p>32. Display professional, ethical and legal behaviors while providing nursing care in the healthcare setting.</p> <p>34. Display awareness of own strengths and limitations as a team member.</p> <p><u>Preceptorship:</u></p> <p>Use critical thinking in planning and implementing nursing care for more than one patient.</p> <p>15. Observe and participate in the role of the registered nurse in delegating aspects of nursing care to other healthcare providers.</p> <p>21. Show responsibility and accountability for professional actions and nursing practice decisions.</p> <p>22. Assess the impact of moral, ethical and legal issues on nursing care and empowered nursing practice.</p>	
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Faculty review instructional materials and textbooks annually. Changes are made based on student verbal and online evaluations along with faculty input. Course syllabi are reviewed prior to the start of each semester and updated as needed. Faculty review course outcomes and course evaluations to guide revisions/updates to content delivery methods. Individual instructor evaluations are also used to guide faculty in their teaching methods. All program evaluations are reviewed initially by members of the Outcomes Committee and relevant data is shared with the entire body of faculty and/or individual faculty members (see Appendix L: ADN Schedule of Evaluations/Surveys, p. 238).

Various assessment methods are used throughout the ADN program to measure student success. Each course utilizes readiness assessments, assignments, quizzes and/or unit tests in the theory component. Every nursing course has a comprehensive final exam. For clinical, check-offs and review sessions along with lab referrals are used to ensure student success in establishing competency of skills required for practice. Table 4.11.3 - Skills Lab Referrals & Successful Clinical Completion illustrates the percentage of skills lab referrals and student success in clinical.

Table 4.11.3 - Skills Lab Referrals & Successful Clinical Completion

Academic Year	Course	Skills Lab Referrals	Clinical Completion
2016-2017	NUR 1110	14%	100% program wide
	NUR 1207	0%	
	NUR 1210	1%	
	NUR 2104	0%	
	NUR 2115	15%	
	NUR 2203	0%	
	NUR 2209	1%	
2017-2018	NUR 1110	13%	100% program wide
	NUR 1207	0%	
	NUR 1210	5%	
	NUR 2104	0%	
	NUR 2115	2%	
	NUR 2203	0%	
	NUR 2209	1%	

Another method of evaluation is the utilization of standardized integrated tests administered at the end of each semester. To motivate students in achieving standardized set benchmarks, students are awarded points on final exams. Students are also given an expected program benchmark. Students unable to achieve the program benchmark are placed in remediation sessions the following semester. Remediation is course specific due to the leveling of expectations. The remediation process was integrated to better prepare students for CSLOs which in turn will better prepare the student for the PSLOs and the NCLEX-RN. Table 4.11.4 - Students Achieving Benchmark & Course Success illustrates the percentage of students achieving the standardized set benchmark and the percentage of students successful in the course overall. Benchmark scores were not as expected in Spring 2016 since incorporating standardized tests as a course requirement scores have improved.

Table 4.11.4 - Students Achieving Benchmark & Course Success

Course	Benchmark		Course Success	
	Fall 2015	Spring 2016	Fall 2015	Spring 2016
NUR 1110	N/A	32%	89%	68%
NUR 1207	N/A	N/A	N/A	100%
NUR 1210	N/A	40%	82%	88%
NUR 2104	N/A	10%	98%	98%
NUE 2115	N/A	12%	78%	91%
NUR 2203	N/A	16%	92%	100%
NUR 2209	N/A	59%	61%	84%

Course	Benchmark		Course Success	
	Fall 2016	Spring 2017	Fall 2016	Spring 2017
NUR 1110	88%	16%	84%	86%
NUR 1207	53%	66%	77%	73%
NUR 1210	57%	73%	76%	78%
NUR 2104	100%	100%	83%	97%
NUR 2115	98%	98%	73%	91%
NUR 2203	96%	100%	100%	100%

NUR 2209	58%	96%	82%	91%
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Course	Benchmark		Course Success	
	Fall 2017	Spring 2018	Fall 2017	Spring 2018
NUR 1110	73%	82%	91%	86%
NUR 1207	88%	100%	86%	100%
NUR 1210	83%	77%	96%	70%
NUR 2104	100%	94%	90%	98%
NUR 2115	76%	96%	86%	88%
NUR 2203	100%	94%	100%	100%
NUR 2209	100%	83%	88%	95%



Standard 5: Resources

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

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

Fiscal resources provided are sufficient to ensure the achievement of the ADN program outcomes and commensurate with the resources of the governing organization. Pearl River Community College is a state funded public institution with additional funds provided from student tuition and occasionally, grants. Students are required to be full-time, fifteen (15) credit hours for tuition calculations and college funded aid (scholarships). Those students receiving federal aid have their aid calculated on twelve (12) credit hours. There are currently no active grants that support the ADN program. A grant awarded in 2015 funded the current simulation lab. Table 5.1.1 - ADN Program Revenues illustrates a three-year overview of the revenues received by the program.

Table 5.1.1 - ADN Program Revenues

Revenues	2015-2016	2016-2017	2017-2018
Tuition – In State FT	873,750.00	722,400.00	183,300.00
Tuition – In State PT	283,192.00	316,800.00	808,201.00
Total	1,156,942.00	1,039,200.00	991,501.00
State Appropriation – ADN Funding	166,012.00	166,394.00	172,653.00
Total	1,322,954.00	1,205,594.00	1,164,154.00

Faculty have input into the budget for the ADN program at the beginning of each spring semester via the needs assessment form. The yearly budget is compiled and developed by the director in February and submitted to the Vice-President for Forrest County Operations for approval by the Fiscal Management Committee. The college-wide budget is presented by the President to the College Board of Trustees at the annual budget meeting which is held in June. The expenditure of the ADN program funds commences with the new fiscal year on July 1st. Budgets are available online for the

director to review. Table 5.1.2 - ADN Program Expenditures illustrates a three-year overview of the expenditures by the program.

Table 5.1.2 - ADN Program Expenditures

Expenditures	2015-2016	2016-2017	2017-2018
Full-time Salaries	1,135,127.00	1,070,435.00	955,879.00
Benefits	462,366.00	412,760.00	381,466.00
Part Time Salaries	151,324.00	120,753.00	120,753.00
Clerical	48,808.00	48,808.00	48,808.00
Professional Support	126,385.00	128,539.00	128,539.00
Travel/Education	5,915.00	5,935.00	5,935.00
Operating	82,663.00	80,643.00	94,043.00
Total	2,012,588.00	1,867,873.00	1,735,423.00

It is difficult to compare the ADN program to other programs in the institution because of the uniqueness in size of faculty, student body, and the supplies and technology requirements necessary for instruction. Table 5.1.3 - Comparison of ADN to PN Program provides a three-year comparison of the ADN program budget to that of the practical nursing (PN) program.

Table 5.1.3 - Comparison of ADN to PN Program

Year	Institutional Budget	ADN & PN Programs	# of students		# FT Faculty	Total Budget of Each Program	% of overall budget
			Fall	Spring			
2015-2016	\$37,456,421	ADN	221	235	21	2,012,588.00	5.4%
		PN	95	N/A	7	368,952.00	1%
2016-2017	\$36,747,231	ADN	214	215	18	1,867,873.00	5.1%
		PN	92	N/A	7	386,912.00	1%
2017-2018	\$37,214,282	ADN	201	210	18	1,735,423.00	4.7%
		PN	94	N/A	7	394,596.00	1.1%

The director and the Vice-President for Forrest County Operations approve faculty request of funds to enhance professional development. It is supported by funding through the PRCC Development Foundation. The Vice-President for Forrest County Operations is responsible for the final approval and disbursement of these funds requested by faculty. Professional development opportunities

include, but are not limited to, nursing journal subscriptions, online webinars, conferences, conventions, and workshops. Professional development sessions are also provided by the college throughout the year.

Attracting adjunct clinical faculty is challenging as the rate of pay is not competitive with what nurses earn in the private sector. The number and quality of adjunct clinical faculty currently employed, however, is sufficient to meet the needs of the program. Adjunct clinical faculty are on a pay scale based on the number of days of worked. The same pay scale is utilized for all adjunct faculty throughout the college.

In addition to funding the budget of the ADN program, the college fiscally supports the program through the employment of other professional and support staff. The support staff provided include the administrative/admissions assistant and the records/technology assistant. Student workers can provide part-time assistance to support staff and faculty. The current staffing is sufficient to meet administrative and faculty needs of the program. Employees of the library, media services, and counseling departments provide direct support while other areas such as technology, printing, maintenance, and environmental services provide indirect support. Examples of the ADN budget are available for on-site review in the document display room.

Criterion 5.2: Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

The ADN program is located on the main PRCC campus in Poplarville, MS. Since Fall 1997, it has been housed in the 49,000 square foot Nursing/Wellness Center. This building accommodates the ADN, PN, PN Dual Enrollment, and HPR/Wellness programs. The ADN program is contained in 34,000 square feet. The use of space is usually determined by program and course needs, as well as room availability. The nursing building is open from 7:30 am to 4:00 pm, Monday through Friday. Table 5.2.1 - Facility Size & Description outlines the breakdown of areas allotted to ADN program.

Table 5.2.1 - Facility Size & Description

Facility Breakdown	Square Footage	Description
Classrooms		
Tier 1-3*	3,432	3 Tiered classrooms with seating capacity of 70 students each including 2 handicap desk per tier. Total seating capacity of 210. The tier classrooms can be used as a single room or divided into 2 or 3 smaller rooms. The seating is a combined chair table unit holding 6-8 students per unit.

Classroom 201	1,160	Medium size classroom with capacity of 60 students with movable desks with chairs
Classroom 301	1,160	Medium size classroom with capacity of 60 students with movable desks with chairs
Classroom 409	1,200	Medium size classroom with capacity of 60 students with movable desks with chairs
Classroom 407* (Teleconference room)	1,092	Medium size classroom/teleconference room with a capacity of 45 students with movable desks with chairs
Computer Lab	1,628	
Large Computer Workroom*	1,276	Computer room is equipped with 30 computers with Internet access, Windows 7 Professional with Microsoft Office. The room is also equipped with projector screen, two large printers, storage shelf, and two large rectangle dry erase boards.
Records/Technology Assistant Office	143	Small square office containing 2 desks and 3 large bookshelves and a small seating area.
Small Computer Workroom*	209	Workroom is equipped with 5 computers with Internet access, windows 7 Professional with Microsoft office, square bulletin board, small table, and 2 large printers
Skills Lab* (shared with PN and CNA Programs)	5,736	
Lab 1 & 3*	1,800 each	Equipped with a total of 20 hospital beds, bedside tables and over bed tables. Each lab contains 1 Large rectangular dry erase board, 1 scrub sink, and instructor chairs.
Lab 2	1,365	Encompasses an alcove with bookshelves containing reference text, 2 computers on wall mounted desks with chair. There are 4 simulation rooms with viewing stations within Lab 2.
Simulation Rooms 1-4 (Housed within Lab 2)	138 Rooms 1 & 4 209 Rooms 2 & 3	Each simulation lab is equipped with a hospital bed, bedside table, over bed table, wall unit with suction and oxygen, monitor, working sink, and 2 video cameras.

Simulation Control/Viewing Rooms	20	Each simulation room has a control/viewing room with one way glass.
Skills/Simulation Instructors Office	176	Equipped with 1 desk, office chair, computer, printer, office phone, file cabinet, and a small seating area.
Storage Room*	595	Equipped with supply carts, movable shelving, storage cabinets, a washer and dryer.
Offices		
Faculty Offices* (4 offices are designated for PN instructors. The remaining 4 are vacant.)	100 each	All full-time faculty (18) have private offices furnished with desk, office chair, guest chair, file cabinets, bookshelves, phone, and computer with Internet access. Adjunct share 2 offices equally furnished.
Administrative Suite*		See narrative

*Shared areas with CNA & PN programs

NON-INSTRUCTIONAL FACILITIES:

Non-instructional facilities include the ADN administration suite, faculty offices, student and faculty lounges, janitorial spaces, and designated storage areas.

Administrative Suite

The ADN administrative suite consists of the offices for the director, the program chair, administrative/admissions assistant, PN department chair, PN administrative assistant, and the Vice-President for Forrest County Operations. In addition, the suite has a conference room, a meeting room housing the ParScore grading system, restrooms, a kitchenette, and a secured records room. The offices are equipped with computers with internet connections, printers, telephones with voicemail capabilities, desks, office chairs, guest chairs, bookcases, and file cabinets. The office of the director also has a small conference table with chairs, restroom, and kitchenette. The meeting room that is equipped with the Par Score Scanner has a small table with printer, desk, a computer with internet access, a bookcase, a small conference table, and chairs. A large conference room is equipped with a conference table and chairs, a wall mounted conference marker board, a credenza, computer with internet access, desk, video screen, projector, and two bookcases. At times, portable desks and chairs are contained in this room to allow for testing of students with accommodations. There is a reception area located adjacent to the Office of the Vice-President for Forrest County Operations which allows for additional work space; it also has a display case and a large seating area with chairs. The faculty workroom is equipped with two storage closets, a color copier/printer/scanner/fax machine, faculty mailboxes, small file cabinet, one large work table with chairs, and two smaller work tables. One table is located under the large rectangular dry erase board which houses a paper cutter, an electric hole puncher, and the PN Scantron machine. The second work table is located to the right of the entrance door and functions as the communication/resource area for faculty. There is a small mailing station with envelopes and other supplies on a small

desk/hutch unit, a large shred box and another smaller work station near the copy machine with office/stationery supplies and electric staplers.

Faculty Offices

All full-time ADN faculty have individual offices. The offices are all equipped with a computer that has internet access, a printer, a telephone with voicemail capabilities, a desk, an office chair, guest chair(s), a bookcase, and a file cabinet. Offices are individually decorated by each faculty member. Adjunct clinical faculty share offices that are similarly equipped.

Custodial/Restrooms/Storage

The building is equipped with custodial spaces, storage rooms located on several hallways, and student and faculty restrooms. Fire extinguishers, fire alarms, sprinklers, exit signs, and exits are strategically placed throughout the building. Signs regarding emergency safety and weather alert plans are visible within the building.

Faculty/Student Lounges

There are two lounges in the front of the nursing building. The student lounge is open to the entryway of the building. It includes a large seating area with several round tables and chairs, student lockers, and a vending machine for snacks. Adjacent to the seating area is a kitchenette that has a regular size refrigerator, microwave, and coffee maker as well as two beverage vending machines. The faculty lounge is located opposite of the student lounge and has a door to provide privacy. The faculty lounge has round tables with chairs, a large work table, large shred box, a black/white copier/printer/scanner for faculty use, a microwave stand with microwave, and coffee maker. Adjacent to the faculty lounge is a kitchenette with a regular size refrigerator and an additional microwave. The faculty lounge has entry to two (2) separate bathrooms. There are two (2) storage closets within the faculty lounge used to store paper products, tablecloths, dishes, serving platters, etc.

INSTRUCTIONAL FACILITIES:

Classrooms

Each semester, the ADN program utilizes four classrooms. Another classroom, teleconference room (Room 407), is reserved primarily for the use by the PN program. If additional space is needed for testing purposes, the teleconference room is utilized when not occupied. Each individual classroom accommodates sixty (60) desks and chairs. The tiered classroom seats 210 people in floor mounted tables with attached seats. Additional spaces are available within the tiered classroom if special accommodations are needed. Retractable walls can be used to divide the tiered classroom into three (3) sections, each with a seating capacity of seventy (70). All classrooms are well illuminated with fluorescent lighting. A marker board, podium with microphone, instructor chair, a portable DVD player with TV monitor, ceiling mounted overhead projector, projector screen, and clock are available in each classroom. In addition, each classroom contains a presentation cart containing a computer with internet access, monitor, keyboard, and speakers. Two classrooms have a Symposium

monitor available to be used by instructors. A table in each classroom is used as a work and/or conference table.

Simulation/Skills Lab

The nursing building has about 5,700 square feet dedicated to simulation/skill labs. There are two large skills lab rooms (Lab 1/Lab 3) equipped with a total of 20 hospital beds, 20 over-bed tables, and 20 bedside tables. Glove and sharp containers are randomly placed in each skills lab to give students easy access. The patient units can be separated by privacy curtains. Each lab has a marker board, a scrub sink, instructor chairs, and round tables with chairs.

Four simulation rooms are located within Lab 2. Each is equipped with a nightstand, cardiorespiratory monitor, back wall equipment, a sharp container, gloves, a sink, a garbage can, and a wireless computer monitoring system for viewing simulations in the debriefing room and in all four classrooms. There are three viewing rooms with one way viewing windows for all four simulation rooms. The viewing rooms have a small work space and a chair. The area between simulation rooms 1 and 2 contains a bookshelf to hold nursing reference books and a bulletin board. Technically advanced male, female, child, and infant mannequins are available for practice and testing of specific nursing skills.

The simulation/skills lab has a walled section in Lab 3 with chairs, desks, and a computer utilized for various uses such as testing, debriefing, etc. A computerized IV simulator unit on a movable presentation cart is available for students and instructors to use. Lab supplies and practice mannequins are kept in a large, secured storage room that includes supply carts, movable shelving, storage cabinets, and a washer and dryer. The storage room is accessible by two sets of double doors on either side of the office of the simulation/skills lab instructor. This office is located in Lab 2 behind simulation rooms 2 and 3. The simulation/skills lab rooms provide adequate space for demonstration and testing of nursing skills

WELLNESS CENTER:

The Wellness Center, a 15,000 square foot facility adjacent to nursing, houses the Department of Health, Physical Education, and Recreation (HPR). The center includes an elevated walking track, aerobic exercise room, spin bike room, men's and women's locker rooms, a large workout area, three classrooms and five offices with a central information desk at the entrance of the wellness center. Two classrooms are equipped with a podium, dry erase board, overhead projector, computer with internet access, and smart boards for lecture components of the HPR courses. There is a workroom/lounge that is private for faculty use. An automated external defibrillator is located next to the women's locker room. Fire extinguishers, fire alarms, sprinklers, exit signs, and exits are strategically placed throughout the building. Signs on emergency safety plans and weather alert plans are located throughout the building as well.

A well-lit, large parking area is shared between nursing and the wellness center. Spaces directly in front of the nursing building are utilized by nursing guests, faculty, and students. There are spaces

reserved for visitors, four (4) are handicap accessible with ramps, and the remainder are for faculty and student use. Student parking is also available on the north side of the nursing building. Additional parking within walking distance of the nursing building is between Forrest Hall (women's dormitory) and the Career-Technology Center.

Criterion 5.3: Learning resources and technology are selected with faculty input and are comprehensive, current, and assessable to faculty and students.

Pearl River Community College provides on-site and remote library and technology support for nursing faculty and students to meet PSLOs and program outcomes. Learning resources and technology for the ADN program include resources provided in the college library, the simulation/skills lab and the computer lab. Resources are comprehensive, current, selected with faculty input, and accessible to faculty and students.

GARVIN H. JOHNSTON LIBRARY:

The Garvin H. Johnston Library is a 25,000 square foot facility that includes the library, testing center, and media services. The library is affiliated with the Mississippi Library Commission, the Mississippi Community College Network, and the Southeastern Library Network through which it provides interlibrary loan services to faculty and students.

The collection housed within the library includes approximately 55,653 books; 4,061 bound periodicals; 21 current periodicals, over 50,000 online periodicals through various databases; 3,723 rolls of microfilm and 1,643 volumes of microfiche. All library resources can be retrieved through the PRCC website. In the print collection, approximately 2,378 books are related to nursing. The library also houses 2,061 videocassettes, 1,223 digital versatile discs, and 479 titles of computer software on disks with a total collection of 3,763 audiovisual and computer software items. The library has 76 student computers while Classroom - One has 30 and Classroom - Two has 26. Additionally, 42 computers are in the Testing Center for online testing of MSVCC students, students receiving accommodations, ASE Prometric, and Accuplacer testing. All library computers have internet access. Media equipment and audiovisual hardware and software are available to students and faculty through the library.

Access to information is available through a variety of formats from the online library catalog to electronic databases and internet access. Complete full-text information from leading nursing and allied health magazines, journals, and dissertations are provided. Titles can be accessed from library computers or through the PRCC website on a personal computer. Databases specific to nursing provided by the library are: ProQuest Nursing Journals, ProQuest Elibrary, Lippincott Procedures, Visual Histology, EBSCO CINAHL, Nursing Reference Center Plus, Rehabilitation Reference Center, as well as the MELO website.

An annual evaluation of the Garvin H. Johnston Library for effectiveness by students, staff, and faculty is part of the PRCC evaluation process administered by the Office of Institutional

Effectiveness in the spring semester. A member of the nursing faculty serves on the Instructional Support Services Committee. This committee makes recommendations based on evaluation results, reviews the current library collection, and makes suggestions for updates on an annual basis. The Garvin H. Johnston Library hours are 7:00 am to 9:00 pm, Monday through Thursday, and 7:00 am to 4:30 pm on Friday.

The collection within the Garvin H. Johnston Library is current and comprehensive. It meets the needs of the students and faculty. Qualified personnel are available to provide instruction and guidance to faculty, students, and staff. The library and the testing center staff offer orientation sessions college-wide each semester. All nursing students are oriented to library resources during the NUR 1110 - Fundamentals of Nursing course.

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

The ADN program currently operates one elective nursing course via an alternative method of delivery. The first offering of the course was in Fall 2018. The course is in a hybrid format which meets Face2Face every other week. This course embeds the learning management system as does all other core nursing courses. Faculty use the learning management system to upload classroom content and course syllabi, grade and comment on assignments, and communicate with students through email. Students can also submit assignments and projects through an electronic drop box within the learning management system. The learning management system is also accessible as an application via smart phones and tablets. Additionally, nursing faculty support various learning styles by creating visual and audio enhanced presentations, voice over PowerPoints, and other media platforms and software.

PRCC provides adequate funding for the technological infrastructure and services to support the technology needs of the ADN program. The center for distance education within the department of general education maintains a budget that supports eLearning staff and services for faculty. The college also provides funding for technology upgrades to ensure that students and faculty have access to the appropriate hardware and software.

**SECTION THREE:
PRESENTATION OF STANDARD
SIX**



Standard 6: Outcomes

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

The nursing program has a current systematic plan of evaluation. The systematic plan of evaluation contains:

- a. Specific, measurable expected levels of achievement for each end-of-program student learning outcome and each program outcome.*
- b. Appropriate assessment method(s) for each end-of-program student learning outcome and each program outcome.*
- c. Regular intervals for the assessment of each end-of-program student learning outcome and each program outcome.*
- d. Sufficient data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.*
- e. Analysis of assessment data to inform program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.*
- f. Documentation demonstrating the use of assessment data in program decision-making for the maintenance and improvement of each end-of-program student learning outcome and each program outcome.*

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

There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student learning outcome.

The SPE for the ADN program is actively driven by nursing faculty and staff, reflecting 2017 ACEN Standards and Criteria. The SPE includes all standards and criteria, specific measurable levels of achievement assessment methods, frequency of data collection, analysis of results, and the action plan based on results. The processes have been discussed throughout this self-study report.

Minimally, three years of aggregated data are presented in the SPE. During program assessment periods, a SPE is in place and monitored, as per standards. In Fall 2016, faculty conducted a gap analysis of the curriculum, reevaluated professional competencies, guidelines, and standards and revisited the current Graduate Student Learning Outcomes (GSLOs) of the program. Faculty developed PSLOs that provide a more concise view of student outcomes to meet current practice expectations. Program surveys in Spring 2017 reflected the new PSLOs. With the revisions of the PSLOs and adoption of the 2017 ACEN Standards and Criteria, monitoring of outcomes in regard to data collection and trending has not been completed for all five (5) PSLOs at the writing of the SSR. The Outcomes Committee schedules monthly and as needed meetings during the academic year to analyze collected data and to modify the SPE as necessary. The current PSLOs are:

- PSLO # 1 Deliver quality, safe, and effective, patient-centered care.

- PSLO # 2 Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.

- PSLO #3 Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking - taking into account any ethical or legal implications.

- PSLO #4 Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.

- PSLO #5 Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

Student performance is evaluated in each individual nursing course as the student progresses through the program. Several evaluation tools are utilized to measure performance. All CLSOs are mapped to a specific PSLO. Students are expected to progress through the program with mastery of the PSLOs by graduation. Collected data include information from formal surveys during the program and twelve (12) months post-graduation, information obtained from the ADN Advisory Committee, program completion rates, student performance on standardized tests, NUR 1101 - Dosage Calculation for Nursing course results, program dosage tests, simulation activities, clinical summative evaluations, and NCLEX-RN pass rates. Results are aggregated and trended for both the traditional and the LPN to ADN options. The SPE outlines the assessment methods used for each PSLO, frequency of assessments, and expected level of achievement (ELA).

Standardized Exams

The ADN program implemented a standardized testing service in Fall 2013. Each student is assigned to a cohort upon admission and adjusted as needed throughout the program to reflect the graduating cohort at the end of the program. Focused review items are available to students of all levels with assignment for completion at the discretion of faculty members utilizing as the educational resource.

In Spring 2016, faculty fully engaged students in the standardized testing service inside and outside of class. All levels of students are now expected to complete proctored integrated tests at the end of each semester tailored to their enrolled course. Each proctored integrated test has assigned benchmarks related to levels of achievement. Individual remediation is required for students who do not meet the program benchmark (60% for NUR 1110, NUR 2104, NUR 2115, NUR 2203, and NUR 2209; 56% for NUR 1207/1210) on integrated tests. A content specific integrated test was developed for NUR 1207/1210 by the standardized testing service. This test was normed after the Fall 2017 testing period and program benchmark was adapted at 56%. Faculty analyze overall cohort performance in select categories that align with PSLOs, as outlined in the SPE.

Summative Clinical Evaluation Tool

The summative clinical evaluation tool, completed at the end of each semester by the clinical instructor, reflects overall student clinical performance. In preparation of the SSR, this tool initially contained clinical outcomes but did not show evidence of alignment with the PSLOs. Identifying the need for alignment faculty adopted the necessary changes in May, 2018 (see Appendix J, pp. 231-233).

Dosage Calculation Testing

Program dosage tests are administered to students enrolled in Level 2, 3, and 4 at the beginning of each semester. Level 2 and LPN to ADN students are required to achieve an 85% while Level 3 and 4 students are required to achieve a 90%. Students are allowed three opportunities to attain the required score. If unsuccessful, remediation is required after each test prior to administration of the next test. Students unsuccessful after three attempts are required to attend remediation sessions to focus on dosage. Students are retested periodically to evaluate proficiency during the remainder of the semester. Students enrolled in the NUR 1101 - Dosage Calculations for Nursing are required to achieve an 80% or higher as a final course grade. A passing score on these tests correlates with PSLO # 1.

Simulation Activities

Formal simulation was implemented in NUR 1110 - Fundamentals of Nursing during Fall 2016 with integration in Spring 2017 for NUR 1207/1210 - Medical/Surgical Nursing I and NUR 2209 - Medical/Surgical Nursing II. A simulation component was added to NUR 2115 - Nursing Care of Children in Fall 2017. Progressive incorporation of simulation activities have occurred across the ADN program and currently includes all nursing levels. A need was identified for a uniform evaluation tool that correlates with the PSLOs more clearly. Faculty commenced with researching and developing a uniform tool for Fall 2018 (see Appendix K: Simulation Quantitative Check-off, pp. 234-237).

Formal Surveys

Evaluation of PSLOs is accomplished through surveys completed by graduating students (Curriculum Survey), graduates who are currently in the workforce (Graduate Satisfaction Survey), and employers of recent graduates (Employer Satisfaction Survey). All surveys are completed

through a Survey Monkey account managed by the ADN program. In addition, the Employer Satisfaction Survey is also administered via paper and pencil at the annual ADN Advisory Committee meeting and face-to-face at area facilities as needed. Samples of surveys are available for on-site review in the document display room.

Criterion 6.2: The program demonstrates evidence of graduates' achievement on the licensure examination.

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

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of the three (3) most recent years of available licensure examination pass rate data and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.

The 12-month period is defined as those students graduating from the ADN program within a calendar year. This generally includes December graduates from one year and May graduates from the following year. The ADN program also monitors student's achievement of the MS IHL standard which states, "annual NCLEX-RN pass rates for all test takers (1st and repeat) will be at 80% or above over a 3-year period."

In early 2016, the director and faculty discussed the lower than expected first-time pass rate for the calendar year of 2015 (69%). Adjustments were made to address identified areas of concern and to reflect NCLEX-RN changes: admission criteria was reevaluated, faculty development (including test item analysis, development of self-written test questions, and new test writing guidelines), and recommitment to utilize the standardized testing service were implemented. Pharmacology was added to NUR 1210 as an additional integrated test requirement. Reinforcement of medication education was implemented with the use of medication cards and generic medication names were used in classroom, clinical, and testing to reflect NCLEX-RN changes. Integrated testing was implemented in all nursing courses. Students in Level 3 and 4 are retested on NUR 1110 - Fundamentals of Nursing and NUR 1210 - Medical/Surgical Nursing I integrated tests to reevaluate retention of material previously taught and to identify areas of weakness. Enrichment 4 Success (remediation sessions) were added in Fall 2016. Table 6.2.1 - NCLEX-RN Pass Rates delineates the pass rates for three (3) calendar years in regard to meeting ACEN and MS IHL criteria.

Table 6.2.1 - NCLEX-RN Pass Rates

Calendar Years	Option	ACEN	MS IHL
2015	Traditional	66% (66/100)	84% (84/100)
	LPN to ADN	100% (9/9)	100% (9/9)
	Aggregate	69% (75/109)	85% (93/109)
2016	Traditional	78% (54/69)	93% (64/69)
	LPN to ADN	N/A	N/A
	Aggregate	78% (54/69)	93% (64/69)
2017	Traditional	91% (64/70)	97% (68/70)
	LPN to ADN	100% (16/16)	100% (16/16)
	Aggregate	93% (80/86)	98% (84/86)

Criterion 6.3: The program demonstrates evidence of students' achievement in completing the nursing program.

The expected level of achievement for program completion is determined by the faculty and reflects student demographics.

There is ongoing assessment of the extent to which students complete the nursing program.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There is a minimum of the three (3) most recent years of annual program completion data and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

The ELA for completing the ADN program has been determined by faculty. The rationale for the benchmark was influenced by the demographics of the students in the ADN program. The current ELA for completion of the ADN program is that 60% or greater of students will graduate within 150% of the time of the stated program length. This would include six (6) semesters for traditional students and four (4) for LPN to ADN students. Mississippi IHL guidelines state that graduation rates are calculated per academic year. In accordance with MS IHL, the calculation of degree

completion rates count only students who did not graduate due to failure to meet program outcomes or were dismissed based on program policies. Students who leave for personal reasons such as change in major, relocations, health issues, etc., are not tallied. In order to enhance retention efforts, students who withdraw from a course are interviewed by the director to identify factors contributing to the withdrawal.

Early recognition of risk factors is key to identifying students who may be at-risk for academic failure. Faculty remain committed to student success and refer students to support services within the college as well as to the remediation sessions. All students who score less than 80 % on any unit test are referred to the remediation sessions. Additional opportunities to gather study tips, notetaking formats, and/or test-taking strategies are provided to students during each semester. Table 6.3.1 - Completion Rates illustrates completion rates for the last three (3) academic years.

Table 6.3.1 - Completion Rates

	Option	# Admits to Cohort	# Completed in 150%	Completion %
2015-2016	Traditional	95	80	84%
	LPN to ADN	11	11	100%
	Aggregate	106	91	86%
<hr/>				
2016-2017	Traditional	83	74	89%
	LPN to ADN	N/A	N/A	N/A
	Aggregate	83	74	89%
<hr/>				
2017-2018	Traditional	73	58	79%
	LPN to ADN	17	16	94%
	Aggregate	90	74	82%

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

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

The ELA for job placement has been determined by the nursing faculty and reflects the mission and philosophy of the program. The current ELA for job placement is that one (1) year following program completion, at least 90% of the respondents to the graduation survey will reflect employment in the field in which they were prepared. Data collection includes student reporting, an online survey, and faculty reporting.

Student Reporting

Prior to graduation, students are asked to provide the faculty (theory advisors) with their contact information (personal e-mail address and phone number). This information is placed on the tracking form utilized for data collection. Students are instructed to contact faculty with information regarding passing of the licensure exam, as well as first place of employment as a RN. Many graduates are aware of employment prior to graduation, therefore asking the question of employment during this time has proven to yield some results as it relates to job placement. The information gained is used as comparative data when analyzing results.

Online Survey

The contact information on the tracking form is used to distribute online surveys that are completed by students, one-year post graduation. Students are informed prior to graduation that they will be receiving the survey via email around the same time the following year. Students are encouraged to use social media and other forms of communication to inform peers the survey is available. Students are highly encouraged to complete the survey as it relates to their experience with the program. Graduate input is valuable especially since they have been working in the field and can relate program expectations with the work environment.

Faculty Reporting

Due to low response rates of online surveys and student reporting, faculty reporting is utilized for data collection. Faculty during clinical experiences have seen students at various local facilities working as RNs. This data collection process is an effort to show that PRCC graduates are employed in the field in which they were prepared. Social media sometimes lends the opportunity to gather information regarding student employment.

Although faculty reporting is utilized as a measure for our institution, this information is merely recorded to show that students are employed. This information is not used when determining the response rate indicating the percentage employed. Table 6.4.1 - Job Placement illustrates the response rate of students reporting employment as a RN one (1) year following graduation.

Table 6.4.1 - Job Placement

Semester Graduated	Semester Surveyed	# Licensed	Faculty Report	Email-Response Rate	Percent Employed*
Fall 2014	Fall 2015	43	14	29 (67%)	29 (100%)
Spring 2015	Spring 2016	56	28	19 (34%)	19 (100%)
Fall 2015	Fall 2016	22	18	12 (55%)	12 (100%)
Spring 2016	Spring 2017	43	40	15 (35%)	14 (93%)
Fall 2016	Fall 2017	44	39	15 (34%)	15 (100%)
Spring 2017	Spring 2018	41	35	13 (32%)	13 (100%)

*% employed is based on the number of respondents

Table 6.4.2 explains action taken in response to job placement rates in 2016-2017.

Table 6.4.2 - Analysis/Actions Related to Job Placement Rates

Job placement survey data is reviewed annually, in the spring and as needed, at outcome committee meetings and faculty meetings. Appropriate action is taken when needed.		
2014-2015	2015-2016	2016-2017
Goal met. Faculty continued to analyze survey results.	Goal met. Faculty continued to analyze survey results.	Goal met. Faculty found a slight decrease in % employed based on respondents. 14 out of 15 of the Spring 2017 (Spring 2016 cohort) survey respondents, indicated they were working as a nurse. This prompted faculty to make adjustments to the survey and added a question to determine if students were working to further their education. This question was added to the Fall 2017 survey (Fall 2016 cohort).

In relation to collecting feedback from recent graduates on employment experiences and satisfaction, PRCC has previously received low response rates. Faculty found this to be a recurring issue and may be a reflection of the current program methods used to collect such data. Going forward, a plan to utilize more social media and downloadable communication applications to facilitate this process will be implemented for the Spring 2018 (cohort). This new method embraces convenience and assists faculty members in efforts to communicate with those graduates and receive feedback for program improvements.

Charts are maintained that allow for multi-year trending of all collected data (evaluation results, NCLEX-RN pass rates, completion rates, etc.). The trending charts are housed in the Evaluation

Results binder. Faculty have access to the binder in the nursing conference room. Program outcomes are also available on the ADN website for public viewing. The current method of assessment affords the program with trended, aggregated data for use in program decision-making, thus aiding in improvement of PSLOs and program outcomes.

**SECTION FOUR:
SYSTEMATIC PLAN OF EVALUATION
STANDARD SIX**

Standard 6: Outcomes

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

<p>Criterion 6.1: The program demonstrates evidence of students’ achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students’ attainment of each end-of-program student learning outcome.</p>
<p>Responsibility: Department of Nursing Education - Director, Program Chair, and Faculty; Curriculum and Outcomes Committees</p>

Graduate Student Learning Outcomes (GSLO) measured from 2015-2016	Semesters	Results of Data (collected from)		
		Curriculum (Survey Monkey)	Employer (Survey Monkey, Advisory Meeting)	Graduate (Survey Monkey)
GSLO #1 Exercising critical thinking by assessing the patient for relevant data and incorporating growth and development when planning, implementing, and evaluating nursing.	Fall 2015	100%	100%	100%
	Spring 2016	98%	100%	100%
	Fall 2016	100%	100%	100%
GSLO #2 Meeting the patient’s needs by providing patient centered care to maximize their level of wellness or to support a peaceful and dignified death.	Fall 2015	100%	100%	93%
	Spring 2016	98%	100%	88%
	Fall 2016	100%	100%	100%
GSLO #3 Providing patient education for a diverse population in promoting wellness or restoring health.	Fall 2015	100%	100%	100%
	Spring 2016	100%	100%	100%
	Fall 2016	100%	100%	100%
GSLO #4 Utilizing information and technology to communicate, manage knowledge, and safely assess and monitor patients.	Fall 2015	100%	100%	93%
	Spring 2016	100%	100%	100%
	Fall 2016	100%	100%	100%

Graduate Student Learning Outcomes (GSLO) measured from 2015-2016	Semesters	Results of Data (collected from)		
		Curriculum (Survey Monkey)	Employer (Survey Monkey, Advisory Meeting)	Graduate (Survey Monkey)
GSLO #5 Utilizing therapeutic communication skills when interacting with patients and support persons.	Fall 2015	100%	100%	100%
	Spring 2016	100%	100%	88%
	Fall 2016	100%	100%	100%
GSLO #6 Demonstrating competency in the performance of essential nursing skills while practicing within the parameters of individual knowledge and experience.	Fall 2015	100%	100%	93%
	Spring 2016	98%	100%	100%
	Fall 2016	100%	100%	92%
GSLO #7 Making appropriate decisions regarding prioritizing, delegating, and supervising nursing care.	Fall 2015	95%	100%	93%
	Spring 2016	98%	100%	75%
	Fall 2016	100%	100%	92%
GSLO #8 Managing time and resources effectively and seeking assistance when needed.	Fall 2015	100%	100%	93%
	Spring 2016	100%	100%	100%
	Fall 2016	100%	100%	100%
GSLO #9 Collaborating with health care team to provide evidence-based competent care.	Fall 2015	95%	100%	93%
	Spring 2016	100%	100%	75%
	Fall 2016	100%	100%	100%
GSLO #10 Practicing within the ethical and legal framework of nursing and promoting standards of nursing practice.	Fall 2015	100%	100%	100%
	Spring 2016	100%	100%	88%
	Fall 2016	100%	100%	100%
GSLO #11 Utilizing resources for life-long learning and self-development including participation in professional nursing organizations.	Fall 2015	89%	100%	86%
	Spring 2016	100%	100%	88%
	Fall 2016	98%	100%	92%

GSLO #12 Using constructive criticism for improving nursing practice.	Fall 2015	100%	100%	100%
	Spring 2016	100%	100%	75%
	Fall 2016	98%	100%	100%
GSLO #13 Recognizing the importance of and utilizing evidence-based practice.	Fall 2015	100%	100%	93%
	Spring 2016	100%	100%	100%
	Fall 2016	100%	100%	100%
Expected level of Achievement				
Curriculum Evaluation		Employer Evaluation		Graduate Evaluation
70% of respondents will respond positively <i>(Highly Effective or Effective)</i>		90% of respondents will respond positively <i>(Highly Effective or Effective)</i>		

Standard 6: Outcomes

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

<p>Criterion 6.1: The program demonstrates evidence of students’ achievement of each end-of-program student learning outcome. There is ongoing assessment of the extent to which students attain each end-of-program student learning outcome. There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students’ attainment of each end-of-program student learning outcome.</p>
<p>Responsibility: Department of Nursing Education - Director, Program Chair, and Faculty; Curriculum and Outcomes Committees</p>

PSLOs
*adopted Spring 2017

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision										
PSLO # 1 - Deliver quality, safe, and effective patient-centered care.	70% of respondents will respond “positively”* on Curriculum Evaluation.	Fall/Spring	Survey Monkey	Curriculum: <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;">Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Fall 2017</td> <td style="text-align: center;">97%</td> </tr> <tr> <td>Spring 2018</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	97%	Spring 2018	100%	Maintenance - Evaluation of PSLOs is accomplished through surveys completed by graduating students (Curriculum Survey), graduates who are currently in the workforce (Graduate Satisfaction Survey), and employers of recent graduates (Employer Satisfaction Survey). All surveys are completed through Survey Monkey. In addition, the Employer Satisfaction Survey is also		
		Rate													
Spring 2017	100%														
Fall 2017	97%														
Spring 2018	100%														
90% of respondents will respond “positively”* on Employer and Graduate evaluations.	Fall/Spring	Survey Monkey ADN Advisory Committee Meetings	Employer: <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;">Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Fall 2017</td> <td style="text-align: center;">100%</td> </tr> <tr> <td>Spring 2018</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> Graduate: <table border="1" style="margin-left: 20px; border-collapse: collapse; width: 100%;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;">Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%		Rate	Spring 2017	100%
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90% of students in the course will achieve “Satisfactory” on clinical summative evaluation (# 6 & 12) reflecting PSLO # 1	Fall/Spring	Course Reports	<table border="1"> <tr> <td colspan="4">Percent Meeting Outcome:</td> </tr> <tr> <td></td> <td>Spring 2017</td> <td>Fall 2017</td> <td>Spring 2018</td> </tr> <tr> <td>Level 1 Fundamentals</td> <td>100%</td> <td>98%</td> <td>100%</td> </tr> <tr> <td>Level 2 M/S I</td> <td>100%</td> <td>95%</td> <td>100%</td> </tr> <tr> <td>Level 3 Obstetrics</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Level 3 Pediatrics</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Level 4 M/S II</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Level 4 Mental Health</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </table>	Percent Meeting Outcome:					Spring 2017	Fall 2017	Spring 2018	Level 1 Fundamentals	100%	98%	100%	Level 2 M/S I	100%	95%	100%	Level 3 Obstetrics	100%	100%	100%	Level 3 Pediatrics	100%	100%	100%	Level 4 M/S II	100%	100%	100%	Level 4 Mental Health	100%	100%	100%	<p>Maintenance - The Clinical Summative Evaluation tool, completed at the end of each semester by the clinical instructor, reflects overall clinical performance. This tool contains objectives that align with the PSLOs.</p> <p>Development - A need was identified to align clinical outcomes with current PSLOs. Faculty adopted the necessary changes in May 2018 (see Appendix J, pp. 231-233).</p>
Percent Meeting Outcome:																																				
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Level 1	98%	94%	94%																																	

	90% of students enrolled in NUR 1101 - Dosage Calculations for Nursing will pass the course with 80% or higher.			Level 2	100%	100%	100%	semester with successful completion required to progress within the program. Passing requirements are progressive throughout the program (NUR 1207/1210 - 85%, NUR 2104/2115 and NUR 2203/2209 - 90%). Students are allowed three opportunities to achieve the required score. If unsuccessful remediation is required after each test prior to administration of the next test. Traditional ADN students are required to take a dosage calculations course with an 80% course grade required. A passing score or passing course grade correlates with PSLO # 1.
				Level 3	100%	100%	100%	
Level 4	100%	100%	100%					
	The cohort average on Kaplan Integrated Test in the area of Safety and Infection Control and the	End of Program	Kaplan Reports	Cohort Average:				Maintenance/Development -
				Safety and Infection Control	Spring 2017	Fall 2017	Spring 2018	The ADN program implemented standardized testing service (Kaplan) in Fall 2013. Each student is assigned to a cohort upon

	<p>area of Reduction of Risk Potential, will be 60% or greater.</p>			<table border="1"> <tr> <td>Program Average</td> <td>66.6</td> <td>80.3</td> <td>64.3</td> </tr> </table>	Program Average	66.6	80.3	64.3		<p>admission and adjusted as needed throughout the program to reflect the graduating cohort at the end of the program. Focused review tests are available to students of all levels with assignments for completion at the discretion of faculty members utilizing as an educational resource. In Spring 2016, all levels of students were required to complete proctored integrated tests at the end of each semester tailored to their enrolled course. Individual remediation is required for students who do not meet the program benchmark (60% - NUR 1110, NUR 2104/2115, NUR 2203/2209 and 56% NUR 1207/1210*) on integrated testing.</p> <p>*NUR 1207/1210 Kaplan test is content specific for PRCC students. This test was normed after the Fall 2017 testing period and</p>
Program Average	66.6	80.3	64.3							
<p>Cohort Average:</p>				<table border="1"> <tr> <td>Risk Potential</td> <td>Spring 2017</td> <td>Fall 2017</td> <td>Spring 2018</td> </tr> </table>	Risk Potential	Spring 2017	Fall 2017	Spring 2018		
Risk Potential	Spring 2017	Fall 2017	Spring 2018							
				<table border="1"> <tr> <td>Program Average</td> <td>60.9</td> <td>65.7</td> <td>63.4</td> </tr> </table>	Program Average	60.9	65.7	63.4		
Program Average	60.9	65.7	63.4							

					program benchmark was adapted to 56%). Faculty analyze overall cohort performance in select categories that align with PSLOs.
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Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision														
PSLO # 2 - Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.	70% of respondents will respond “positively”* on Curriculum evaluation.	Fall/Spring	Survey Monkey	Curriculum: <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%	Maintenance - Evaluation of PSLOs is accomplished through surveys completed by graduating students (Curriculum Survey), graduates who are currently in the workforce (Graduate Satisfaction Survey), and employers of recent graduates (Employer Satisfaction Survey). All surveys are completed through Survey Monkey. In addition, the Employer Satisfaction Survey is also administered in pencil and paper form at our annual Advisory Committee meeting and face to face at area facilities as needed.						
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90% of respondents will respond “positively”* on Employer and Graduate evaluations.	Fall/Spring	Survey Monkey ADN Advisory Committee Meetings	Employer: <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table> Graduate: <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%		Rate	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%
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90% of students in the course will achieve “Satisfactory” on clinical summative	Fall/Spring	Course Reports	Clinical Summative: <table border="1"> <thead> <tr> <th></th> <th>Fall 2017</th> <th>Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Level 1 Fundamentals</td> <td>98%</td> <td>100%</td> </tr> </tbody> </table>		Fall 2017	Spring 2018	Level 1 Fundamentals	98%	100%	Maintenance - The Clinical Summative Evaluation tool, completed at the end of each semester by the clinical instructor, reflects overall clinical									
	Fall 2017	Spring 2018																	
Level 1 Fundamentals	98%	100%																	

	evaluation (# 2, 4, 5, 6, 7, & 10) reflecting PSLO # 2			<table border="1"> <tr> <td>Level 2 M/S I</td> <td>95%</td> <td>100%</td> </tr> <tr> <td>Level 3 Obstetrics</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Level 3 Pediatrics</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Level 4 M/S II</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Level 4 Mental Health</td> <td>100%</td> <td>100%</td> </tr> </table>	Level 2 M/S I	95%	100%	Level 3 Obstetrics	100%	100%	Level 3 Pediatrics	100%	100%	Level 4 M/S II	100%	100%	Level 4 Mental Health	100%	100%	<p>performance. This tool contains objectives that align with the PSLOs.</p> <p>Development - A need was identified to align clinical outcomes with current PSLOs. Faculty adopted the necessary changes in May 2018 (see Appendix J, pp. 231-233).</p>						
Level 2 M/S I	95%	100%																								
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Level 3 Pediatrics	100%	100%																								
Level 4 M/S II	100%	100%																								
Level 4 Mental Health	100%	100%																								
	100% of students will meet patient psychological and physiological needs	Fall/Spring	Simulation Evaluations	<p>Simulation Evaluations:</p> <table border="1"> <thead> <tr> <th></th> <th>Fall 2017</th> <th>Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Level 1 Fundamentals</td> <td>+</td> <td>+</td> </tr> <tr> <td>Level 2 M/S I</td> <td>*</td> <td>*</td> </tr> <tr> <td>Level 3 Obstetrics</td> <td>*</td> <td>*</td> </tr> <tr> <td>Level 3 Pediatrics</td> <td>*</td> <td>*</td> </tr> <tr> <td>Level 4 M/S II</td> <td>+</td> <td>+</td> </tr> <tr> <td>Level 4 Mental Health</td> <td>N/A</td> <td>N/A</td> </tr> </tbody> </table> <p>*-was not being measured during these semesters</p>		Fall 2017	Spring 2018	Level 1 Fundamentals	+	+	Level 2 M/S I	*	*	Level 3 Obstetrics	*	*	Level 3 Pediatrics	*	*	Level 4 M/S II	+	+	Level 4 Mental Health	N/A	N/A	<p>Maintenance - Formal simulation activity was implemented in NUR 1110 during Fall 2016 with integration in Spring 2017 for NUR 1207/1210 and NUR 2209. NUR 2115 added a simulation component in Fall 2017. Progressive incorporation of simulation activity has occurred across the ADN program and currently includes all nursing levels.</p> <p>Development -</p>
	Fall 2017	Spring 2018																								
Level 1 Fundamentals	+	+																								
Level 2 M/S I	*	*																								
Level 3 Obstetrics	*	*																								
Level 3 Pediatrics	*	*																								
Level 4 M/S II	+	+																								
Level 4 Mental Health	N/A	N/A																								

				+-unable to measure using existing tool	In Spring 2018, Level 1 and 4 faculty met to review simulation evaluations to determine whether students met objectives related to patient needs; it was determined the evaluations did not measure these objectives; identifying a need for a more uniformed evaluation tool that clearly measures whether patient needs are met (see Appendix K, pp. 234-237).												
	The cohort average on Kaplan Integrated Test in the areas of Management of Care and Health Promotion and Maintenance be 60% or greater	End of Program	Kaplan Reports	<p>Cohort Average on Kaplan Testing:</p> <table border="1"> <thead> <tr> <th>Management of Care</th> <th>Fall 2017</th> <th>Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Program Average</td> <td>53.2</td> <td>65.7</td> </tr> </tbody> </table> <p>Cohort Average on Kaplan Testing:</p> <table border="1"> <thead> <tr> <th>Health Promotion and Maintenance</th> <th>Fall 2017</th> <th>Spring 2018</th> </tr> </thead> <tbody> <tr> <td>Program Average</td> <td>70.3</td> <td>72.2</td> </tr> </tbody> </table>	Management of Care	Fall 2017	Spring 2018	Program Average	53.2	65.7	Health Promotion and Maintenance	Fall 2017	Spring 2018	Program Average	70.3	72.2	Development - Faculty agreed to use Kaplan Integrated Test results to measure student outcomes. The Outcomes Committee chose accreditation or patient needs categories to measure student performance in these areas for all integrated testing throughout the program.
Management of Care	Fall 2017	Spring 2018															
Program Average	53.2	65.7															
Health Promotion and Maintenance	Fall 2017	Spring 2018															
Program Average	70.3	72.2															

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision														
PSLO # 3 - Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking - taking into account any ethical or legal implications.	70% of respondents will respond “positively”* on Curriculum evaluation.	Fall/Spring	Survey Monkey	Curriculum: <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%	Maintenance - Evaluation of PSLOs is accomplished through surveys completed by graduating students (Curriculum Survey), graduates who are currently in the workforce (Graduate Satisfaction Survey), and employers of recent graduates (Employer Satisfaction Survey). All surveys are completed through Survey Monkey. In addition, the Employer Satisfaction Survey is also administered in pencil and paper form at our annual Advisory Committee meeting and face to face at area facilities as needed.						
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90% of students in the course will achieve “Satisfactory” on clinical summative	Fall/Spring	Course Reports	Measurements Added Spring 2018- Cohort Percent Meeting Outcome: <table border="1"> <tbody> <tr> <td></td> <td>Spring 2018</td> </tr> </tbody> </table>		Spring 2018	Maintenance - The Clinical Summative Evaluation tool, completed at the end of each semester by the clinical instructor, reflects overall clinical													
	Spring 2018																		

	evaluation (# 3, 8, 11, & 13) reflecting PSLO # 3			<table border="1"> <tr> <td>Level 1 Fundamentals</td> <td>100%</td> </tr> <tr> <td>Level 2 M/S I</td> <td>100%</td> </tr> <tr> <td>Level 3 Obstetrics</td> <td>100%</td> </tr> <tr> <td>Level 3 Pediatrics</td> <td>100%</td> </tr> <tr> <td>Level 4 M/S II</td> <td>100%</td> </tr> <tr> <td>Level 4 Mental Health</td> <td>100%</td> </tr> </table>	Level 1 Fundamentals	100%	Level 2 M/S I	100%	Level 3 Obstetrics	100%	Level 3 Pediatrics	100%	Level 4 M/S II	100%	Level 4 Mental Health	100%		<p>performance. This tool contains objectives that align with the PSLOs.</p> <p>Development - A need was identified to align clinical outcomes with current PSLOs. Faculty adopted the necessary changes in May 2018 (see Appendix J, pp. 231-233).</p>
Level 1 Fundamentals	100%																	
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	The cohort average on Kaplan Integrated Testing in the areas of Leadership and Legal and Ethical will be 60% or greater.	End of Program	Kaplan Reports	<p>Cohort Average on Kaplan Testing:</p> <table border="1"> <tr> <td>Leadership</td> <td>Spring 2018</td> </tr> <tr> <td>Program Average</td> <td>62.1</td> </tr> </table> <p>Cohort Average on Kaplan Testing:</p> <table border="1"> <tr> <td>Legality and Ethical</td> <td>Spring 2018</td> </tr> <tr> <td>Program Average</td> <td>79.3</td> </tr> </table>	Leadership	Spring 2018	Program Average	62.1	Legality and Ethical	Spring 2018	Program Average	79.3		<p>Development - Faculty agreed to use Kaplan Integrated Test results to measure student outcomes. The Outcomes Committee chose accreditation or patient needs categories to measure student performance in these areas for all integrated testing throughout the program.</p>				
Leadership	Spring 2018																	
Program Average	62.1																	
Legality and Ethical	Spring 2018																	
Program Average	79.3																	

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision														
PSLO # 4 - Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.	70% of respondents will respond “positively”* on Curriculum evaluation.	Fall/Spring	Survey Monkey	Curriculum: <table border="1" data-bbox="1073 297 1404 459"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>97%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	97%	Spring 2018	100%	Maintenance - Evaluation of PSLOs is accomplished through surveys completed by graduating students (Curriculum Survey), graduates who are currently in the workforce (Graduate Satisfaction Survey), and employers of recent graduates (Employer Satisfaction Survey). All surveys are completed through Survey Monkey. In addition, the Employer Satisfaction Survey is also administered in pencil and paper form at our annual Advisory Committee meeting and face to face at area facilities as needed.						
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90% of respondents will respond “positively”* on Employer and Graduate evaluations.	Fall/Spring	Survey Monkey ADN Advisory Committee Meetings	Employer: <table border="1" data-bbox="1073 592 1404 755"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table> Graduate: <table border="1" data-bbox="1073 836 1404 998"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>93%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%		Rate	Spring 2017	93%	Fall 2017	100%	Spring 2018	100%
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	Rate																		
Spring 2017	93%																		
Fall 2017	100%																		
Spring 2018	100%																		
Other measurements to be added Fall 2018					Development - Faculty will meet to determine what assessment tool(s) to use to measure student outcome.														

Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision														
PSLO # 5 - Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.	70% of respondents will respond “positively”* on Curriculum evaluation.	Fall/Spring	Survey Monkey	Curriculum: <table border="1"> <thead> <tr> <th></th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Spring 2017</td> <td>100%</td> </tr> <tr> <td>Fall 2017</td> <td>100%</td> </tr> <tr> <td>Spring 2018</td> <td>100%</td> </tr> </tbody> </table>		Rate	Spring 2017	100%	Fall 2017	100%	Spring 2018	100%	Maintenance - Evaluation of PSLOs is accomplished through surveys completed by graduating students (Curriculum Survey), graduates who are currently in the workforce (Graduate Satisfaction Survey), and employers of recent graduates (Employer Satisfaction Survey). All surveys are completed through Survey Monkey. In addition, the Employer Satisfaction Survey is also administered in pencil and paper form at our annual Advisory Committee meeting and face to face at area facilities as needed.						
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Fall 2017	100%																		
Spring 2018	100%																		
Other measurements to be added Spring 2019					Development - Faculty will meet to determine what assessment tool(s) to use to measure student outcome.														

*Positively means respondents responded “effective or highly effective”.

Criterion 6.2: The program demonstrates evidence of graduates' achievement on the licensure examination.

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

There is ongoing assessment of the extent to which graduates succeed on the licensure examination.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.

There is a minimum of (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as well as disaggregated by program option, location, and date of program completion.

Responsibility: Department of Nursing Education- Director, Program Chair, and Faculty; Outcomes Committee

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Plan				Implementation																
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision															
NCLEX-RN Pass Rates	ACEN Standard: First write pass rate on NLCEX-RN will be at least 80% for a 12 month period.	Annually	MSBON Reports	NCLEX-RN Pass Rates:																
	MS IHL Standard:	Annually	MSBON Reports	<table border="1"> <thead> <tr> <th>Year</th> <th>Option</th> <th>ACEN</th> <th>IHL</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2015 - 2016</td> <td>ADN</td> <td>66% (66/100)</td> <td>84% (84/100)</td> </tr> <tr> <td>LPN to ADN</td> <td>100% (9/9)</td> <td>100% (9/9)</td> </tr> <tr> <td>Total</td> <td></td> <td>69% (75/109)</td> <td>85% (93/109)</td> </tr> </tbody> </table>	Year	Option	ACEN	IHL	2015 - 2016	ADN	66% (66/100)	84% (84/100)	LPN to ADN	100% (9/9)	100% (9/9)	Total		69% (75/109)	85% (93/109)	Development/Revision - Evaluated and updated the following: faculty development i.e. test writing items (write own test questions using a variety of sources, do not rely on test banks); created testing guidelines; reinforced medication information using drug cards; use only generic drug names on tests; added integrated pharmacology test in NUR 1207/1210; integrated testing course related on every level; retest Level 3 students with Fundamentals and Level 4 students with
				Year	Option	ACEN	IHL													
2015 - 2016	ADN	66% (66/100)	84% (84/100)																	
	LPN to ADN	100% (9/9)	100% (9/9)																	
Total		69% (75/109)	85% (93/109)																	

Percentage of graduates who pass NCLEX-RN for all test takers (1 st and repeat) will be at or above 80% over a 3 year period.				2016 - 2017	ADN	78% (54/69)	93% (64/69)	Medical/Surgical I to identify areas of weakness; added weekly Enrichment 4 Success sessions in 2016; readmission criteria changed to be more stringent, last group under previous admission criteria was 2015-2016 school year.	
					LPN to ADN	N/A	N/A		
					Total	78% (54/69)	93% (64/69)		
					2017 - 2018	ADN	91% (64/70)		97% (68/70)
						LPN to ADN	100% (16/16)		100% (16/16)
						Total	93% (80/86)		98% (84/86)

Criterion 6.3: The program demonstrates evidence of students' achievement in completing the nursing program. The expected level of achievement for program completion is determined by faculty and reflects student demographics.

There is ongoing assessment of the extent to which students complete the nursing program.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.

There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Responsibility: Department of Nursing Education- Director, Program Chair, and Faculty; Outcomes Committee

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Plan				Implementation				
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision			
Completion Rates	60% or greater of students enrolled in program will graduate within 150% of stated program length.	Fall/Spring	Comparison of initial enrollment cohort roster with same graduation cohort roster	Completion rates:		Maintenance - Refer students to Support Services within the college as well as to Enrichment 4 Success sessions as needed; all students who score less than 80% on any unit exam are required to see theory advisor and/or referred to the Enrichment sessions.		
				Start Date	Option		# of Admits to Initial Cohort	# Completed in 150 %
				2015-2016	ADN		95	80
					LPN to ADN		11	11
	Total	106	86% 91/106					

				<table border="1"> <tbody> <tr> <td rowspan="3">2016-2017</td> <td>ADN</td> <td>83</td> <td>74</td> </tr> <tr> <td>LPN to ADN</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Total</td> <td>83</td> <td>89% 74/83</td> </tr> </tbody> </table>	2016-2017	ADN	83	74	LPN to ADN	N/A	N/A	Total	83	89% 74/83	
2016-2017	ADN	83	74												
	LPN to ADN	N/A	N/A												
	Total	83	89% 74/83												
				<table border="1"> <tbody> <tr> <td rowspan="3">2017-2018</td> <td>ADN</td> <td>73</td> <td>58</td> </tr> <tr> <td>LPN to ADN</td> <td>17</td> <td>16</td> </tr> <tr> <td>Total</td> <td>90</td> <td>82% 74/90</td> </tr> </tbody> </table>	2017-2018	ADN	73	58	LPN to ADN	17	16	Total	90	82% 74/90	
2017-2018	ADN	73	58												
	LPN to ADN	17	16												
	Total	90	82% 74/90												

Criterion 6.4: The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Responsibility: Department of Nursing Education- Director, Program Chair, and Faculty; Outcomes Committee

Plan				Implementation	
Component	Expected Level of Achievement	Frequency of Assessment	Assessment Methods	Results of Data Collection and Analysis	Actions for Development, Maintenance, or Revision
Job Placement Rates	90% employed in various healthcare settings.	12 months following graduation Job placement survey data is reviewed annually, in the spring and as needed at committee and faculty meetings.	Graduate Tracking Form Faculty reporting Survey Monkey	Fall 2014 Cohort- 100% of respondents employed (29 out of 43 responses {67%} via Survey Monkey). Faculty reporting- 14 employed. Spring 2015 Cohort- 100% of respondents employed (19 out of 56 responses {34%} via Survey Monkey). Faculty reporting- 28 employed.	Maintenance – NUR 2209 faculty members continue to utilize tracking form to follow graduates. Survey Monkey and faculty reporting of graduates employed in various healthcare settings are continuously used to gather employment information. Development – A plan to utilize more social media and downloadable communication apps (i.e. Remind) to facilitate this process will be implemented for the Spring, 2018 (cohort). This new method embraces convenience and assists in

				<p>Fall 2015 Cohort- 100% of respondents employed (12 out of 22 responses {55%} via Survey Monkey). Faculty reporting- 18 employed.</p> <p>Spring 2016 Cohort 100% of respondents employed (15 out of 43 responses {35%} via Survey Monkey). Faculty reporting- 40 employed.</p> <p>Fall 2016 Cohort-100% of respondents employed (15 out of 44 responses {34%} via Survey Monkey). Faculty reporting- 39 employed.</p> <p>Spring 2017 Cohort- 100% of respondents employed (6 out of 42 responses {15%} via Survey Monkey). Faculty reporting-30 employed.</p>	<p>faculty members' efforts to communicate with graduates and receive feedback for program improvements.</p> <p>*One student from the Spring, 2018 cohort has been designated to utilize social media apps (i.e. Facebook) to remind students to complete the graduation survey when available.</p>
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**SECTION FIVE:
APPENDICES**

APPENDIX A

Nursing Faculty Profiles

Name of Institution: Pearl River Community College

Name of Nursing Education Unit: Department of Nursing Education, Associate Degree Nursing

Academic Term: 2018-2019

Form Started / Completed: August, 2018 / September, 2018

**Faculty Profile Table
2018-2019**

Qualifications of Full-Time Faculty Exclusive to Nursing Program

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FACULTY NAMES	EMPLOYMENT DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	AREA OF EXPERTISE/ EXPERIENCE	NURSING COURSE(S) TAUGHT DURING CURRENT ACADEMIC YEAR	NON-TEACHING AREA(S) OF RESPONSIBILITY	OTHER QUALIFICATIONS RELATED TO NURSING COURSE(S) TAUGHT
1. Andrews, Ryan	08/2016	BSN 2005 MSN 2016	Medical/Surgical ICU	Fall 2018 NUR 1110 * Clinical 2018-2019 NUR 1110	Academic Advisor Enrichment 4 Success – Facilitator Kaplan Entrance Exam - Proctor Accreditation Committees: - Faculty Organization (Secretary)	American Heart Association * Healthcare BLS - Provider * ACLS - Provider MS RN License SMH – PRN Staff Position MOADN – Nomination Committee

					<ul style="list-style-type: none"> - Program Governance - Outcomes <p>Program Committees:</p> <ul style="list-style-type: none"> - Recruitment Team - Wellness Assessments <p>APC Council</p>	
2. Arbo, Raye Lynn	<p>PN 08/2012</p> <p>ADN 08/2018</p>	BSN 1999 MSN 2015	Neonatal; Pediatrics; Home Health; Long Term Care; PACU; Medical/Surgical	2018-2019 NUR 1207/1210	<p>Academic Advisor</p> <p>Accreditation Committees:</p> <ul style="list-style-type: none"> - Faculty Organization - Program Governance <p>Program Committees:</p> <ul style="list-style-type: none"> - Recruitment Team 	<p>American Heart Association</p> <ul style="list-style-type: none"> * Healthcare BLS – Provider * ACLS - Provider <p>MS RN License</p>
3. Busby, Anna	<p>Adjunct 08/2012</p> <p>Full-Time 08/2013</p>	ADN 1991 BSN 1995 MSN 1997	Medical/Surgical: Oncology, Orthopedics; ER; Pediatrics; Adolescent Health; Newborns/NICU	2018-2019 NUR 2115	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees:</p> <ul style="list-style-type: none"> - Faculty Organization 	<p>American Heart Association</p> <ul style="list-style-type: none"> * Healthcare BLS - Provider <p>MS RN License</p> <p>PRCC ROAR (Orientation Team)</p> <p>College/Program Service:</p>

					<ul style="list-style-type: none"> - Educational Resources (Co-Chair) * Self-Study Team Program Committees: <ul style="list-style-type: none"> - Beta Mu Honor Society (Advisor) - Recruitment Team College Committees: <ul style="list-style-type: none"> - Wildcat Wellness & Recreation 	<ul style="list-style-type: none"> - Women's Health Symposium (Health Screenings) - Go Cub Wild Kids Camp - Picayune School District Early Head Start Health & Social Services (Advisory Committee Member) MOADN Alpha Delta Nu Advisor
4. Campbell, Susan	08/2010	BSN 2001 MSN 2010	Medical/Surgical: Telemetry, Coronary Care, Cardiac Catheterization	2018-2019 NUR 2115	<ul style="list-style-type: none"> Academic Advisor Enrichment 4 Success – Facilitator Kaplan Entrance Exam - Proctor Accreditation Committees: <ul style="list-style-type: none"> - Faculty Organization - Curriculum (Co-Chair) * Self-Study Team Program Committees: <ul style="list-style-type: none"> - Recruitment Team 	<ul style="list-style-type: none"> American Heart Association * Healthcare BLS - Provider MS RN License

5. Collins, Jerryl	Adjunct 02/2004 Full-Time 08/2004	BSN 1985 MSN 2004 PhD 2015 * Nursing Education & Administration	Medical/Surgical: Telemetry, Dialysis, Geri- Psych	Fall 2018 NUR 1210 *Clinical 2018-2019 NUR 2203/2209	Academic Advisor Enrichment 4 Success – Facilitator Kaplan Entrance Exam - Proctor Accreditation Committees: - Faculty Organization - Curriculum (Co- Chair) * Self-Study Team Program Committees: - Recruitment Team - New ADN Student Orientation	American Heart Association * Healthcare BLS - Provider * ACLS - Provider MS RN License College/Program Service: - Women’s Health Symposium (Health Screenings) Tuberculosis Surveillance & Testing Certification WCU – Adjunct Instructor FGH – PRN Dialysis Mt. Olive Baptist Church *Children’s Church Teacher *Hospitality Hattiesburg High School * Speech & Debate Judge
6. Cottrell, Claire	01/2018	ADN 1995 BSN 2004 MSN 2005	Medical/Surgical: Neurology, ICU Stepdown, Telephone Triage; Long Term Care	2018-2019 NUR 1207/1210	Academic Advisor Enrichment 4 Success – Facilitator Kaplan Entrance Exam - Proctor Accreditation Committees:	American Heart Association * Healthcare BLS - Provider MS RN License PRN – Staff Nurse

					<ul style="list-style-type: none"> - Faculty Organization - Program Governance <p>Program Committees:</p> <ul style="list-style-type: none"> - Recruitment Team - New ADN Student Orientation <p>College Committees:</p> <ul style="list-style-type: none"> - Wildcat Wellness & Recreation 	
7. Entrekin, Candice	08/2006	BSN 1999 MSN 2005 * Nursing Education	Medical/Surgical, Long Term Care, Mental Health	2018-2019 NUR 1110	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees:</p> <ul style="list-style-type: none"> - Faculty Organization - Outcomes (Co-Chair) <p>* Self-Study Team</p> <p>Program Committees:</p> <ul style="list-style-type: none"> - Recruitment Team <p>College Committees:</p>	<p>American Heart Association</p> <ul style="list-style-type: none"> * Healthcare BLS – Instructor * First Aid - Instructor <p>PRCC Distance Education Instructor – First Aid</p> <p>MS RN License</p> <p>PRCC ROAR (Orientation Team)</p> <p>College/Program Service:</p> <ul style="list-style-type: none"> - Women’s Health Symposium (Health Screenings) - Go Cub Wild Kids Camp

					- Instructional Technology	American Holistic Nurses Association (MS Chapter – Co-Leader) PRNH – PRN Staff Position
8. Esslinger, Amy	08/2011	ADN 1988 BSN 2007 MSN/MHA 2010	Labor & Delivery, Women’s Health, Pediatrics, Home Health, Ophthalmology Clinic	2018-2019 NUR 2104	Academic Advisor Enrichment 4 Success – Facilitator Kaplan Entrance Exam - Proctor Accreditation Committees: - Faculty Organization - Outcomes (Secretary) Program Committees: - Recruitment Team - ADN Open House APC Council	American Heart Association * Healthcare BLS – Instructor * ACLS – Provider * PALS – Provider * NRP – Provider MS RN License College/Program Service: - Women’s Health Symposium (Health Screenings) - Picayune School District Early Head Start Health & Social Services (Advisory Committee Member) Highland – PRN Staff Position Fetal Monitoring – Certified First Baptist Church, Picayune - Member
9. Estes, Amanda	01/2005	BSN 2002 MSN 2004	Medical/Surgical, Long Term Care – Nurse Manager	2018-2019 NUR 1110	Academic Advisor Enrichment 4 Success – Facilitator	American Heart Association * Healthcare BLS - Provider

					<p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Program Governance (Co-Chair) - Curriculum</p> <p>* Self-Study Team</p> <p>Program Committees: - Recruitment Team</p> <p>College Committees: - Catalog</p>	<p>MS RN License</p> <p>Kaplan NCLEX Live Online - Instructor</p>
10. Hembra, Jessica	<p>PN 01/2008</p> <p>ADN 08/2008</p>	<p>ADN 1997 BSN 2007 MSN 2008 PhD 2015 * Nursing Education & Administration</p>	<p>Medical/Surgical: Oncology, Cardiology, Rehabilitation; Women's Health, Home Health</p>	<p>2018-2019 NUR 1207/1210</p>	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Program Governance (Co-Chair)</p>	<p>American Heart Association * Healthcare BLS - Provider</p> <p>MS RN License</p>

					<p>*Self-Study Team</p> <p>Program Committees: - Composite Team - Recruitment Team</p> <p>College Committees: - Admissions</p>	
11. Laborde, Jennifer	ADN 08/2004	<p>BS 1991 * Psychology</p> <p>BSN 1994 MSN 2004 DNP 2017 * Leadership Education</p>	Medical/Surgical, Mental Health, ICU, ER, Orthopedics	2018-2019 *Simulation/Skills Lab Instructor	<p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Curriculum - Educational Resources</p> <p>Program Committees: - Recruitment Team</p> <p>College Committees: - Workforce Education</p>	<p>American Heart Association * Healthcare BLS - Provider</p> <p>MS RN License</p> <p>M. D. Anderson – Fundraising</p> <p>New Palestine Baptist Church, member</p>
12. Nightengale, Sharon	ADN Professional Staff 1997	BSN 1989 MSN 2012	Medical/Surgical: Geriatrics, Home Health, PACU;	2018-2019 NUR 2203/2209	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p>	<p>American Heart Association * Healthcare BLS - Provider</p>

	ADN 08/2012		Mental Health; Woman's Health		<p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Curriculum - Educational Resources</p> <p>College Committees: - Instructional Support Services</p>	<p>MS RN License</p> <p>First Baptist "Venture" Church, Hattiesburg</p>
13. Pullens, Rebecca	08/2000	ADN 1981 BSN 1997 MSN 2000	Medical/Surgical: ICU, ER, OB/Nursery; House Supervisor	2018-2019 NUR 1207/1210	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Outcomes - Program Governance</p> <p>Program Committees: - Beta Mu Honor Society (Advisor) - Recruitment Team</p>	<p>American Heart Association * Healthcare BLS - Provider</p> <p>MS RN License</p> <p>College/Program Service: - Women's Health Symposium (Health Screenings)</p> <p>Mount Carmel Baptist Church - member</p>

					APC Council	
14. Rankins, Yolanda	Adjunct 08/2013 Full-time 08/2014	BSN 2002 MSN 2013	Medical/Surgical	2018-2019 NUR 2209	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Outcomes (Co- Chair)</p> <p>* Self-Study Team</p> <p>Program Committees: - Recruitment Team</p> <p>APC Council</p>	<p>American Heart Association * Healthcare BLS - Provider</p> <p>MS RN License</p> <p>College/Program Service: - Women’s Health Symposium (Health Screenings)</p> <p>Delta Sigma Theta Sorority: - Community Service; Homeless Shelter, Feeding Ministry, Trash Pick-up</p> <p>Merit Health – Wesley: PRN Education Department</p> <p>Greater Mount Bethel Baptist Church – Member</p> <p>Irene Chapel – Neighborhood Association (Secretary)</p> <p>PTA member</p>
15. Shivers, Marlene	08/2003	ADN 1995 BSN 1998 MSN 2003	ICU, Pre/Post Operations; Medical/Surgical,	2018-2019 NUR 1110	Academic Advisor	American Heart Association

			Plastic Surgery, Orthopedics		<p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Educational Resources (Co- Chair)</p> <p>* Self-Study Team</p> <p>Program Committees: - MOSA (Advisor) - Recruitment Team</p>	<p>* Healthcare BLS - Provider</p> <p>MS RN License</p> <p>PRCC ROAR (Orientation Team)</p> <p>College/Program Service: - Women’s Health Symposium (Health Screenings) - Go Cub Wild Kids Camp</p> <p>Salvation Army – President of Women’s Auxiliary</p> <p>First Baptist “Venture” Church, Hattiesburg – Sunday School Teacher</p> <p>Oak Grove Elementary (Lower/Upper) – PTO member</p>
16. Skinner, Cindy	<p>PN 08/2003</p> <p>ADN 08/2014</p>	<p>BS 1995 *Elementary Education ADN 1998 BSN 2007 MSN 2012</p>	<p>Labor & Delivery, NICU, Internal & Pulmonary Medicine</p> <p>LPN Clinical Instructor - Labor & Delivery, Postpartum</p>	<p>2018-2019 NUR 2104</p>	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization</p>	<p>American Heart Association</p> <p>* Healthcare BLS – Provider * NRP - Provider</p> <p>MS RN License</p> <p>College/Program Service:</p>

					<ul style="list-style-type: none"> - Curriculum (Secretary) <p>Program Committees:</p> <ul style="list-style-type: none"> - MOSA (Advisor) - Recruitment Team - New ADN Student Orientation <p>College Committees:</p> <ul style="list-style-type: none"> - Professional Development 	<ul style="list-style-type: none"> - Women's Health Symposium (Health Screenings) <p>FGH – Volunteer for Competency Fair 2018</p> <p>LPN IV Recertification – Instructor</p> <p>Boy Scouts – CPR Instructor</p> <p>Church – Volunteer for Toddler Care</p>
17. Waddle, Pam	08/1997	BSN 1983 MSN 1996	Medical/Surgical, Neonatal ICU, Endoscopy	2018-2019 NUR 2209	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees:</p> <ul style="list-style-type: none"> - Faculty Organization - Curriculum <p>Program Committees:</p> <ul style="list-style-type: none"> - MOSA (Advisor) - Recruitment Team - New ADN Student Orientation 	<p>American Heart Association</p> <ul style="list-style-type: none"> * Healthcare BLS – Provider * ACLS – Provider <p>MS RN License</p> <p>College/Program Service:</p> <ul style="list-style-type: none"> - Women's Health Symposium (Door Prize) <p>FGH – PRN staff position (1991-current)</p> <p>FGH (annually)</p> <ul style="list-style-type: none"> * Moderate Sedation Certified; Dysrhythmia; Skills Competencies; NIHSS Certified

18. Woods, Kimberly	08/2015	AAS 2001 *Respiratory Therapy BSN 2012 MSN 2015	Medical/Surgical, ICU	2018-2019 NUR 1207/1210	<p>Academic Advisor</p> <p>Enrichment 4 Success – Facilitator</p> <p>Kaplan Entrance Exam - Proctor</p> <p>Accreditation Committees: - Faculty Organization - Educational Resources</p> <p>Program Committees: - MOSA (Advisor) - Recruitment Team - Wellness Assessments</p> <p>College Committees: - Homecoming</p>	<p>American Heart Association</p> <p>* Healthcare BLS – Provider * ACLS – Provider * PALS – Provider</p> <p>MS RN License</p>
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**Faculty Profile Table
2018-2019**

Qualifications of Part-Time (Adjunct) Faculty Exclusive to Nursing Program

FACULTY NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	AREA OF EXPERTISE/ EXPERIENCE	NURSING COURSE(S) TAUGHT DURING CURRENT ACADEMIC YEAR	NON-TEACHING AREA(S) OF RESPONSIBILITY	OTHER QUALIFICATIONS RELATED TO NURSING COURSE(S) TAUGHT
1. Laster, Sonia	01/2016	ADN 2004 BSN 2011 MSN 2014	School Nurse, Telemetry, Medical/Surgical	Spring 2019 NUR 1210 *Clinical	N/A	American Heart Association * Healthcare BLS – Provider MS RN License
2. McVeigh, Susan	08/2011	Diploma 1973 BSN 1978 MSN 1982	Labor & Delivery, VA Supervisor	2018-2019 NUR 2104/2115 *Clinical	N/A	American Heart Association * Healthcare BLS – Provider MS RN License
3. Thrasher, Anne	08/2011	ADN 1998 BSN 2008 MSN 2011	Pediatrics, Medical/Surgical	2018-2019 NUR 1210 *Clinical	N/A	American Heart Association * Healthcare BLS – Provider MS RN License
4. Williams, Nichelle	01/2018	BSN 1995 MSN 2016	Medical/Surgical	Spring 2018 NUR 1110 *Clinical	N/A	American Heart Association * Healthcare BLS – Provider * ACLS – Provider * PALS – Provider MS RN License

APPENDIX B

ADN Director Job Description

Job Description:	ADN DIRECTOR
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Reports to and Evaluated By:

Vice President for Forrest County Operations

Purpose:

Pearl River Community College has established this position to secure an individual with the skills necessary to successfully expedite the functions of the nursing program while also supporting and maintaining the integrity of the institution at all times.

Qualifications:

- Must hold a doctorate in nursing or in a related field with a graduate degree in nursing from a regionally accredited institution.
- Must hold a current unencumbered RN license from Mississippi.
- Must satisfy a criminal history background check and a substance screening.
- Must have a minimum of five (5) years in acute care (hospital based) nursing experience.
- Must have a minimum of five (5) years in nursing education experience including instruction in the classroom, instruction in the clinical arena, curriculum development, and program evaluation; preferably in an ADN or higher program.
- Must have leadership, management, and/or administrative experience in the discipline of nursing.
- Certified Nurse Educator (CNE) preferred; willingness to seek certification within three (3) years of employment.

Essential Duties:

- Meet with the MS Institute of Higher Learning: Nursing Education Director, the PRCC: Vice President for Forrest County Operations and/or the President for orientation.
- Model behavior which supports the mission of the college, the mission and philosophy of the program, and the American Nurses Association: Standards of Professional Nursing Practice and Code of Ethics for Nurses (2015).
- Become familiar with information related to the college and to the program; information located in the college and in the program faculty and student handbooks, in the college catalog, and on the learning management system.
- Use college email regularly to maintain communication with faculty, staff, and students of the college and of the program.
- Maintain appropriate on-campus office hours.
- Meet position specific duties of the program chair with the exception of clinical visits.
- Perform other duties as assigned by the VP for Forrest County Operations and/or by the President.

Position Specific Duties:

- Available by email or phone in emergency situations 24/7.
- Oversee policies and procedures for the college and for the program are instituted and followed.

- Rectify student files found to have deficiencies prior to admission and graduation.
- Initiate appropriate actions to uphold the standards of the program while considering the needs of the students.
- Serve as a liaison between the nursing program and clinical agencies. Responsible for final approval and signing of any agreements and/or contracts.
- Prepare accreditation reports which are accurate and timely as required by the college, state, and/or national agencies (Example: MS IHL, ACEN, SACSCOC, etc.).
- Create an environment reflecting an open door policy with all faculty, staff, and students associated with the college and the program.
- Communicate with individual students on a referral basis from the program chair, the faculty, or if the student has followed the chain of command and issues have not been resolved.
- Interpret the mission and philosophy of the program as developed by the faculty and insure the integration throughout the curriculum.
- Insure the mission of the program is congruent with the mission of the college.
- Foster positive relationships as a representative of the college and of the program at various educational endeavors, at organizational venues, and at community functions.
- Enhance professional growth through membership in professional organizations.
- Attend one state or national convention per year to represent the college and/or program if fiscal budget allows. Participate on a local, state, or national board representative of the nursing profession.
- Visit each nursing faculty lecture period annually, include a visit to the computer lab and the simulation/skills lab where students have remediation, testing, and/or clinical experiences.
- Develop and manage annual program budget with input from faculty and staff.
- Insure effective, efficient, and economical operation in relation to utilization of manpower and the purchase and use of equipment and supplies.
- Monitor the implementation, maintenance, and revisions of the nursing curriculum.
- Act as liaison between nursing and other college support courses.
- Insure faculty annually meet continuing education and licensure requirements.
- Maintain the inventory of the nursing program.
- Maintain records and reports on graduates for on-going program evaluations.
- Supervise and evaluate nursing faculty and staff; make recommendations concerning faculty appointments and retention.
- Plan and conduct regular program meetings to insure open and effective communication among administration, faculty, and staff.
- Provide leadership for the nursing program in attaining and maintaining accreditation.
- Coordinate with the program chair, faculty, and staff in reviewing or establishing policies for admission, progression, and graduation of students.
- Keep college administration informed of any internal or external issues impacting the delivery of the nursing program.
- Represent the college and/or the program at meetings as assigned, as appointed, or as occurring as a regular function of the director.

- Set an example for faculty and staff regarding the support of student and other college-related activities.
- Provide input to college administration on long-range and strategic planning activities related to the nursing program, including the development of new programs or the elimination of those no longer viable as related to serving the needs of PRCC constituents.
- Perform any other reasonable duties as assigned by the Vice President for Forrest County Operations, and/or the President.

Terms and Conditions of Employment:

Employment is for twelve (12) months

Total Number of Faculty Supervised:

All faculty & staff of the associate degree nursing program.

Salary and Benefits:

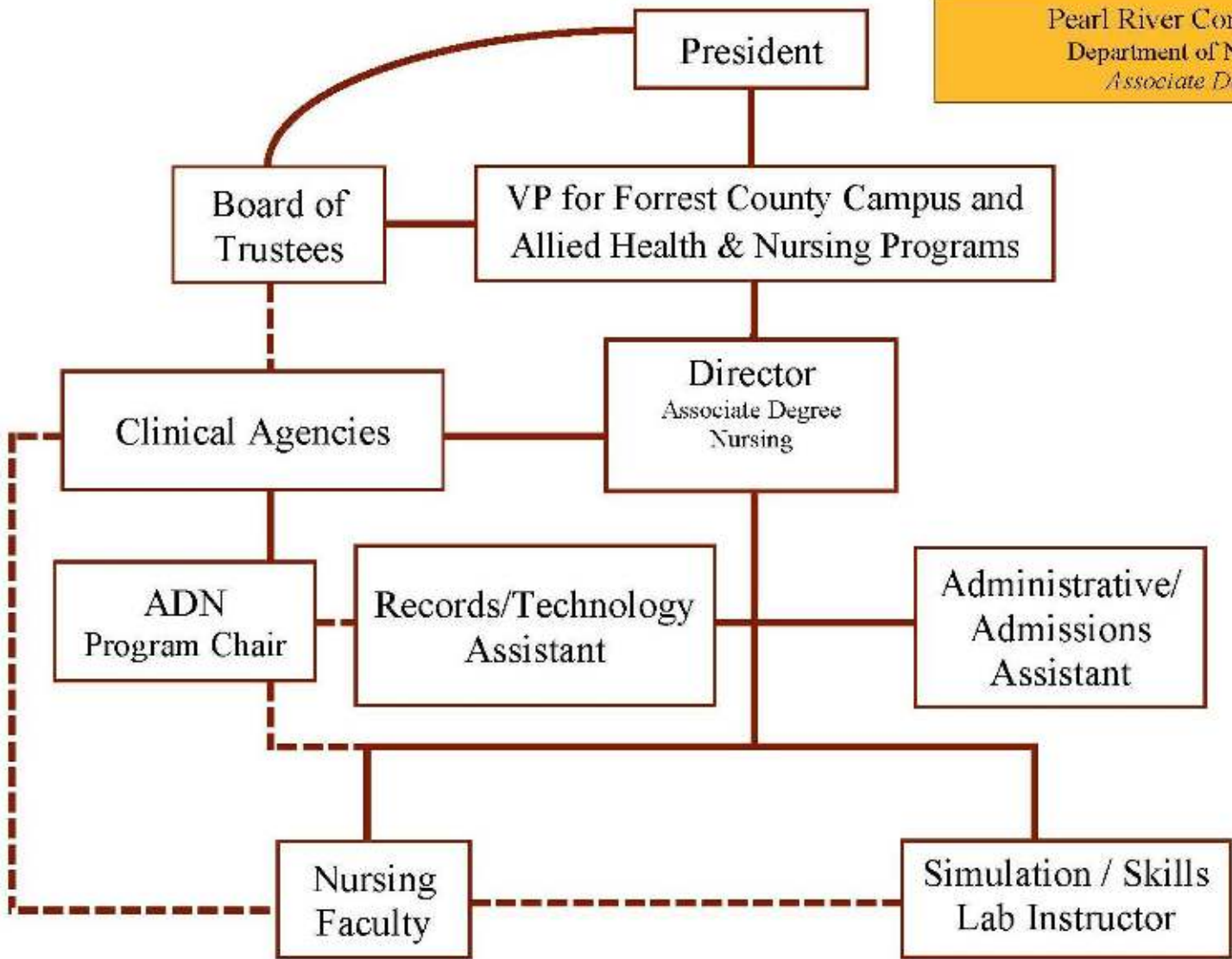
- Salary is established by the President with concurrence of the Board of Trustees of the College.
- Single Coverage with a deductible health insurance provided by the College.
- College Contribution toward social security and state retirement provided according to statute.
- Sick leave is 12 days per year without loss of pay. Sick leave is cumulative and unlimited. Personal leave is 3 days per year and is cumulative toward retirement.

Non-Discrimination Policy:

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody, Director of Admissions and Records, ADA/Civil Rights Coordinator, and Title IX Coordinator at P.O. Box 5537, Poplarville, MS 39470 or (601) 403-1060.

APPENDIX C

ADN Organizational Chart



APPENDIX D

End-of-Program Student Learning Outcomes (PSLOs)

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

APPENDIX E

Core & Sub-Concept Competencies

Core & Sub-Concept Competencies

Core Competencies				
Patient-Centered Care	Leadership & Professionalism	Evidence-Based Practice	Communication, Collaboration, & Teamwork	Safety & Quality Improvement
Sub-Concepts				
Advocacy Age Appropriate Care Caring Culture Care/Spirituality Critical Thinking Documentation <i>Informatics</i> Nursing Process Patient Needs Teaching/Learning	Advocacy Caring Critical Thinking Culture Care/Spirituality Delegation/Prioritization Ethical/Legal Implications Teaching/Learning	Age Appropriate Care Culture Care/Spirituality Ethics/Legal Implications Patient Needs Teaching/Learning	Caring Culture Care/Spirituality Delegation/Prioritization Documentation <i>Informatics</i> Teaching/Learning	Age Appropriate Care Critical Thinking Culture Care/Spirituality Documentation <i>Informatics</i> Patient Needs Teaching/Learning

APPENDIX F

ADN Program of Study

**Associate Degree Nursing
Program of Study**

			CREDIT HOURS
LEVEL 1	NUR 1101	Dosage Calculations for Nursing	1
	NUR 1110	Fundamentals of Nursing	10
	MAT 1313	College Algebra	3
	PSY 1513	General Psychology	3
	BIO 2513	Anatomy and Physiology I	3
	BIO 2511	Anatomy and Physiology I Lab	1
	TOTAL HOURS		
LEVEL 2	NUR 1207	LPN Bridge (LPN to ADN only)	7
	NUR 1210	Medical – Surgical Nursing I	10
	BIO 2523	Anatomy and Physiology II	3
	BIO 2521	Anatomy and Physiology II Lab	1
	EPY 2533	Human Growth and Development	3
	ENG 1113	English Composition I	3
	TOTAL HOURS		
LEVEL 3	NUR 2104	Women’s Health and Newborn Nursing	4
	NUR 2115	Nursing Care of Children	5
	BIO 2923	Microbiology	3
	BIO 2921	Microbiology Lab	1
	SPT 1113	Public Speaking I	3
	TOTAL HOURS		
LEVEL 4	NUR 2203	Mental Health Nursing	3
	NUR 2209	Medical/Surgical Nursing II	9
	SOC 2113	Introduction to Sociology	3
	TOTAL HOURS		
TOTAL CREDIT HOURS:			72

Nursing Electives – (Courses below are not required)

NUR 1011	Professional Nursing Forum I	1
NUR 1012	Professional Nursing Forum II	2
NUR 1203	Pharmacology for Nursing	3
NUR 2012	Professional Nursing Forum III	3

APPENDIX G

Abbreviated ADN Course Syllabi



**PEARL RIVER
COMMUNITY COLLEGE**

Department of Nursing Education

Associate Degree Nursing

Spring 2019

LEVEL: 1

COURSE TITLE: Dosage Calculations for Nursing

COURSE NUMBER: NUR 1101

CREDIT HOURS: Theory 1 hour

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor's office.

Instructor Name	Office Location	Office Phone Number	Email Address
Dr. Arlene C. Jones	Administration Suite	(601) 403-1017	ajones@prcc.edu

SIMULATION/SKILLS LAB

INSTRUCTOR: Laborde, Dr. Jennifer Office 303A; Ext. 1065
jlaborde@prcc.edu

RECORDS/TECHNOLOGY

ASSISTANT: Russ, Mr. Brett Office 201A; Ext. 1071
bruss@prcc.edu

COURSE DESCRIPTION:

This course includes theoretical and mathematical concepts related to the administration of medications to patients. Content begins with abbreviations, symbols, and the systems of measurement used in medication administration. Emphasis is placed on conversions between

systems of measurement; calculations of oral, parenteral, and intravenous dosages; and interpretation of word problems with application to clinical situations. The course is two theory hours per week for eight weeks.

PREREQUISITES: Admission into the Associated Degree Nursing Program.

COREQUISITES: BIO 2511, BIO 2513, MAT 1313, NUR 1110, PSY 1513

REQUIRED TEXTBOOKS / SUPPLEMENTAL MATERIALS:

Morris, D. G. (2018). Calculate with Confidence (7th edition). St. Louis: Elsevier.
(ISBN #9780323396837)

NON-DISCRIMINATION STATEMENT:

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, sexual orientation, gender identity, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody Seal, Director of Admissions and Records, and ADA/Civil Rights Coordinator, at P.O. Box 5537, Poplarville, MS 39470 or 601-403-1060. For inquiries regarding Title IX, contact Maghan James, Assistant Vice-President of Student Services and Title IX Coordinator, P.O. Box 5560, Poplarville, MS 39470 or 601-403-1253.

AMERICANS WITH DISABILITIES ACT (ADA):

If you have a disability that qualifies under the ADA and you require special assistance or accommodations, you should contact the designated coordinator on your campus for information on appropriate guidelines and procedures:

Poplarville Campus, Tonia Moody Seal at [\(601\) 403-1060](tel:6014031060) or tmood@prcc.edu

Forrest County Center, Beth Strahan at [\(601\) 554-5530](tel:6015545530) or bstrahan@prcc.edu

Hancock Center, Raymunda Barnes at [\(228\) 252-7000](tel:2282527000) or rbarnes@prcc.edu.

Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody Seal at tmood@prcc.edu.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.

2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

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

Patient-Centered Care

1. Interpret medication orders accurately.
2. Identify common intravenous solutions, abbreviations, and administration devices as well as determine flow rates related to milliliter per hour and drops per minute.

Leadership & Professionalism

3. Identify nursing responsibilities with dosage calculations.

Evidence-Based Practice

4. Use technology skills and a spirit of inquiry to remain current in nursing dosage trends and research related to practice.

Safety & Quality Improvement

5. Utilize essential math concepts, including metric measurements and document using rounding rules.
6. Convert measurements among and between metric, apothecary, and household systems.
7. Identify the rights, routes, and safe doses of medication administration as they relate to patient safety.
8. Determine key information and components of medication labels used in calculation of dosage.
9. Read and measure dosages on appropriate syringes and other medication administration equipment.
10. Determine the varying directions for reconstitution of medications.

COURSE REQUIREMENTS:

In order to successfully complete this course, the student must:

1. Adhere to the policies and procedures in PRCC's *Cat Country Guide* and to the rules and regulations in the *ADN Student Handbook*.

2. Complete all quizzes, worksheets, and tests.
3. Attend **dosage review sessions** prior to the administration of the next dosage test if a score below 80 is achieved.
4. Achieve a minimum course grade of an “80”.
5. Students enrolled in NUR 1110:
 - If the student is unsuccessful in NUR 1101 and unsuccessful in NUR 1110, the student will be required to repeat all Level 1 coursework (NUR 1101 & NUR 1110).
 - The student repeating both NUR 1101 & NUR 1110 must be successful in both courses.
 - The student unsuccessful in repeating NUR 1101, will be dismissed from the program.
6. Students enrolled in NUR 1101:
 - If unsuccessful in NUR 1101 but successful in NUR 1110, the student will be allowed additional remediation time if the student achieved a score of 75% or higher on the final exam.
 - Upon administration of Dosage Test # 4, student will progress to Level 2 if successful in achieving a score of 85% or above.
 - Upon administration of Dosage Test # 4, student will be required to repeat all Level 1 coursework (NUR 1101 & NUR 1110) if unsuccessful.

***In order to be awarded the above opportunity, the student must enter into and complete all required tasks of an ADN Program Contract.**

7. Dosage material may be tested throughout the semester either in clinical and/or theory. Dosage questions will be included on the final exam in NUR 1110.

GRADING PROCEDURE

Minor Grades:	Assignments, Quizzes, RAs, Worksheets, etc.	20%
Major Grades:	Dosage Tests # 1 & 2	50%
Final Exam:	Dosage Test # 3	30%
<hr/>		
Total:		100%

***All grades will be maintained on Canvas®**

TEST REVIEWS

Students unsuccessful on dosage tests (score below 80%) are required to attend scheduled test reviews and/or review individual tests with course instructor and/or theory advisor.

*Attendance of test reviews will have a direct effect on program contracts and/or readmission to the program.

ENRICHMENT 4 SUCCESS

1. Sessions are designed to facilitate student success under the direction of faculty in nursing related areas: clinical, dosage, and/or theory.
2. Sessions are **open to all students** enrolled in the ADN program.
3. Students are encouraged to utilize these sessions to assist with care plans, clinical skills, dosage calculations, and/or theory content.
4. **Sessions are every Wednesday 12 pm – 1pm in computer lab.**

GENERAL INFORMATION:

1. The student should be punctual and attend all classes.
2. The student missing more than twice the number of times the class meets a week during a semester will be dismissed from the class due to excessive absences (PRCC Catalog, PRCC Cat Country Guide, and ADN Student Handbook)
3. If class is missed for valid reasons, make-up work/test is the student's responsibility. On the first day the student returns to class, arrangements for make-up work/test must be made with the instructor of this course. Failure to comply with this policy will result in a "0" for the make-up work/test.



Department of Nursing Education
Associate Degree Nursing

Spring 2019

LEVEL: 1

COURSE TITLE: Fundamentals of Nursing

COURSE NUMBER: NUR 1110

CREDIT HOURS: 10 (Theory 7 hours; Clinical 3 hours)

Theory	Clinical	Simulation
105 hours	135 hours	9 hours (7%)

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor’s office.

Instructor Name	Office Location	Office Phone Number	Email Address
Ryan Andrews, MSN, RN	116	601-403-1068	randrews@prcc.edu
Candice Entrekin, MSN, RN	413	601-403-1078	centrekin@prcc.edu
Amanda Estes, MSN, RN	114	601-403-1069	aestes@prcc.edu
Marlene Shivers, MSN, RN	402	601-403-1085	mshivers@prcc.edu

SIMULATION/SKILLS LAB INSTRUCTOR: Laborde, Dr. Jennifer Office 303A;
 Ext. 1065; jlaborde@prcc.edu

RECORDS/TECHNOLOGY ASSISTANT: Russ, Mr. Brett Office 201A;
Ext. 1071; bruss@prcc.edu

COURSE DESCRIPTION:

This fundamental nursing course is based on the biological and psychosocial sciences and cultural aspects necessary to promote wellness of diverse patients, families, and communities. The content is designed to introduce the practice of nursing as an integral component of total health care. The focus of this course is placed on the process of learning; recognizing the core competencies of patient-centered care; evidence-based practice; leadership and professionalism; communication, collaboration and teamwork; and safety and quality improvement; clinical judgment; dosage calculations; the nursing process; the wellness-illness continuum; the communication process; development of beginning technology skills; identifying patient needs; and growth and development of the aged adult. This course is seven theory hours and nine clinical hours per week for the semester.

PREREQUISITES: Admission into the Associated Degree Nursing Program;

COREQUISITES: BIO 2511, BIO 2513, NUR 1101, MAT 1313, PSY 1513

REQUIRED TEXTBOOKS:

- Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Handbook of Laboratory and Diagnostic Tests. (2nd Ed.) Wolters Kluwer Health/ Lippincott, Williams & Wilkins.
- Leek, V. (2013). Pharm Phlash Cards: Pharmacology Flash Cards (2nd Ed.). F. A. Davis Company.
- Morris, D.G. (2018). Calculate with Confidence (7th Ed.). St. Louis, MO: Mosby/Elsevier.
- Taber's (2017). Cyclopedic Medical Dictionary (23rd Ed.). Philadelphia, PA: F. A. Davis Company.
- Taylor, Lillis, Lemon, & Lynn (2015). Fundamentals of Nursing (8th Ed.) with Prep U. Philadelphia, PA: Lippincott, Williams & Wilkins.
- Vallerand & Sanoski (2017). Davis's Drug Guide for Nurses. (15th Ed.). Philadelphia, PA: F. A. Davis Company.

SUPPLEMENTAL:

- Chabner, D. (2014). Medical Terminology: A Short Course. (7th Ed.). St. Louis, MO: Elsevier.
- Hinkle, J & Cheever, K. (2013). Clinical Handbook for Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.
- Lippincott, Williams & Wilkins (2009). ACC Atlas of Pathophysiology (3rd Ed.). Philadelphia.
- Nugent (2015). Test Success: Test-Taking Tech for Beginning Nursing Students (7th Ed.). Philadelphia, PA: F. A. Davis Company.

KAPLAN RESOURCES: (Faculty will provide books when available.)

Kaplan Nursing, (2017). The Basics, A Comprehensive Outline of Nursing School Content.
Kaplan Publishing.

Kaplan Nursing, NCLEX-RN Content Review Guide.
https://kaplanlwwtesting.kaplan.com/s_login.aspx

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Forrest County Center, Beth Strahan at [\(601\) 554-5503](tel:6015545503) or bstrahan@prcc.edu

Hancock Center, Raymunda Barnes at [\(228\) 252-7000](tel:2282527000) or rbarnes@prcc.edu.

Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody at tmoody@prcc.edu.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.

4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

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

Patient-Centered Care

1. Understand and demonstrate the protocol for standard precautions and transmission-based precautions.
2. Utilize assessment and re-assessment data to plan, intervene, and evaluate direct patient care and creation of the nursing plan of care.

Leadership & Professionalism

3. Identify the role of the nurse on the multidisciplinary teams as it relates to patient-centered care.
4. Demonstrate professional conduct with multidisciplinary teams and patient through respectful and assertive communication.

Evidence-Based Practice

5. Identify the physiological and psychosocial needs of the adult patient while utilizing best practice through evidence based research.

Communication, Collaboration, & Teamwork

6. Demonstrate use of therapeutic communication while providing culturally competent nursing care for patients.
7. Recall the principles of prioritization of patient care.

Safety & Quality Improvement

8. Show personal responsibility and accountability as a nurse.
9. Recall documentation principles by utilizing appropriate abbreviations and terminology, using accurate, and complete information in a clear, concise manner.

COURSE REQUIREMENTS (Removed from other syllabi due to duplication):

In order to successfully complete this course, the student must:

1. Adhere to the policies and procedures in PRCC *Cat Country Guide* and to the rules and regulations in the *ADN Student Handbook*.
2. Complete all required assignments, quizzes, tests, and final exam whether pencil/paper or computer generated.

3. Achieve a minimum numerical grade of “80”. This course consists of clinical, dosage, and theory components. A student must pass each individual component to successfully complete the course. The theory component will be assigned a numerical grade. All other components will be assigned a pass or fail. Failure in any component will constitute a failure in the course and will be recorded as such regardless of the theory numerical grade.
4. Assume responsibility for own learning and self-evaluation:
 - a. Recall and review content from previous general education and/or nursing courses including clinical skills.
 - b. Schedule conferences with faculty as needed or as directed for assistance.
 - c. Review daily classroom communication boards, learning (Canvas) and enrollment (GradesFirst) management systems for announcements and emails, and individual course calendar and syllabus.
5. Attend all classes, clinical, orientation, and training sessions as directed, required, or scheduled.
6. Submit all written work (care plans, reports, etc.) with a PRCC ADN cover sheet (see Student Appendices on Canvas).
7. Maintain patient confidentiality at all times. Written work must have no identifying patient information.

ENRICHMENT 4 SUCCESS:

1. Sessions are designed to facilitate student success under the direction of faculty in nursing related areas: clinical, dosage, and/or theory.
2. Sessions are **open to all students** enrolled in the ADN program.
3. Students are encouraged to utilize these sessions to assist with care plans, clinical skills, dosage calculations, and/or theory content.
4. **Sessions are every Wednesday 12 pm – 1pm in computer lab.**

THEORY COMPONENT:

Theory Guidelines

A. Grading Procedure

Minor Grades: Assignments, Quizzes, and/or Readiness Assessments	20%
Major Grades: Unit Tests	50%
Final Exam	30%

Semester Total:	100%
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***All grades will be maintained on Canvas.**

Unit tests are 50 minutes.

Final exams are 110 minutes (1 hour and 50 minutes).

B. *Readiness Assessments*

Readiness Assessments will be given throughout the semester. The assessments will evaluate student readiness for class and will not be announced. Assessments will not be administered on unit test days.

A student absent for any RA will receive a grade of zero (0). Before final course grades are tabulated, all students will have the lowest RA score dropped. RAs are reflected as minor grades.

C. *Quiz/Test Reviews*

1. Time Limit for Viewing

Students have an allotted time of two (2) weeks from date grades are released to view previous quizzes or unit tests.

2. Class Review

It is at the discretion of faculty, if a group review is conducted for quizzes. Class review of unit tests will be held no later than one week of test administration day. Students will not be allowed to take any notes; discussion of questions is at the discretion of faculty administering the review.

3. Individual Review

- A. Any student wanting to review a quiz or unit test is asked to make an appointment with their faculty advisor.
 - B. Students achieving less than 80% on a unit test are **required** to schedule an appointment with their faculty advisor for an individual review of the test.
 - C. Review of test to include:
 - a. Student must complete the Test Review Worksheet to determine what may have influenced the grade earned (see Student Appendices on the learning management system).
 - b. Student must attend the next Enrichment 4 Success session to formulate strategies for improvement on future tests.
*Student is required to bring a Referral Form and the Test Review Worksheet to the Enrichment 4 Success session.
 - c. Student is responsible to return proof of remediation (Referral Form) from the Enrichment 4 Success session to their theory advisor.
- Failure to remediate as assigned will impact final exam grievances and/or readmission.

4. Final Exam Review

- A. All students achieving less than 80% as a course grade are **required** to schedule an appointment with their faculty advisor for a review of the final exam before the end of the current semester.
- B. All students achieving 80% or greater as a course grade may schedule an appointment

with their previous faculty advisor for a review of the final exam during the first two weeks of the new semester.

NOTE:

Students who are unsuccessful in a course and do not follow test review regulations will jeopardize readmission into the program.

DIAGNOSTIC TESTING SYSTEM (Kaplan):

The following are **requirements** of each nursing course and must be completed within the semester enrolled:

1. A Kaplan Integrated (proctored) test related to course content will be given near the completion of each nursing course.

* Five (5) points will be awarded if **Kaplan benchmark** is reached. The points will be added to the final exam grade of the student. Required benchmark will be announced prior to testing.

2. Any additional Kaplan tests (scheduled and unscheduled) as announced.

KAPLAN REMEDIATION – Level 1 Students:

Students who satisfactorily met course requirements yet **achieve a score of less than 60%** on the integrated (proctored) test(s), will be required to attend the first four (4) consecutive Enrichment 4 Success sessions the following semester. During each session, students will be expected to answer thirty (30) focused review questions and remediate.



Department of Nursing Education
Associate Degree Nursing

Spring 2019

LEVEL: 2
COURSE TITLE: LPN Bridge
COURSE NUMBER: NUR 1207
CREDIT HOURS: 7 (Theory 6 hours; Clinical 1 hour)

Theory	Clinical	Simulation
90 hours	45 hours	10 hours (22%)

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor's office.

Instructor Name	Office Location	Office Phone Number	Email Address
Arbo, Ms. Raye Lynn	406	601-403-1081	rarbo@prcc.edu
Cottrell, Mrs. Claire	115	601-403-1073	ccottrell@prcc.edu
Hemba, Dr. Jessica	404	601-403-1402	jhemba@prcc.edu
Pullens, Mrs. Rebecca	107	601-403-1066	rpullens@prcc.edu
Woods, Mrs. Kim	113	601-403-1070	kwoods@prcc.edu

SIMULATION/SKILLS LAB INSTRUCTOR: Laborde, Dr. Jennifer Office 303A;
 Ext. 1065; jlaborde@prcc.edu

RECORDS/TECHNOLOGY ASSISTANT: Russ, Mr. Brett Office 202A;
Ext. 1071; bruss@prcc.edu

COURSE DESCRIPTION: NUR 1207 – LPN Bridge. (7) Prerequisites: BIO 2511, BIO 2513, MAT 1313, NUR 1101, NUR 1110, PSY 1513. Co-requisites: BIO 2521, BIO 2523, ENG 1113, EPY 2533

This medical-surgical nursing course focuses on the role of the nurse, concentrates on the utilization of clinical judgment, the nursing process, patient needs, growth and development, scientific principles from the biological and psychosocial sciences, and cultural aspects necessary to promote wellness of patients. While students focus on the process of learning, they plan and provide care to patients in diverse healthcare settings. Students are assisted to further their knowledge and expertise in the development of the core competencies of patient-centered care; evidence-based practice; leadership & professionalism; communication, collaboration & teamwork; and safety & quality improvement. The patient's position on the wellness-illness continuum is recognized as the student focuses on the patient's response to illness. Importance is placed on nutrition, pharmacology, diagnostic studies, communication skills, delegation, dosage calculations, and medication administration. This course is six theory hours and three clinical hours per week for the semester.

PREREQUISITES:

Admission into the Associated Degree Nursing Program; BIO 2511, BIO 2513, MAT 1313, NUR 1101, NUR 1110, PSY 1513

COREQUISITES: BIO 2521, BIO 2523, ENG 1113, EPY 2533

REQUIRED TEXTBOOKS:

Hinkle, J. & Cheever, K. (2018). Brunner & Suddarth's Handbook of Laboratory and Diagnostic Tests. (3rd Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.

Leek, V. (2017). Pharm Phlash Cards! Pharmacology Flash Cards (3rd Ed.). F. A. Davis Company.

Morris, D.G. (2018). Calculate with Confidence (7th Ed.). St. Louis, MO: Mosby/Elsevier.

Hinkle, J. & Cheever (2018). Brunner & Suddarth's Textbook of Medical-Surgical Nursing and Prep U (14th Ed.). Philadelphia: Wolters Kluwer/ Lippincott, Williams & Wilkins.

Taber's (2017). Cyclopedic Medical Dictionary (23rd Ed.). Philadelphia, PA: F. A. Davis Company.

Taylor, Lillis, Lemone, & Lynn (2015). Fundamentals of Nursing (8th Ed.). with Prep U (12 months). Philadelphia, PA: Lippincott, Williams & Wilkins.

Vallerand & Sanoski (2018). Davis's Drug Guide for Nurses. (16th Ed.). Philadelphia, PA: F. A. Davis

SUPPLEMENTAL:

Chabner, D. (2018). Medical Terminology: A Short Course. (8th Ed.). St. Louis, MO:

Elsevier.

Hinkle, J. & Cheever, K. (2017). Clinical Handbook for Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14th Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.

Lippincott, Williams & Wilkins (2017). ACC Atlas of Pathophysiology (4th Ed.). Philadelphia.

Nugent, P. & Vitale, B. (2018). Test Success: Test-Taking Tech for Beginning Nursing Students (8th Ed.). Philadelphia, PA: F. A. Davis Company.

KAPLAN RESOURCES: (Faculty will provide books when available.)

Kaplan Nursing, (2017). The Basics, A Comprehensive Outline of Nursing School Content. Kaplan Publishing.

Kaplan Nursing, NCLEX-RN Content Review Guide.

https://kaplanlwwtesting.kaplan.com/s_login.aspx

Elective Course: NUR 1203 - Pharmacology for Nursing

Lilley, L., Collins, S., & Snyder, J. (2017). Pharmacology and the Nursing Process (8th Ed.). St. Louis, MO: Mosby: Elsevier.

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Forrest County Center, Michelle Wilson-Stokes at [\(601\) 554-5503](tel:6015545503) or mwilson@prcc.edu

Hancock Center, Raymunda Barnes at [\(228\) 252-7000](tel:2282527000) or rbarnes@prcc.edu.

Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody at tmoody@prcc.edu.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

Upon completion of this course, the student will be able to provide and/or demonstrate:

Patient-Centered Care

1. Assess the patient's cultural, ethnic, and spirituality differences, developmental stage, needs, and position on the wellness-illness continuum while protecting, and promoting patient dignity.
2. Prioritize clinical decisions to ensure accurate and safe patient-centered care, seeking assistance when necessary.
3. Utilize quality improvement to guide nursing practice by demonstrating caring behavior towards the patient and support person.
4. Distinguish patient rights and maintain organizational and patient confidentiality.

Leadership & Professionalism

5. Demonstrate professional, ethical, and legal behaviors consistent with the roles of the nurse.
6. Understands the purpose of professional nursing organizations

Evidence-Based Practice

7. Discuss the patient response to actual and potential health problems and evaluate the quality of care provided in meeting patient outcomes through evidenced base practice and modify care as indicated.
8. Describe and utilize evidence-based nursing practice to meet the patient learning needs.

Communication, Collaboration, & Teamwork

9. Apply principles of therapeutic communication when collaborating with the multidisciplinary team to achieve patient-centered outcomes while caring for the patient experiencing

alterations in health status.

10. Illustrate competence with information and technology by assessment, documentation, interventions, and progress toward achieving expected outcomes.

Safety & Quality Improvement

11. Perform nursing skills competently while maintaining a safe physical and psychosocial environment for the patient.
12. Implement strategies to provide quality and cost-efficient care.

COURSE REQUIREMENTS: Same as other courses

DOSAGE COMPONENT:

This component will be assigned a “pass” or “fail”. To receive a “pass”, the student will have 3 attempts to achieve an “85” or above on a basic dosage test. The numerical grade earned on the first dosage test will be recorded as a quiz grade within the theory component of this course. The remaining tests will only be scored as pass or fail.

The student will be required to attend a **dosage remediation session** prior to the administration of the next dosage test. A student unsuccessful after the third attempt will be required to attend Enrichment 4 Success sessions every other Wednesday with content focus on dosage. Dosage material will be tested throughout the semester for all students in clinical, on all unit tests, and on the final exam.

DIAGNOSTIC TESTING SYSTEM (Kaplan):

The following are **requirements** of each nursing course and must be completed within the semester enrolled:

1. A Kaplan Integrated (proctored) test related to course content will be given near the completion of each nursing course.
* Five (5) points will be awarded if **Kaplan benchmark** is reached. The points will be added to the final exam grade of the student. Required benchmark will be announced prior to testing.
2. Any additional Kaplan tests (scheduled and unscheduled) as announced.

KAPLAN REMEDIATION - LPN to ADN Students:

Students who satisfactorily met course requirements yet **achieve a score five (5) points below Kaplan Benchmark** on the integrated (proctored) test(s), will be required to attend the first four (4) consecutive Enrichment 4 Success sessions the following semester. During each session, students will be expected to answer thirty (30) focused review questions and remediate.



Department of Nursing Education
Associate Degree Nursing

Spring 2019

LEVEL: 2

COURSE TITLE: Medical/Surgical Nursing I

COURSE NUMBER: NUR 1210

CREDIT HOURS: 10 (Theory 6 hours; Clinical 4 hours)

Theory	Clinical	Simulation
90 hours	180 hours	18 hours (10%)

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor's office.

Instructor Name	Office Location	Office Phone Number	Email Address
Arbo, Ms. Raye Lynn	406	601-403-1081	rarbo@prcc.edu
Cottrell, Mrs. Claire	115	601-403-1073	ccottrell@prcc.edu
Hemba, Dr. Jessica	404	601-403-1402	jhemba@prcc.edu
Pullens, Mrs. Rebecca	107	601-403-1066	rpullens@prcc.edu
Woods, Mrs. Kim	113	601-403-1070	kwoods@prcc.edu

SIMULATION/SKILLS LAB INSTRUCTOR: Laborde, Dr. Jennifer Office 303A;
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COURSE DESCRIPTION:

This medical-surgical nursing course focuses on the role of the nurse, concentrates on the utilization of clinical judgment, the nursing process, patient needs, growth and development, scientific principles from the biological and psychosocial sciences, and cultural aspects necessary to promote wellness of patients. While students focus on the process of learning, they plan and provide care to patients in diverse healthcare settings. Students are assisted to further their knowledge and expertise in the development of the core competencies of patient-centered care; evidence-based practice; leadership & professionalism; communication, collaboration & teamwork; and safety & quality improvement. The patient's position on the wellness-illness continuum is recognized as the student focuses on the patient's response to illness. Importance is placed on nutrition, pharmacology, diagnostic studies, communication skills, delegation, dosage calculations, and medication administration. This course is six theory hours and twelve clinical hours per week for the semester.

PREREQUISITES:

Admission into the Associated Degree Nursing Program; BIO 2511, BIO 2513, MAT 1313, NUR 1101, NUR 1110, PSY 1513

COREQUISITES: BIO 2521, BIO 2523, ENG 1113, EPY 2533

REQUIRED TEXTBOOKS:

- Hinkle, & Cheever (2018). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (14th Ed.). and Prep U (24 months). Philadelphia: Wolters Kluwer/ Lippincott, Williams & Wilkins.
- Hinkle, J. & Cheever, K. (2018). Brunner & Suddarth's Handbook of Laboratory and Diagnostic Tests. (3rd Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.
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SUPPLEMENTAL:

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Elective Course: NUR 1203 - Pharmacology for Nursing

Lilley, L., Collins, S., & Snyder, J. (2017). Pharmacology and the Nursing Process (8th Ed.). St. Louis, MO: Mosby: Elsevier.

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Forrest County Center, Michelle Wilson-Stokes at [\(601\) 554-5503](tel:6015545503) or mwilson@prcc.edu

Hancock Center, Raymunda Barnes at [\(228\) 252-7000](tel:2282527000) or rbarnes@prcc.edu.

Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody at tmoody@prcc.edu.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

Upon completion of this course, the student will be able to provide and/or demonstrate:

Patient-Centered Care

1. Assess the patient's cultural, ethnic, and spirituality differences, developmental stage, needs, and position on the wellness-illness continuum while protecting, and promoting patient dignity.
2. Prioritize clinical decisions to ensure accurate and safe patient-centered care, seeking assistance when necessary.
3. Utilize quality improvement to guide nursing practice by demonstrating caring behavior towards the patient and support person.
4. Distinguish patient rights and maintain organizational and patient confidentiality.

Leadership & Professionalism

5. Demonstrate professional, ethical, and legal behaviors consistent with the roles of the nurse.
6. Understands the purpose of professional nursing organizations

Evidence-Based Practice

7. Discuss the patient response to actual and potential health problems and evaluate the quality of care provided in meeting patient outcomes through evidenced base practice and modify care as indicated.
8. Describe and utilize evidence-based nursing practice to meet the patient learning needs.

Communication, Collaboration, & Teamwork

9. Apply principles of therapeutic communication when collaborating with the multidisciplinary team to achieve patient-centered outcomes while caring for the patient experiencing

alterations in health status.

10. Illustrate competence with information and technology by assessment, documentation, interventions, and progress toward achieving expected outcomes.

Safety & Quality Improvement

11. Perform nursing skills competently while maintaining a safe physical and psychosocial environment for the patient.
12. Implement strategies to provide quality and cost-efficient care.

COURSE REQUIREMENTS: Same as other courses

DOSAGE COMPONENT:

This component will be assigned a “pass” or “fail”. To receive a “pass”, the student will have 3 attempts to achieve an “85” or above on a basic dosage test. The numerical grade earned on the first dosage test will be recorded as a quiz grade within the theory component of this course. The remaining tests will only be scored as pass or fail.

The student will be required to attend a **dosage remediation session** prior to the administration of the next dosage test. A student unsuccessful after the third attempt will be required to attend Enrichment 4 Success sessions every other Wednesday with content focus on dosage. Dosage material will be tested throughout the semester for all students in clinical, on all unit tests, and on the final exam.

DIAGNOSTIC TESTING SYSTEM (Kaplan):

The following are **requirements** of each nursing course and must be completed within the semester enrolled:

1. A Kaplan Integrated (proctored) test related to course content will be given near the completion of each nursing course.
* Five (5) points will be awarded if **Kaplan benchmark** is reached. The points will be added to the final exam grade of the student. Required benchmark will be announced prior to testing.
2. Any additional Kaplan tests (scheduled and unscheduled) as announced.

KAPLAN REMEDIATION – Level 2 Students:

Students who satisfactorily met course requirements yet **achieve a score five (5) points below Kaplan Benchmark** on the integrated (proctored) test(s), will be required to attend the first four (4) consecutive Enrichment 4 Success sessions the following semester. During each session, students will be expected to answer thirty (30) focused review questions and remediate.



Department of Nursing Education
Associate Degree Nursing

Spring 2019

LEVEL: 3

COURSE TITLE: Women’s Health and Newborn Nursing

COURSE NUMBER: NUR 2104

CREDIT HOURS: 4.5 (Theory 3 hours; Clinical 1.5 hours)

Theory	Clinical	Simulation
45 hours	67.5 hours	4.5 hours (7%)

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor’s office.

Instructor Name	Office Location	Office Phone Number	Email Address
Amy Esslinger, MSN, MHA, RN	414	(601)-403-1083	aesslinger@prcc.edu
Cindy Skinner, MSN, RN	412	(601)-403-1055	cskinner@prcc.edu

SIMULATION/SKILLS LAB INSTRUCTOR: Laborde, Dr. Jennifer Office 303A;
 Ext. 1065; jlaborde@prcc.edu

RECORDS/TECHNOLOGY ASSISTANT: Russ, Mr. Brett Office 202A;
 Ext. 1071; bruss@prcc.edu

COURSE DESCRIPTION: This nursing course is focused on the theory and practice of women's health and newborn nursing with emphasis on the nursing process, patient needs, and the principles of growth and development through evidence-based competent care. In this specialty area students are assisted to further their knowledge and expertise in the development of the core competencies of patient-centered care; evidence-based practice; leadership and professionalism; communication, collaboration and teamwork; and safety and quality improvement in diverse healthcare settings. Nutrition, diagnostic studies, pharmacology, dosage calculations, medication administration and cultural awareness are integrated throughout this course. The patient's position on the wellness-illness continuum is recognized as the student focuses on the patient's response to illness. Clinical judgement, communication skills, delegation, and enhancing technology skills are emphasized. This course is three theory hours and four and a half clinical hours per week per semester.

PREREQUISITES:

BIO 2511, BIO 2513, BIO 2521, BIO 2523, ENG 1113, EPY 2533, MAT 1313, NUR 1111, NUR 1207 (if applicable), NUR 1210, and PSY 1513.

CO-REQUISITES:

BIO 2921, BIO 2923, NUR 2115, SPT 1113 or SPT 2163.

REQUIRED TEXTBOOKS:

London, Ladewig, Davidson, Ball, & Bindler. (2017). Maternal & Child Nursing Care Plus MyNursingLab with Pearson e-text. (5th Ed.). Pearson.

Smeltzer, Bare, Hinkle, & Cheever (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed.). and Prep U. Philadelphia: Wolters Kluwer/ Lippincott, Williams & Wilkins.

Hinkle, J. & Cheever, K. (2018). Brunner & Suddarth's Handbook of Laboratory and Diagnostic Tests. (3rd Ed.) Wolters Kluwer Health/ Lippincott, Williams & Wilkins.

Leek, V. (2013). Pharm Phlash Cards! Pharmacology Flash Cards (2nd Ed.). F.A. Company.

Morris, D.G. (2018). Calculate with Confidence. (7th Ed.) St. Louis, MO: Mosby/Elsevier.

Taber's (2017). Cyclopedic Medical Dictionary (23rd Ed.). Philadelphia, PA: F. A. Davis Company.

Taylor, Lillis, Lemone, & Lynn (2015). Fundamentals of Nursing (8th Ed.). with Prep U. Philadelphia, PA: Lippincott, Williams & Wilkins.

Vallerand & Sanoski (2017). Davis's Drug Guide for Nurses. (15th Ed.). Philadelphia, PA: F. A. Davis Company.

SUPPLEMENTAL:

Chabner, D. (2014). Medical Terminology: A Short Course. (7th Ed.). St. Louis, MO: Elsevier.

Haugen, N & Galura, S. (2011). Ulrich & Canale's Nursing Care Planning Guide. (7th Ed.). St. Louis, MO: Elsevier.

Hinkle, J & Cheever, K. (2017). Clinical Handbook for Brunner & Suddarth's Textbook of

Medical-Surgical Nursing (14th Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.

Lippincott, Williams & Wilkins (2017). ACC Atlas of Pathophysiology (4th Ed.). Philadelphia.

Nugent, P. & Vitale, B. (2018). Test Success: Test-Taking Tech for Beginning Nursing Students (8th Ed.). Philadelphia, PA: F. A. Davis Company.

KAPLAN RESOURCES: (Faculty will provide books when available.)

Kaplan Nursing. (2017). The Basics, A Comprehensive Outline of Nursing School Content. Kaplan Publishing.

Kaplan Nursing, NCLEX-RN Content Review Guide.

https://kaplanlwwtesting.kaplan.com/s_login.aspx

Elective Course: NUR 1203 - Pharmacology for Nursing

Lilley, L., Collins, S., & Snyder, J. (2017). Pharmacology and the Nursing Process (8th Ed.). St. Louis, MO: Mosby: Elsevier.

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Hancock Center, Raymunda Barnes at (228) 252-7000 or rbarnes@prcc.edu.

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END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

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

Patient-Centered Care

1. Apply the nursing process to meet the psychological and physiological needs of women and the newborn.
2. Utilize informatics in planning and providing patient-centered care in diverse settings.

Leadership and Professionalism

3. Interpret patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement of care.
4. Demonstrate critical thinking decision making skills based on understanding of practice, theory and research.

Evidence-Based Practice

5. Utilize evidence-based informatics to formulate and modify the nursing plan of care for the child-bearing family.
6. Analyze normal and abnormal physiological and psychological changes that occur during each period of the child-bearing cycle and newborn period.
7. Utilize knowledge and skills from general, foundational and previous clinical courses to classroom and clinical situations to provide quality patient care for woman, newborn and child-bearing families.

Communication, Collaboration and Teamwork

8. Utilize effective communication skills to interact with patient, and the multidisciplinary healthcare team in providing quality patient-centered care.
9. Determine legal and ethical standards related to data security, regulatory requirements, confidentiality, and patient's right to privacy.

Safety and Quality Improvement

10. Demonstrate safe nursing interventions that reflect caring behavior in response to physical, emotional, cultural, and humanistic care needs.
11. Evaluate the effectiveness of nursing care.
12. Compare pharmacological aspects of childbearing patients and newborns with select physiological alterations.
13. Prioritize nursing care to create a safe care environment that results in high quality patient outcomes.
14. Take part in responsibility and accountability of professional nursing performance through quality of care, application of nursing process, education and communication, resource utilization and professional collaboration.

COURSE REQUIREMENTS: Same as other courses

DOSAGE COMPONENT:

This component will be assigned a “pass” or “fail”. To receive a “pass”, the student will have 3 attempts to achieve a “90” or above on a basic dosage test. The numerical grade earned on the first dosage test will be recorded as a quiz grade within the theory component of this course. The remaining tests will only be scored as pass or fail.

The student will be required to attend a **dosage remediation session** prior to the administration of the next dosage test. A student unsuccessful after the third attempt will be required to attend Enrichment 4 Success sessions every other Wednesday with content focus on dosage. Dosage material will be tested throughout the semester for all students in clinical, on all unit tests, and on the final exam.

DIAGNOSTIC TESTING SYSTEM (Kaplan):

The following are **requirements** of each nursing course and must be completed within the semester enrolled:

1. A Kaplan Integrated (proctored) test related to course content will be given near the completion of each nursing course.

* Five (5) points will be awarded if **Kaplan benchmark** is reached. The points will be added to the final exam grade of the student. Required benchmark will be announced prior to testing.

2. Any additional Kaplan tests (scheduled and unscheduled) as announced.

KAPLAN REMEDIATION – LEVEL 3 Students:

Students who satisfactorily met course requirements yet **achieve a score of less than 60%** on the integrated (proctored) test(s), will be required to attend the first four (4) consecutive Enrichment 4 Success sessions the following semester. During each session, students will be expected to answer thirty (30) focused review questions and remediate.



**PEARL RIVER
COMMUNITY COLLEGE**

Department of Nursing Education
Associate Degree Nursing

Spring 2019

LEVEL: 3

COURSE TITLE: Nursing Care of Children

COURSE NUMBER: NUR 2115

CREDIT HOURS: 4.5 (Theory 3 hours; Clinical 1.5 hours)

Theory	Clinical	Simulation
45 hours	67.5 hours	6 hours (9%)

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor’s office.

Instructor Name	Office Location	Office Phone Number	Email Address
Anna Busby, MSN, APRN	415	601-403-1074	abusby@prcc.edu
Susan Campbell, RN, MSN	411	601-403-1063	scampbell@prcc.edu

SIMULATION/SKILLS LAB INSTRUCTOR: Laborde, Dr. Jennifer Office 303A;
Ext. 1065; jlaborde@prcc.edu

RECORDS/TECHNOLOGY ASSISTANT: Russ, Mr. Brett Office 202A;
Ext. 1071; bruss@prcc.edu

COURSE DESCRIPTION:

This nursing course is focused on the theory and practice of pediatric nursing with emphasis on the nursing process, patient needs, the physical and cognitive growth and development of patients through evidence-based competent care. In this specialty area, students are assisted to further their knowledge and expertise in the development of the core competencies of patient-centered care, evidence-based practice; leadership & professionalism; communication; collaboration & teamwork; and safety & quality improvement in diverse healthcare settings. Nutrition, diagnostic studies, pharmacology, dosage calculations, medication administration, and cultural awareness are integrated throughout this course. The patient's position on the wellness-illness continuum is recognized as the student focuses on the patient's repose to illness. Clinical judgment, communication skills, delegation and enhancing technology skills are emphasized. This course is three theory hours and four and a half clinical hours per week per semester.

PREREQUISITES:

Admission into the Associated Degree Nursing Program; BIO 2511, BIO 2513, BIO 2521, BIO 2523, ENG 1113, EPY 2533, MAT 1313, NUR 1111, NUR 1207 (if applicable), NUR 1210, and PSY 1513.

COREQUISITES:

BIO 2921, BIO 2923, NUR 2104, SPT 1113 or 2136.

REQUIRED TEXTBOOKS:

- London, Ladewig, Davidson, Ball, & Bindler. (2017). Maternal & Child Nursing Care Plus MyNursingLab with Pearson e-text. (5th Ed.). Pearson.
- Smeltzer, Bare, Hinkle, & Cheever (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed.). and Prep U. Philadelphia: Wolters Kluwer/ Lippincott, Williams & Wilkins.
- Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Handbook of Laboratory and Diagnostic Tests. (2nd Ed.) Wolters Kluwer Health/ Lippincott, Williams & Wilkins.
- Leek, V. (2013). Pharm Phlash Cards! Pharmacology Flash Cards (2nd Ed.). F.A. Company.
- Morris, D.G. (2018). Calculate with Confidence. (7th Ed.) St. Louis, MO: Mosby/Elsevier.
- Taber's (2017). Cyclopedic Medical Dictionary (23rd Ed.). Philadelphia, PA: F. A. Davis Company.
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- Vallerand & Sanoski (2017). Davis's Drug Guide for Nurses. (15th Ed.). Philadelphia, PA: F. A. Davis Company.

SUPPLEMENTAL:

- Chabner, D. (2014). Medical Terminology: A Short Course. (7th Ed.). St. Louis, MO: Elsevier.
- Haugen, N & Galura, S. (2011). Ulrich & Canale's Nursing Care Planning Guide. (7th Ed.).

St. Louis, MO: Elsevier.

Hinkle, J & Cheever, K. (2013). Clinical Handbook for Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.

Lippincott, Williams & Wilkins (2009). ACC Atlas of Pathophysiology (3rd Ed.). Philadelphia.

Nugent, P. & Vitale, B. (2015). Test Success: Test-Taking Tech for Beginning Nursing Students (7th Ed.). Philadelphia, PA: F. A. Davis Company.

KAPLAN RESOURCES: (Faculty will provide books when available.)

Kaplan Nursing, (2017). The Basics, A Comprehensive Outline of Nursing School Content. Kaplan Publishing.

Kaplan Nursing, NCLEX-RN Content Review Guide.

https://kaplanlwwtesting.kaplan.com/s_login.aspx

Elective Course: NUR 1203 - Pharmacology for Nursing

Lilley, L., Collins, S., & Snyder, J. (2017). Pharmacology and the Nursing Process (8th Ed.). St. Louis, MO: Mosby: Elsevier.

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Hancock Center, Raymunda Barnes at (228) 252-7000 or rbarnes@prcc.edu.

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END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

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

Patient-Centered Care

1. Correlate nursing diagnoses with the medical diagnoses of the patient.
2. Formulate nursing interventions based on the cognitive and developmental age of the patient.
3. Assess patient utilizing age based assessment techniques.
4. Formulate a plan of care for patient and care giver incorporating development age, cultural, ethnic, and spiritual needs.
5. Assess and evaluate patient and caregiver needs throughout the clinical day to prioritize nursing actions to meet those needs.

Leadership & Professionalism

6. Integrate competent use of informatics and technology into patient care.
7. Illustrate professionalism and accountability when providing care.
8. Incorporate critical think skill into the development and implementation of nursing actions.
9. Critique personal performance to differentiate effective versus ineffective nursing actions.

Evidence-Based Practice

10. Utilize textbooks and current electronic media data to formulate nursing interventions.

Communication, Collaboration, & Teamwork

11. Integrate communication, collaboration, and teamwork with faculty, peers and health care members to construct an individualized plan of care for the patient and caregiver.
12. Effective interpretation of nursing actions and patient care reflected in narrative charting.

Safety & Quality Improvement

13. Perform accurate dosage calculation and medication administration.

COURSE REQUIREMENTS: Same as other courses

DIAGNOSTIC TESTING SYSTEM (Kaplan):

The following are **requirements** of each nursing course and must be completed within the semester enrolled:

1. A Kaplan Integrated (proctored) test related to course content will be given near the completion of each nursing course.

* Five (5) points will be awarded if **Kaplan benchmark** is reached. The points will be added to the final exam grade of the student. Required benchmark will be announced prior to testing.

2. Any additional Kaplan tests (scheduled and unscheduled) as announced.

KAPLAN REMEDIATION – LEVEL 3 Students:

Students who satisfactorily met course requirements yet **achieve a score of less than 60%** on the integrated (proctored) test(s), will be required to attend the first four (4) consecutive Enrichment 4 Success sessions the following semester. During each session, students will be expected to answer thirty (30) focused review questions and remediate.



Department of Nursing Education
Associate Degree Nursing

Spring 2019

LEVEL: 4

COURSE TITLE: Mental Health Nursing

COURSE NUMBER: NUR 2203

CREDIT HOURS: 3 (Theory 2 hours; Clinical 1 hour)

Theory	Clinical	Simulation
30 hours	45 hours	6 hours (13%)

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor’s office.

Instructor Name	Office Location	Office Phone Number	Email Address
Jerryl Collins, PhD, RN	Office 105	601-403-1064	jcollins@prcc.edu
Sharon Nightengale, MSN, RN	Office 101	601-403-1088	snightengale@prcc.edu

SIMULATION/SKILLS LAB INSTRUCTOR: Laborde, Dr. Jennifer Office 303A;
 Ext. 1065; jlaborde@prcc.edu

RECORDS/TECHNOLOGY ASSISTANT: Russ, Mr. Brett Office 202A;
 Ext. 1071; bruss@prcc.edu

COURSE DESCRIPTION:

This nursing course is designed to assist the student in the application of nursing knowledge in the care of patients with mental illness. The specific focus of this course is to utilize clinical judgement and evidence-based practice to assist the student with care of patients with mental illness in all stages of development, as they progress on the wellness-illness continuum. Students are assisted to further their knowledge and expertise in the development of the core competencies of patient-centered care; evidence-based practice; leadership & professionalism; communication, collaboration & teamwork; and safety & quality improvement. Continued emphasis is placed on cultural awareness, nutrition, pharmacology, diagnostic studies, communication skills, delegation, and dosage calculations. This course is two theory hours and three clinical hours per week for the semester.

PREREQUISITES:

Admission into the Associated Degree Nursing Program;
BIO 2511, BIO 2513, BIO 2521, BIO 2523, BIO 2921, BIO 2923, ENG 1113, EPY 2533,
MAT 1313, NUR 1101, NUR 1110, NUR 1207 (if applicable), NUR 1210, NUR 2104, NUR 2115,
PSY 1513, SPT 1113 or SPT 2163

COREQUISITES:

NUR 2209, SOC 2113

REQUIRED TEXTBOOKS:

- Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Handbook of Laboratory and Diagnostic Test. (2nd Ed.) Wolters Kluwer Health/ Lippincott, Williams & Wilkins.
- Leek, V. (2013). Pharm Phlash Cards: Pharmacology Flash Cards (2nd Ed.). F.A. Davis Company
- London, Ladewig, Davidson, Ball, & Bindler. (2017). Maternal & Child Nursing Care Plus My Nursing Lab with Pearson e-text. (5th Ed.). Pearson.
- Morris, D.G. (2018). Calculate with Confidence. (7th Ed.) St. Louis, MO: Mosby/Elsevier.
- Smeltzer, Bare, Hinkle, & Cheever (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed.). and Prep U. Philadelphia: Wolters Kluwer/ Lippincott, Williams & Wilkins.
- Stanhope, M. & Lancaster, J. (2014). Foundations of Nursing in the Community: Community-Oriented Practice (4th Ed.). St. Louis, MO: Mosby/Elsevier.
- Taber's (2017). Cyclopedic Medical Dictionary (23rd Ed.). Philadelphia, PA: F. A. Davis Company.
- Taylor, Lillis, Lemone, & Lynn (2015). Fundamentals of Nursing (8th Ed.). with Prep U. Philadelphia, PA: Lippincott, Williams & Wilkins.
- Vallerand & Sanoski (2014). Davis's Drug Guide for Nurses. (14th Ed.). Philadelphia, PA: F. A. Davis Company.
- Varcarolis, E. (2017). Essentials of Psychiatric Mental Health Nursing (3rd Ed.). St. Louis, MO: Elsevier/ Saunders.
- Weiss, S. & Tappen, R. (2015). Essentials of Nursing Leadership & Management (6th Ed.).

Philadelphia, PA: F. A. Davis Company.

SUPPLEMENTAL:

- Chabner, D. (2014). Medical Terminology: A Short Course. (7th Ed.). St. Louis, MO: Elsevier.
- Haugen, N. & Galura, S. (2011). Ulrich & Canale's Nursing Care Planning Guide. (7th Ed.). St. Louis, MO: Elsevier.
- Hinkle, J & Cheever, K. (2013). Clinical Handbook for Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.
- Lippincott, Williams & Wilkins (2009). ACC Atlas of Pathophysiology (3rd Ed.). Philadelphia.
- Nugent, P. & Vitale, B. (2015). Test Success: Test-Taking Tech for Beginning Nursing Students (7th Ed.). Philadelphia, PA: F. A. Davis Company.

KAPLAN RESOURCES: (Faculty will provide books when available.)Kaplan Nursing, (2017).

The Basics, A Comprehensive Outline of Nursing School

Content. Kaplan Publishing.

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https://kaplanlwwtesting.kaplan.com/s_login.aspx

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Hancock Center, Raymunda Barnes at (228) 252-7000 or rbarnes@prcc.edu.

Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody at tmoody@prcc.edu.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

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

Patient-Centered Care

1. Analyze the impact of growth and development, needs, cultural, ethnic, and spiritual influence on the patient's position on the wellness-illness continuum.
2. Evaluate the individualized plan of care in meeting patient outcomes employing appropriate education while accessing available resources, services, health care settings and management systems.
3. Examine ethical and legal implications of patient-centered care.

Leadership & Professionalism

4. Advocate for patient rights while maintaining organizational and patient confidentiality and dignity.
5. Promote standards of nursing practice within the ethical, legal, and regulatory framework of nursing.
6. Analyze accountability for the delegation and prioritizing of nursing care for the patient.

Evidence-Based Practice

7. Examine nursing research utilizing evidence based practice for modification of clinical

practice guidelines.

Communication, Collaboration, & Teamwork

8. Apply principles of therapeutic communication when collaborating with multidisciplinary teams to achieve patient-centered outcomes while caring for the patient experiencing alterations in mental health maintaining patient's dignity.

Safety & Quality Improvement

9. Utilize communication technologies ensuring safety and quality of care when implementing individualized plan of care for the patient with emphasis on values, preferences and expressed needs involving appropriate multidisciplinary team members.
10. Utilize critical thinking skills and employ accurate management judgments to provide competent and cost effective nursing care in a safe physical and psychosocial environment with the involvement of the patient.
11. Evaluate human factors and basic safety principles utilizing appropriate channels of communication for safe practice.

COURSE REQUIREMENTS: Same as other courses

DIAGNOSTIC TESTING SYSTEM (Kaplan):

The following are requirements of each nursing course and must be completed within the semester enrolled:

1. A Kaplan Integrated (proctored) test related to course content will be given near the completion of each nursing course.
- * Five (5) points will be awarded if **Kaplan benchmark** is reached. The points will be added to the final exam grade of the student. Required benchmark will be announced prior to testing.
2. Any additional Kaplan tests (scheduled and unscheduled) as announced.



Department of Nursing Education
Associate Degree Nursing

Spring 2019

LEVEL: 4

COURSE TITLE: Medical Surgical Nursing II

COURSE NUMBER: NUR 2209

CREDIT HOURS: 9 (Theory 5 hours; Clinical 4 hours)

Theory	Clinical	Simulation	Preceptorship
75 hours	180 hours	12 hours (7%)	60 hours (33%)

DIRECTOR: Jones, Dr. Arlene Admin Suite - # 1017
ajones@prcc.edu

PROGRAM CHAIR: Baxter, Dr. Karen Admin Suite - # 1022
kbaxter@prcc.edu

INSTRUCTORS: Office hours posted outside each instructor's office.

Instructor Name	Office Location	Office Phone Number	Email Address
Dr. Jerryl Collins	105	601-403-1064	jcollins@prcc.edu
Mrs. Sharon Nightengale	101	601-403-1088	snightengale@prcc.edu
Mrs. Yolanda Rankins	112	601-403-1077	yrankins@prcc.edu
Mrs. Pam Waddle	108	601-403-1067	pwaddle@prcc.edu
Mrs. Rebecca Pullens	107	601-403-1066	rpullens@prcc.edu

SIMULATION/SKILLS LAB INSTRUCTOR: Laborde, Dr. Jennifer Office 303A;
 Ext. 1065; jlaborde@prcc.edu

RECORDS/TECHNOLOGY ASSISTANT: Russ, Mr. Brett Office 202A;
Ext. 1071; bruss@prcc.edu

COURSE DESCRIPTION: This medical-surgical nursing course is designed to reinforce the roles of the nurse, implement the practice of nursing, as well as assist the student with transition from the student role to registered nurse. The specific focus of this course is to utilize clinical judgment to assist the student with care of adults in all stages of development by identifying the needs of the patient, coordinating care through the use of the nursing process as the patient progresses on the wellness-illness continuum. Students are able to refine the core competencies of patient-centered care; evidence-based practice; leadership & professionalism; communication, collaboration, & teamwork; and safety & quality improvement through practice in diverse healthcare settings. Nutrition, diagnostic studies, pharmacology, dosage calculations, medication administration, communication skills, delegation, and cultural awareness are integrated throughout this course as well as continued emphasis on utilization of technology. The preceptorship component is included in the clinical hours and occurs during the last three weeks of the semester. This course is five theory hours and twelve clinical hours per week for the semester.

PREREQUISITES:

Admission into the Associated Degree Nursing Program; BIO 2511, BIO 2513, BIO 2521, BIO 2523, BIO 2921, BIO 2923, ENG 1113, EPY 2533, MAT 1313, NUR 1101, NUR 1110, NUR 1207 (if applicable), NUR 1210, NUR 2104, NUR 2115, PSY 1513, SPT 1113, or SPT 2163.

COREQUISITES: NUR 2203, SOC 2113

REQUIRED TEXTBOOKS:

- Hinkle, J. & Cheever, K. (2014). Brunner & Suddarth's Handbook of Laboratory and Diagnostic Tests (2nd Ed.). Wolters Kluwer Health/ Lippincott, Williams & Wilkins.
- Leek, V. (2013). Pharm Flash Cards! Pharmacology Flash Cards (2nd Ed.). F. A. Davis Company.
- London, Ladewig, Davidson, Ball & Bindler (2017). Maternal & Child Nursing Care Plus My Nursing Lab with Pearson E-text (5th Ed.). Pearson
- Morris, D.G. (2018). Calculate with Confidence (7th Ed.) St. Louis, MO: Mosby/Elsevier.
- Murray, S. & McKinney, E. (2014). Foundations of Maternal-Newborn and Women's Health Nursing (6th Ed.). St. Louis, MO: Elsevier.
- Smeltzer, Bare, Hinkle & Cheever (2014). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed). and Prep U. Philadelphia: Wolters Kluwer/ Lippincott, Williams & Wilkins.
- Stanhope, M. & Lancaster, J. (2014). Foundations of Nursing in the Community: Community-Oriented Practice (4th Ed.). St. Louis, MO: Mosby/Elsevier.
- Taber's (2017). Cyclopedic Medical Dictionary (23rd Ed.). Philadelphia, PA: F. A. Davis Company.
- Taylor, Lillis, Lemone, & Lynn (2015). Fundamentals of Nursing (8th Ed.). with Prep U. Philadelphia, PA: Lippincott, Williams & Wilkins.
- Vallerand & Sanoski (2014). Davis's Drug Guide for Nurses (14th Ed.). Philadelphia, PA: F. A. Davis Company.

Varcarolis, E. (2017). Essentials of Psychiatric-Mental Health Nursing (3rd Ed.) St. Louis: Elsevier/Saunders.

Weiss, S. & Tappen, R. (2015). Essentials of Nursing Leadership & Management (6th Ed.). Philadelphia: F. A. Davis.

SUPPLEMENTAL:

Chabner, D. (2014). Medical Terminology: A Short Course (7th Ed.). St. Louis, MO: Elsevier.

Haugen, N. & Galura, S. (2011). Ulrich & Canale's Nursing Care Planning Guide (8th Ed.). St. Louis, MO: Elsevier.

Hinkle, J & Cheever, K. (2013). Clinical Handbook for Brunner & Suddarth's Textbook of Medical-Surgical Nursing (13th Ed.)

Lippincott, Williams & Wilkins (2009). ACC Atlas of Pathophysiology (3rd Ed.). Philadelphia.

Nugent, P. & Vitale, B. (2015). Test Success: Test-Taking Tech for Beginning Nursing Students (7th Ed.). Philadelphia: F. A. Davis.

KAPLAN RESOURCES: (Faculty will provide books when available.)

Kaplan Nursing, (2017). The Basics, A Comprehensive Outline of Nursing School Content. Kaplan Publishing.

Kaplan Nursing, NCLEX-RN Content Review Guide.

https://kaplanlwtesting.kaplan.com/s_login.aspx

Elective Course: NUR 1203 - Pharmacology for Nursing

Lilley, L., Collins, S., & Snyder, J. (2017). Pharmacology and the Nursing Process (8th Ed.). St. Louis, MO: Mosby: Elsevier.

NON-DISCRIMINATION STATEMENT:

Pearl River Community College offers equal education and employment opportunities. The College does not discriminate on the basis of race, religion, color, sex, sexual orientation, gender identity, age, national origin, veteran status, or disability. For inquiries regarding the non-discrimination policies or to request accommodations, special assistance, or alternate format publication please contact Tonia Moody Seal, Director of Admissions and Records, and ADA/Civil Rights Coordinator, at P.O. Box 5537, Poplarville, MS 39470 or 601-403-1060. For inquiries regarding Title IX, contact Maghan James, Assistant Vice-President of Student Services and Title IX Coordinator, P.O. Box 5560, Poplarville, MS 39470 or 601-403-1253.

AMERICANS WITH DISABILITES ACT (ADA):

If you have a disability that qualifies under the Americans with Disabilities Act and you require special assistance or accommodations, you should contact the designated coordinator on your campus for information on appropriate guidelines and procedures:

Poplarville Campus, Tonia Moody Seal at [\(601\) 403-1060](tel:6014031060) or tmoody@prcc.edu

Forrest County Center, Michele-Wilson Stokes at [\(601\) 554-5530](tel:6015545530) or mwilson@prcc.edu

Hancock Center, Raymunda Barnes at [\(228\) 252-7000](tel:2282527000) or rbarnes@prcc.edu.

Distance Learning Students who require special assistance, accommodations, and/or need for alternate format should contact Tonia Moody at tmoody@prcc.edu.

END-OF-PROGRAM STUDENT LEARNING OUTCOMES (PSLOs):

Upon completion of the program, the PRCC-ADN graduate will be able to:

1. Deliver quality, safe and effective patient-centered care.
2. Apply the nursing process while delivering care that encompasses the needs and culture preferences of the patient through advocacy, caring, and communication.
3. Demonstrate leadership and professionalism through delegation, prioritization, teaching/learning, and critical thinking – taking into account any ethical or legal implications.
4. Utilize evidence-based practice to guide nursing care through understanding of inclusivity and the needs of the patient throughout the lifespan.
5. Collaborate with inter-professional healthcare teams to provide patient-centered care through communication and documentation.

COURSE STUDENT LEARNER OUTCOMES (CSLOs):

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

Patient-Centered Care

1. Assess the impact of growth and development, cultural, ethnic, and spiritual needs on the patient's position on the wellness-illness continuum.
2. Choose appropriate interventions and assessment data to plan care for adult patient(s), analyze patients' response to interventions and modify care as needed.
3. Support, protect, defend, and promote the patient's rights and dignity while maintaining organizational policies and patient confidentiality.
4. Identify strategies, including patient values and preferences, to assist the patient and significant others during life-changing events related to their health.
5. Utilize an individualized plan of care and include appropriate education of the patient and significant others.

Leadership & Professionalism

6. Prioritize patient care while integrating critical thinking skills to provide accurate and safe nursing care to meet patients' needs.
7. Choose appropriate delegation of patient care to members of the health care team, while

supervising and evaluating these activities.

Evidence-Based Practice

8. Apply evidence-based practice in the delivery of nursing care and justify reasons for modifying this practice based on clinical expertise or patient and support person preferences.
9. Select practices within the ethical, legal, and regulatory framework of nursing and recognizing and reporting unsafe practices.

Communication, Collaboration, & Teamwork

10. Utilize and plan therapeutic communication of care with each transition in care and with patient and significant others in a relevant, accurate, complete, and clear manner.
11. Prove competence with current information technologies and conclude how it is used to communicate the planning and provision of patient care.
12. Examine ways to collaborate with other members of the health care team and patients' significant others to achieve positive patient outcomes.
13. Examine nursing strategies to provide safe cost-effective care and communicate these strategies to the patient and their significant others.

Safety & Quality Improvement

14. Contrast benefits and limitations of technology and information management and their impact on safety and quality of patient care.
15. Develop appropriate clinical judgments and management decisions to ensure competent and safe patient care, while receiving constructive feedback and assistance for improvement when necessary.

COURSE REQUIREMENTS: Same as other courses

PRECEPTORSHIP COMPONENT:

The preceptorship will provide Level 4 nursing students with an intensive hands-on experience in adult acute care settings and will assist in the transition from student to registered nurse. The student will participate in a clinical experience for a total of sixty (60) hours under the supervision of a hospital- and Pearl River Community College instructor- approved preceptor. During this time the student is expected to gain an understanding of the role of the registered nurse. Students are expected to attend mandatory agency orientations and complete mandatory training as directed prior to entering the preceptorship.

Further information will be distributed separately later in the semester.

DIAGNOSTIC TESTING SYSTEM (Kaplan):

The following are requirements of each nursing course and must be completed within the semester enrolled:

1. A Kaplan Integrated (proctored) test related to course content will be given near the completion

of each nursing course.

* Five (5) points will be awarded if **Kaplan benchmark** is reached. The points will be added to the final exam grade of the student. Required benchmark will be announced prior to testing.

2. Any additional Kaplan tests (scheduled and unscheduled) as announced.

KAPLAN REMEDIATION – LEVEL 4 NUR 2209 Students:

1. Students who satisfactorily met course requirements yet **achieved a score of less than 60%** on an integrated (proctored) test, will be placed on an Academic Program Contract.

* The student will receive an incomplete “I” for the course.

* The student will be allowed to participate in preceptorship.

* The student will receive a remediation assignment.

* Completion of remediation requirements will be validated according to contract deadlines.

Retest Requirements:

a. The student satisfactorily completing the required remediation will earn an attempt to reach benchmark set on an integrated (proctored) retest.

b. The student satisfactorily achieving benchmark will earn their respected class rank and have the “I” incomplete removed prior to graduation.

c. The student unsatisfactorily completing the required remediation and/or not achieving benchmark will maintain an “I” incomplete for graduation, will be enrolled in Kaplan NCLEX-RN Prep Process, and will have their “I” incomplete removed upon satisfactorily completing the prep process.

2. Students who achieve a numerical final course grade of 78.5 – 79.4, completed individual test reviews, and **achieved a score greater or equal to 60%** on an integrated (proctored) test, will be placed on an Academic Program Contract.

* The student will receive an incomplete “I” for the course.

* The student will not be allowed to participate in preceptorship.

* The student will receive a remediation assignment.

* Completion of remediation requirements will be validated according to contract deadlines.

Retest Requirements:

a. The student satisfactorily completing the required remediation will earn an attempt to reach benchmark set on an integrated (proctored) retest.

b. The student satisfactorily achieving retest benchmark will be allowed to participate in graduation activities and will be allowed to participate in preceptorship at the start of the next semester.

- Upon satisfactorily completing preceptorship, the student will earn a final course grade of “B” and have their “I” incomplete removed.

c. The student unsatisfactorily completing the required remediation and/or not achieving

retest benchmark will earn their respected class rank of “C”.

- Progression in the program will be dependent upon student eligibility to return.

NOTE: The ADN program will follow college policy on assigning and on removing an “I” for incomplete coursework.

NCLEX-RN PREPARATION: (Kaplan Testing)

- A. Question Trainers (QT) 3-6 are required to be completed as scheduled on Level 4. If you did not complete QT 1 and/or 2 last semester, you will be required to take it at the beginning of this semester. Dates and more information on these questions trainers will be announced.
- B. Kaplan recommends QT # 7 and NCLEX-RN Sample Tests 3 & 4 be taken 1-2 weeks prior to taking the NCLEX-RN exam. These tests will be opened after graduation (refer to your Level 4 calendar).
- C. The **Kaplan Live Review** is a course requirement thus is mandatory. All components of the Review must be completed. See the dates on the Level 4 calendar.

APPENDIX H

Theory Content Outlines

Theory Content Outline

NUR 1101 – Dosage Calculations for Nursing

UNIT	CONTENT
Unit 1	Math Review Systems of Measurement
Unit 2	Methods of Administration and Calculations
Unit 3	Oral and Parenteral Dosage Forms
Unit 4	Intravenous and Weight-based Calculations

Theory Content Outline

NUR 1110 – Fundamentals of Nursing

UNIT	CONTENT
Unit 1	Professional Communication in Nursing Legal Aspects of Nursing Documentation
Unit 2	Vital Signs Pain Hygiene/Mobility Late Adulthood Growth & Development
Unit 3	Infection Control Wound Care Rest/Sleep Culture Diversity
Unit 4	Wellness/Illness Nursing Process/Care Plans Physical Assessment
Unit 5	Nasogastric Tubes Nutrition Fecal Elimination Urinary Elimination Pharmacology Critical Thinking
Unit 6	Stress Crisis Anxiety Conflict Grief/Death/Dying Spirituality
Unit 7	Perioperative Nursing Oxygenation Sensory Perception Patient Education

Theory Content Outline

NUR 1207 / NUR 1210 – Medical / Surgical Nursing I

UNIT	CONTENT
Unit 1	Medication and IV Fluid Administration
Unit 2	Altered Fluid and Electrolytes Shock and Multi-System Failure Burns
Unit 3	Coronary Vascular Disorders Complications from Heart Disease Hypertension
Unit 4	Endocrine Pituitary and Adrenal Gland Disorders Thyroid and Parathyroid Gland Disorders Diabetes
Unit 5	Respiratory Modalities and Diagnostics Altered Acid/Base Balance Upper and Lower Respiratory Tract Disorders COPD
Unit 6	Musculoskeletal System Disorders Musculoskeletal System Trauma Hematological Disorders
Unit 7	Dysrhythmias and Conduction Problems Structural, Infectious, Inflammatory Cardiac Disorders Peripheral Vascular Disorders
Unit 8	Defense Mechanisms/Immune Response Immune Disorders, Infections, and Connective Tissue Diseases Eye and Ear Disorders

Theory Content Outline

NUR 2104 – Women’s Health / Newborn Nursing

UNIT	CONTENT
Unit 1	OB Pharmacology/Dosage/Medication Electronic Fetal Monitoring/Intrapartum Fetal Surveillance Physiological Adaptation of Pregnancy Prenatal Development/Conception and Prenatal Development Psychosocial Adaptation of Pregnancy Giving Birth Pain Management Antepartum/Intrapartum Surveillance Postpartum Adaptation Postpartum Complications
Unit 2	Adaptation and assessment of Newborn Acquired Problems of Newborn Pregnant Woman with Complications Newborn Feeding
Unit 3	Pregnant Woman with Complications Labor and Birth Complications
Unit 4	Nutrition Management of Infertility/Abortion/Contraception Reproductive Tract Disorders and STD’s/ Women’s Health Infection in Women Health

Theory Content Outline

NUR 2115 – Nursing Care of Children

UNIT	CONTENT
Unit 1	Dosage/Medication Administration Physical Assessment Cardiac Pain & Sensory
Unit 2	Growth & Development Cancer Hematology & Immunology Communicable Disease Genitourinary
Unit 3	Endocrine Skin & Burns Respiratory Gastrointestinal
Unit 4	Psychosocial Chronic Illness & Intellectual (Cognitive Impairment) Musculoskeletal Neuro

Theory Content Outline

NUR 2203 – Mental Health Nursing

UNIT	CONTENT
Unit 1	Principles r/t Historical, Legal, Cultural and Spiritual Aspects; Psychosocial Cultural-Spiritual Assessment/ Therapeutic Nurse-Patient Relationship, Legal and Ethical Issues in MH Nursing practice, Therapies and Theories
Unit 2	Mood disorders: Depression, Bipolar, and intervention modalities; Anxiety and Related Disorders, Somatoform and Dissociative Disorders, Psychopharmacology in MH Nursing care
Unit 3	Eating disorders, Psychiatric Emergencies, Anger/Aggression, Schizophrenia, Personality Disorders
Unit 4	Psychiatric Home Care/Community, Support and Rehabilitation, Suicide, Violence and Abuse, Rape and Sexual Assault, Dementias, Homeless Mentally Ill, Substance Abuse

Theory Content Outline

NUR 2209 – Medical / Surgical Nursing II

UNIT	CONTENT
Unit 1	Hepatic Gastrointestinal
Unit 2	Leadership and Management Neurology
Unit 3	Renal
Unit 4	Oncology Community

APPENDIX I

ADN Test Blueprint

Pearl River Community College

Department of Nursing Education

Associate Degree Nursing

Test Blueprint

Course NUR#: _____

Date of Test: _____

Topic /# hrs taught:

Instructor:

Questions:

Total # points:

229

#	Syllabus /Objective	Nursing Process:	Cognitive Level:	Patient Need:	Patient Need:	Patient Need:	Patient Need:
		Assess (A) Analysis (AN) Plan (P) Implement (I) Evaluate (E)	K, C, A	Safe & Effective Care Environment 1. Management of Care 2. Safety & Infection Control	Health Promotion & Maintenance	Psychosocial Integrity	Physiological Integrity Basic Care & Comfort Pharmacological & Parenteral Therapies Reduction of Risk Potential Physiological Adaptation
1.							
2.							
3.							
4.							
5.							

6.							
Total Percentages:		K=___%	Management of Care =___%	Health Prom. & Maintenance =___%	Psycho- social Integrity =___%	Basic Care & Comfort= ___%	
Number of Alternative Questions: _____		C=___%	Safety & Infection Control =___%			Pharm. & Parenteral Therapies= ___%	
Number of Dosage Questions: _____		A=___%				Reduction of Risk Potential= ___%	
						Physiological Adaptation=___%	

Based on the NCLEX-RN Examination Test Plan for the National Council of State Boards of Nursing for Registered Nurses - April 2016

APPENDIX J

Clinical Summative Evaluation

PEARL RIVER COMMUNITY COLLEGE

**Department of Nursing Education
Associate Degree Nursing**

CLINICAL SUMMATIVE EVALUATION

Name: _____

Course: _____

Date: _____

EXPECTED OUTCOMES	*S	*U	COMMENTS
<u>Assessment</u>			
1. Demonstrates knowledge of patient's medical diagnosis, pathology, treatments, prescriptions, and medications. (PSLO #4)			
2. Accurately and completely assesses the patient's basic needs, growth and development, and position on the wellness-illness continuum. (PSLO #2, 4)			
<u>Diagnosis</u>			
3. Demonstrates critical thinking skills in prioritizing patient care. (PSLO #3)			
4. Identifies appropriate nursing diagnoses for assigned patients. (PSLO #2)			
<u>Planning</u>			
5. Plans and organizes nursing actions to meet patient's needs. (PSLO #2)			
<u>Implementation</u>			
6. Safely implements culturally-competent caring interventions and/or skills to meet patient needs. (PSLO #1, 2, 4)			
7. Communicates effectively. (PSLO #2, 5)			
8. Provides for patient education (PSLO # 3, 4)			
9. Accurately documents. (PSLO #5)			
<u>Evaluation</u>			
10. Evaluates nursing care and redesigns as needed. (PSLO #2)			

11. Demonstrates critical thinking skills in managing patient care. (PSLO #3)			
12. Safely manages care of assigned patients in a timely manner and collaborates with members of the health care team. (PSLO #1, 5)			
13. Maintains professional behavior and adheres to the expectations of the discipline of nursing. (PSLO #3)			

***S=Satisfactory / U=Unsatisfactory**

Clinical Component: Passed / Failed

Student's Comments:

Instructor's Comments:

Student's Signature/Date

Instructor's Signature/Date

Drafted: 4/96; Last Revision: 5/18

APPENDIX K

Simulation Quantitative Check-off

PEARL RIVER COMMUNITY COLLEGE

STUDENT (S): _____

**ASSOCIATE DEGREE NURSING
SIMULATION**

SCENARIO: _____

EVALUATOR: _____

DATE: _____

TIME: _____

SCORE: _____

SIMULATION STUDENT LEARNING OUTCOMES/OBJECTIVES:

Not all objectives must appear in all simulations, safety is fundamental in all simulations, other objectives can be added to ensure student competency for different scenarios and/or level of students' knowledge and skill set. Each objective may be modified to include specific competencies according to National Council of State Boards of Nursing (NCSBN), Quality and Safety Education for Nurses (QSEN), Centers for Disease Control (CDC), World Health Organization (WHO), and other evidence-based practice for specific case-based scenarios.

Simulation Objectives	Satisfactory	Unsatisfactory
Patient-centered care		
1. Obtain patient values, preferences, and needs during patient interview	1	0
2. Implement and evaluate patient said values, preferences, and needs	1	0
3. Implement age appropriate care	1	0
Safety & Quality Improvement		
4. Establish and validate patient identification by using at least two (2) identifiers	1	0
5. Implement patient safety measures	1	0
6. Demonstrate effective use of equipment and technology	1	0
7. Identify and prevent potential errors and/or hazards	1	0
Evidence-Based Practice		

8.	Demonstrate proper hand washing according to CDC guidelines	1	0
9.	Utilize standard precautions, transmission-based precautions, and other precautions according to CDC guidelines (i.e. gloves, other personal protective equipment)	1	0
10.	Maintain medical and surgical asepsis	1	0
11.	Perform procedures correctly	1	0
12.	Obtain vital signs including pain assessment	1	0
13.	Demonstrate proper techniques of a physical assessment, behavioral assessment, and patient health history	1	0
14.	Obtain pertinent assessment data	1	0
15.	Implement focused assessments as needed	1	0
16.	Perform follow up assessments as needed, after medication administration, and/or after any intervention	1	0
Communication, Collaboration, & Teamwork			
17.	Initiate requisition for help when needed	1	0
18.	Implement direct communication with intra/inter-professional team members	1	0
19.	Demonstrate effective teamwork	1	0
20.	Prioritize and implement physician orders appropriately	1	0
21.	Implement therapeutic communication with intra/inter-professional team	1	0
22.	Effectively communicate with patient, family, and/or care-givers	1	0
23.	Document concisely, clearly and accurately, utilizing only approved abbreviations	1	0
Leadership & Professionalism			
24.	Delegate appropriately	1	0
25.	Promote professionalism, maintain good eye contact, and an open body posture	1	0
TOTAL EARNED SCORE OF APPLICABLE OBJECTIVES			

TOTAL STUDENT SCORE: _____/

TOTAL APPLICABLE ITEMS: _____ = _____

(DIVIDE TOTAL STUDENT SCORE BY TOTAL APPLICABLE ITEMS FOR SIMULATION GRADE)

Strengths	Weaknesses

JL 09/16; revised 08/17; revised 10/18

APPENDIX L

ADN Schedule of Evaluations/Surveys

ADN Schedule of Evaluations/Surveys

Timing	Evaluation	Goal/Standard	Assessment Method	Results Disseminated to (by):
Spring Semester	Curriculum (Level 4 students after preceptorship)	70% of respondents will respond “positively”*	Survey Monkey®	Curriculum Committee & Faculty (Outcomes Committee)
	Course (all students)	70% of respondents will respond “positively”*	Survey Monkey®	Curriculum Committee & Faculty (Outcomes Committee)
	Clinical Instructor (all students)	70% of respondents will respond “positively”*	Survey Monkey®	Director & Faculty member (Director)
Fall Semester	Curriculum (Level 4 student after preceptorship)	70% of respondents will respond “positively”*	Survey Monkey®	Curriculum Committee & Faculty (Outcomes Committee)
	Media (all students)	70% of respondents will respond “positively”*	Survey Monkey®	Resource Committee & Faculty (Outcomes Committee)
	Clinical Agency (all students)	70% of respondents will respond “positively”*	Survey Monkey®	Clinical faculty & agency (Director)
12 months after graduation	Job placement surveys	90% of respondents will be employed in various healthcare settings	Survey Monkey®	Outcomes Committee & Faculty (Director)
	Graduate satisfaction surveys	90% of respondents will rate the nursing program as satisfactory	Survey Monkey®	Outcomes Committee & Faculty (Director)
12 months after graduation	Employer satisfaction surveys	90% of respondents will rate the nursing practice of a graduate as satisfactory	Survey Monkey®	Outcomes Committee & Faculty (Director)
NCLEX Pass Rates (first writes and repeats)	Calculated per calendar year	80% or higher for all students testing within the calendar year		Director & Faculty (Outcomes Committee)
Graduation/Completion Rates	Calculated per semester	60% of all students enrolled in the program will graduate within 150% of allotted time		Director & Faculty (Outcomes Committee)