University of

Arkansas at Monticello

College of Technology

Crossett

Practical Nursing

Assessment

2013-2014

1. *What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, community) about your SLOs?*

Successful completers of the UAM-CTC Practical Nursing (PN) Program will be able to:

a. Utilize the nursing process when providing nursing care to a variety of patients across the life span.

b. Safely and efficiently perform skills and procedures within the scope of LPN practice.

c. Practice within the accepted ethical-legal nursing framework.

d. Assume responsibility for continuing personal and professional growth.

e. Use effective communication skills in interactions with patients, families, and other members of the health care team.

f. Function effectively as a member of the health care team.

SLOs are located:

a. On the website: http://www.uamont.edu/uamctc/nursing.htm

b. In the "Program of Study" which is given to any student interested in the PN program : http://www.uamont.edu/uamctc/pdf/pn.pdf and stated in Appendix A

c. In the Nursing Brochure that is available from the counselor and is also handed out at career fairs. (Appendix B)

d. In the practical nursing handbook on page 6. (Appendix C)

The UAM-CTC Practical Nursing Program had its most recent survey by The Arkansas State Board of Nursing in October 2012. In the Board's regular session on January 10, 2013, the PN program was granted full approval until the year 2017. (Appendix D)

2. Describe how your unit's Student Learning Outcomes fit into the mission of the University.

SLO #1: **Utilize the nursing process when providing nursing care to a variety of patients across the life span** correlates with the University's commitment to *search for truth and understanding through scholastic endeavor and to act creatively within their own and other cultures*. Students are responsible for assessing, planning, implementing and evaluating each patient and every change that comes with that patient. A student's clinical rotation will allow them to assume the care of a life span of patient's from newborn to geriatric and from different cultures due to the multifaceted society in which we live.

SLO #2: **Safely and efficiently perform skills and procedures within the scope of LPN practice** relates to the University's desire *to promote the intellectual content of society and to synthesize knowledge*. Students are required to "check-off" in the lab setting for the instructor and must be able to safely demonstrate the skill or procedure in the clinical setting in order to progress in the program.

SLO #3: **Practice within the accepted ethical-legal nursing framework** is relevant to the University's commitment to *provide a learning experience which enables students to use knowledge with intelligence and responsibility*. Students begin an in-depth education about HIPAA (Health Insurance Portability and Accountability Act) soon after acceptance into the PN program and prior to its beginning. The instructor reinforces this on an on-going basis and students are held firmly to this law. Students begin learning about the Nurse Practice Act at the beginning of the program. The Nurse Practice Act is the law that governs nursing. During the program students are guided as a group and individually in order to stay in compliance.

SLO #4: **Assume responsibility for continuing personal and professional growth** is relevant to the University's goal to *educate people for critical thought and enable students to act creatively within their own*. Students are taken to ALPNA (Arkansas Licensed Practical Nursing Association) meetings twice a year. Here the students join the

association and are encouraged to continue their enrollment when they graduate. The students participate in health fairs, flu clinics and blood drives as a way to introduce them to community outreach and service.

SLO #5: **Use effective communication skills in interactions with patients, families, and other members of the health care team** relates to the University's goal for *communicating effectively within their own and other cultures*. The students are able to practice this in the classroom, lab and clinical settings. This is done using a variety of techniques such as presentation, lab simulations, role playing, and clinical assignments.

SLO #6: **Function effectively as a member of the health care team** correlates with the University's commitment to *provide learning experiences which enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures*. Throughout the program students are required to learn a vast array of information, including theory and skills. While interacting in classroom and lab, and caring for patients in the clinical setting, students are taught to communicate information gathered between health care team members. This is accomplished by both verbal and written techniques.

3. *Provide an analysis of student learning data from your unit. How is this data used as evidence of learning?*

Graduation rates are one indicator of learning. The Practical Nursing Program is a rigorous, fast-paced program that prepares a student for entry level nursing in ten and one half months. A successful student must be dedicated and organized with the ability to retain and use the vast amount of knowledge set forth in this technical program. He/she must be able to think critically and be creative while utilizing a new vocabulary. Looking at the graduating classes of 2010-2013, 47 out of 80 students successfully completed the program. This is a 58.75% graduation rate. The national average for retention/graduation is approximately 50%.

Assessment Technologies Institute (ATI) offers two comprehensive predictor exams in the package each student is required to purchase. These are proctored computerized exams, created in the National Council Licensure Examination (NCLEX-PN) format, that determine a student's probability of passing the NCLEX-PN exam on the first attempt. This test gives a comparison, both individually and as a group, between the score obtained and the national mean. We administer the first test at the end of the spring semester and the second test is taken at the end of summer I. By giving the first exam at the end of the spring semester, it allows the student to see where he/she stands according to the NCLEX-PN standard. This is a strong motivator for students to review/study to be better prepared at the end of summer I term, which is graduation. In the summer I term of 2013 the exam was used as the student's Medical-Surgical II final. This also increased the motivation for learning. We utilized it again for 2014 and all students have been successful. The national mean for this exam is 67.1%. Looking at the graduating classes from 2010-2013, the group average for the first comprehensive exam is 67.0%. After repeating the test at the end of the summer term, the average group score 74.25%. This is an increase of 7.25%.

Pass rates are another indicator of learning. A student can successfully complete the program but be unable to pass the NCLEX-PN exam. Looking at the graduating classes of 2010-2013, there were 47 students who took the exam. Of those, 44 students successfully passed the exam on the first attempt. That is a 93.6% pass rate. Three of the four classes (graduates of 2010-2013) had a 100% pass rate. Pass rates are only counted on first attempt. Even when the student repeats the exam and passes, the school/program is not given credit for that student. Of the three students who failed on their first try the year that had 93.6%, all have retaken, passed and are working in the nursing field. We are very proud of our pass rate. Out of the last 16 years/classes, we have maintained a 100% pass rate for 12 of those.

4. *Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.*

The comprehensive predictor given at the end of the Med-Surg I course helps to improve student learning by showing the student what he/she has or has not learned. This motivates the student to increase the time and effort put in to reviewing and studying course material.

The comprehensive predictor given at the end of the Med-Surg II course measures the improvement made by the student. This exam also predicts the probability of the student passing the NCLEX-PN on the first attempt.

Our revision will be to add pre and post-tests in order to measure learning in the individual courses. Results of pre and post-tests will be available on the next assessment report and will increase data regarding beginning and ending knowledge, skills, and abilities to be analyzed.

We will also be adding more alternative format questions to the chapter tests to better prepare the student for the NCLEX-PN exam.

5. *Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.*

After the final grades are given, we hold an informal meeting with the class. Students are encouraged to give verbal feedback as to what they felt was beneficial to student learning and what needs to be modified or deleted. An example of this is the removal of pharmacology homework from the syllabus. For two consecutive years, students voiced concerns that the pharmacology homework was excessive and did not allow adequate time to study for exams.

The instructors talk with each individual after he/she has taken the NCLEX-PN exam. The student is encouraged to give feedback as to how the exams taken during the PN program helped prepare them for the licensing exam. A modification to be made in the upcoming year will be to add more alternative format questions due to the recommendations made by former graduates.

In the lab and clinical setting, skill check-offs are used to demonstrate the student's ability to complete a skill competently. They are given demonstration in lab and time to perfect the skill before performing for the instructor. Students are required to perform these skills in the clinical setting and in front of clinical staff members when the need arises. Each student has a weekly clinical evaluation that is completed by the instructor or clinical staff. These evaluations reflect student's safety behaviors, basic care behaviors, technical competence behaviors and professionalism.

The Health Occupations Advisory Committee meets twice yearly to discuss the PN Program. Committee members are given updates on the program and are encouraged make suggestion. An example of this is when a committee member, who is employed with a home health agency, suggested we do tracheostomy care in our simulation lab. She related that in her experience, new graduates were not prepared to care for a tracheostomy. We incorporated this into the curriculum by having a certified respiratory therapist come and demonstrate correct tracheostomy care. The students were required to give return demonstrations. (Appendix E)

Diagnosis papers are a clinical assignment. The diagnosis paper is similar to a nursing care plan. The paper requires the student to know pathophysiology, signs/symptoms, diagnostic tests expected, nursing care, medical management and medications pertinent to that patient's diagnosis. This ensures that the student prepares the night before and helps him/her to plan the patient's care. These are due at the beginning of the clinical day, reviewed with the student and corrected as necessary. At the end of the program, students agreed that diagnosis papers enabled them to more adequately assume the nurse's role.

Graduate surveys are completed six months after graduation. The survey asks the student three questions regarding relevance of the program to the preparation for their current job. The survey also allows for suggestions and comments. (Appendix F)

6. *As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, and by whom these improvements will take place.*

Pre and post-tests will be added to the individual courses by the program chair beginning fall semester of 2014.

ATI (Assessment Technologies Institute) supplies the faculty and students with practice and proctored exams. They also provide resources and remediation tools for the students. In the fall semester of 2014 we will incorporate the ATI end-of-course exams as a way to measure student learning.

7. *What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?*

During the program year 2013-2014, we collaborated with the UAM RN program in combining RN and PN students in the simulation lab. This was a joint effort to promote team work, to demonstrate the importance of staying within individual scopes of practice, and to develop and appreciate complementary roles, in order to promote the best quality patient care. This proved to be beneficial for all students involved as evidenced by the evaluations completed by the students. (Appendix G)

Diagnosis papers have generally been started in April of each year. This year diagnosis papers were incorporated in February. This proved to be an improvement over previous

practice. Students were more engaged earlier in the semester which improved their overall ability to learn.

8. *How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?*

Students are responsible for coming prepared daily for lecture, lab, and clinical. They are responsible for participating in the learning process. They are given the opportunity for feedback during the year and again at the end of the year to review the program as a whole. The class president and vice-president attend the Advisory Committee meetings. They are allowed to vocalize any concerns and/or opinions, and are available for questions from the committee.

Faculty is responsible for staying current, developing curriculum, monitoring student progress, facilitating learning, and advising as needed. The faculty members attend multiple workshops each year and work in the industry in order to stay abreast of the rapid changes in health care.

The Advisory Committee is offered the opportunity to make recommendations to improve the program.

Employers and clinical staff are responsible for providing a safe atmosphere conducive to learning. It is the clinical staff's responsibility to complete evaluations truthfully so that the student can correct his/her performance. Instructors make visits to the clinical sites in order to offer the clinical staff the opportunity to make suggestions and to report any issues they may have encountered with a student.

9. *Describe and provide evidence of efforts your unit is making to recruit/retain/graduate student in your unit/at the University. (A generalized statement such as "we take a personal interest in our students" is not evidence.)*

Recruitment

Practical nursing students participate in fourth grade career fairs to encourage students to consider a career in health care.

Recruiting is most intensely accomplished at the high schools. The PN Program accepts the nursing assistant course taught at the local high schools as a pre-requisite, therefore putting the student ahead when he/she begins college. Furthermore, students who have completed the high school healthcare program have a better understanding of the nursing and healthcare field.

Recruiting also takes place at health fairs and flu clinics where the students are visible to the public.

Another recruiting tool is the offering of pre-requisites courses during the evening hours to better accommodate and attract the working student.

Retention/Graduation

Retention and graduation is fostered in a multitude of ways.

A study skills workshop (9 – 12 clock hours) is required prior to beginning the program in order to help the student be more successful.

An extended individual question and answer session is required of each student that includes a panel: the chair of the PN program, the Vice Chancellor, the Vocational Counselor, and the Direct of Student Services. Additionally multiple group orientations-- one that is led by the Vice Chancellor and at least one led by the PN Chair and faculty -- are held for the benefit of the student. This prepares the student (and his/her spouse

and family) with realistic expectations for the forthcoming year. The practical nursing handbook is reviewed and explained in detail in the department's nursing orientation.

The Career Pathways Initiative offers parents assistance with books, tuition, supplies, day care, and travel (gas) vouchers to enable them to stay in school.

Instructors report any academic, attendance, or behavioral issue to the retention specialist/career coach in hopes that a failure can be avoided.

Math tutoring is offered during pharmacology for drug dosage math.

A conference is held with the student at mid-term each semester so that the student knows where he/she stands. Problem areas are discussed and strengths are applauded.

The PN faculty is in contact with the student Monday through Friday until the clinical schedule changes to 12 hours and then it is Monday through Thursday. Students are given our email and home/cell phone numbers in order to contact us with any issues or concerns. Our office hours are posted, but we maintain a sign-up sheet on our office door for students that need to talk to an instructor at other times. The student may also be called in for conference if the instructor(s) deem(s) necessary. This is typically regarding grades, performance, or behavior. The faculty works hard to redirect a student that appears to be getting off course.

UAM-CTC PN ASSESSMENT 2013-2014
Appendices

Appendix A – Description from Program Information Booklet Student Learning Outcomes (3 pages); also on website

Appendix B – PN Brochure indicating Student Learning Outcomes [(Highlighted yellow) 2 pages]

Appendix C -- Student Learning Outcomes as indicated on page 6 of the UAM-CTC Practical Nursing Handbook

Appendix D -- Arkansas State Board of Nursing letter and certificate of Continued Full Approval (2 pages)

Appendix E – Example of recommendations from a committee member at a previous Health Occupations Advisory Committee meeting (3 pages)

Appendix F – Copy of Technical Completer/Graduate Follow-up Survey to be completed 6 months after graduation (2 pages)

Appendix G – Example of student evaluations of simulation lab with combined RN and PN students (6 pages)

PRACTICAL NURSING

Student Learning Outcomes

Successful completers of this program will be able to:
● utilize the nursing process when providing nursing care to a variety of patients across the life span.
● safely and efficiently perform skills and procedures within the scope of LPN practice.
● practice within the accepted ethical-legal nursing framework.
● assume responsibility for continuing personal and professional growth.
● use effective communication skills in interactions with patients, families, and other members of the health care team.
● function effectively as a member of the health care team.

Program Description

The Practical Nursing (PN) program is designed to prepare qualified individuals to meet community nursing needs and perform those functions which are generally recognized as being within the scope of practical nursing and where the skill of registered nursing is not required. The practical nursing student is prepared for giving direct and primary nursing care under the immediate supervision of the instructor/clinical instructor, physicians, and staff nurses of the cooperating clinical facilities. Students are enrolled into the program once a year beginning with the fall semester.

The UAM CTC PN Program is approved by the Arkansas State Board of Nursing (ASBN) with regular evaluations to ensure a quality education in the nursing field. The curriculum of the program is standardized to meet the approval of the ASBN, and the program evaluation and annual pass rate of graduates on the licensure exam must be within ASBN's established standards in order for the program to receive continued approval.

The Arkansas State Board of Nursing (ASBN) has the authority to deny licensure to any person who has been convicted of a crime. Conviction of a crime may prevent a student from taking clinical courses, the National Council Licensure Examination for Practical Nurses (NCLEX-PN), or becoming licensed to practice as an LPN. Successful completion of this program does not assure ASBN's approval to take the NCLEX-PN per ACA 17-87-312. If you have any questions or have been convicted of a crime of any type, go to the website provided below for more information. <u>You must make an appointment with the Chairperson of the Practical Nursing program to discuss convictions. Any violations or convictions during nursing school may result in dismissal from the program</u>.

arsbn.arkansas.gov/forms/Documents/NURSEPRACTICEACT_2013.1.2014.pdf

Applying for the Practical Nursing Program: Applicants must complete the following activities (not necessarily in the order listed) to apply for the UAM CTC Practical Nursing program:
• Submit an admission application to UAM CTC and meet all admission requirements.
• Submit an application to the Practical Nursing program at UAM CTC and declare PN Track (either AASN or Technical Certificate).
• Successfully complete all prerequisites with a grade of "C" or higher. With the exception of mathematics, English, and computer courses, all Practical Nursing program prerequisites must have been completed within the past five (5) years.

NOTE: Applicant must meet <u>one</u> of the following criteria in regard to the NA 1017 Nursing Assistant course prerequisite:
A. Successful completion of a Nursing Assistant class that has been approved by the Arkansas Department of Health, Office of Long-Term Care. This class must award a minimum of seven (7) college credit hours, and completion must have occurred within the previous two years; **OR**
B. Successful completion of a High School Medical Professional Nursing Assistant program that has an approved Articulation Agreement on file with the University of Arkansas at Monticello within the previous three years; **OR**
C. Provide proof of certification in the State of Arkansas as a Certified Nursing Assistant AND provide proof of successful employment as a nursing assistant performing nursing or nursing related services for pay for a minimum of 400 consecutive clock hours within the previous two years.

PN 13-14 Appendix A

- Take an entrance exam (ASSET, ACT, COMPASS, or SAT) and make a score that meets the minimum requirements specified in the chart below.

Test	Reading	Writing or English	Math
ACT	17	15	17
ASSET	40	40	40
COMPASS	76	48	43
SAT		Verbal-400	480

If prerequisite English and math classes are completed with a "C" or above **before** the Practical Nursing placement test is administered, those grades can substitute for the Writing and Math portions of the entrance exam. There is no substitute for the Reading subtest.

- Schedule and take a PN placement exam if eligible. The exam can only be taken a maximum of two (2) times within the time frame published each year. The PN placement exam must be taken on either the UAM College of Technology-Crossett campus or the UAM College of Technology-McGehee campus. Entrance exam requirements must be met to be eligible to take a placement exam.

  Currently, the Test of Essential Academic Skills (TEAS) V is used as the Practical Nursing placement exam. Information and study manuals are available at **atitesting.com**, and study manuals are located in the UAM-CTC library. *NOTE: Any placement exam ties will be broken with the grade point average of the prerequisite classes.*

The top-ranking applicants on the PN placement exam, not to exceed twenty (20) in accordance with ASBN guidelines, will be notified of their status. Those candidates will be accepted into the Practical Nursing Program provided they have completed all of the following conditions/requirements*:

- Submitted transcripts as proof of high school graduation or GED®
- Submitted transcripts from all colleges and/or technical schools attended as proof of prerequisite completion
- Attended a scheduled nursing career orientation
- Attended a scheduled Practical Nursing Program orientation
- Completed a personal conference with the UAM-CTC Practical Nursing Program Committee
- Completed a Student Acknowledgement Statement Form
- Completed a scheduled individual learning assessment
- Completed scheduled study skills sessions at UAM-CTC
- Submitted proof of immunization against measles, mumps, and rubella (two doses of each)
- Provided a current TB skin test (and a chest x-ray if TB skin test is positive)
- Signed a Hepatitis B acknowledgement waiver or provide evidence of the first of three shots

NOTE: If candidates do not meet stated conditions/requirements, other candidates—designated as alternates—will be enrolled provided they have met all enrollment conditions/requirements. Alternates accepted will not exceed the enrollment maximum.

Practical Nursing students may choose to continue their studies and earn an Associate of Applied Science in Nursing (AASN) or an Associate of Applied Science in General Technology (AASGT) degree.

Estimated costs for the 42 credit hour technical certificate program are approximately $3,890 for tuition and fees and approximately $2,650 for books and supplies (does not include pre-requisites).

BIOL	2233	Anatomy & Physiology I *(ACTS Equivalent BIOL 2404 Human Anatomy & Physiology I)* *(Corequisites: ENGL 1013; BIOL 1063 recommended)*	
BIOL	2291	Anatomy & Physiology I Lab *(ACTS Equivalent BIOL 2404 Human Anatomy & Physiology I)* *(Corequisite: BIOL 2233)*	
BIOL	2243	Anatomy & Physiology II *(ACTS Equivalent BIOL 2414 Human Anatomy & Physiology II)* *(Prerequisites: BIOL 2233; CHEM 1023* *Corequisite for CHEM 1023: ENGL 1013; MATH 0183 or equivalent)*	
BIOL	2301	Anatomy & Physiology II Lab *(ACTS Equivalent BIOL 2414 Human Anatomy & Physiology-II)* *(Corequisite: BIOL 2243)*	
ENGL	1013	Composition I *(ACTS Equivalent ENGL 1013 Composition I)* (or higher-level composition course)	
MATH	1043	College Algebra *(ACTS Equivalent # MATH 1103)* (or higher-level mathematics course)	
PE	2113	Nutrition	
NA	1017	Nursing Assistant	
CIS	1013	Introduction to Computer-based Systems *(ACTS # CPSI 1003)* (or higher-level computer course)	

OR

Prerequisites for Practical Nursing Technical Certificate Only:

COM	1203	Tech Communication (or higher-level composition course)
MAT	1203	Tech Mathematics (or higher-level mathematics course)
NUR	1514	PN Anatomy & Physiology
PE	2113	Nutrition
NA	1017	Nursing Assistant
CFA	1103	Tech Computer Fundamentals (or higher-level computer course)

**PRACTICAL NURSING
Major Requirements for Students Seeking an
Associate of Applied Science in Nursing Degree
or a Practical Nursing Technical Certificate**

		Fall Semester	**Credit Hours**
NUR	1162	PN Nursing of Geriatrics/Management	2
NUR	1231	PN Nursing of Mother & Infant	1
NUR	1117	PN Basic Nursing Principles & Skills	7
NUR	1002	PN Pharmacology	2
NUR	1242	PN Nursing of Children	2
NUR	2264	PN Clinical I	4
		Spring Semester	
NUR	1317	PN Adult Medical-Surgical Nursing I	7
NUR	1101	PN Vocational/Legal/and Ethics	1
NUR	1203	PN IV Therapy	3
NUR	2151	PN Mental Health & Illness	1
NUR	2326	PN Clinical II	6
		Summer I Term	
NUR	2422	PN Adult Medical-Surgical Nursing II	2
NUR	2414	PN Clinical III	4
		Exit: Practical Nursing Technical Certificate	**42**

PN 13-14 Appendix A

Admissions Requirements

- Completed application for admission (no processing fee)
- Complete high school transcript, if first-time freshman
- Transcripts from all colleges attended
- Entrance Exam Scores (ACT, SAT, ASSET, or COMPASS)
- Immunization records against measles, mumps, and rubella (two doses)

If you plan to apply for the Practical Nursing program and do not have a high school diploma or equivalency, you must first pass the General Educational Development (GED) tests. At UAM CTC, you will have an opportunity to earn the Arkansas High School Diploma (GED), but you must accomplish that goal before applying for the Practical Nursing program.

You must submit a high-school transcript or GED transcript, and if you have attended another post-secondary institute or college, you will need a transcript of your grades from that institution. We can help you obtain this information. Once we have your application, you will be required to take an entrance exam if you have not had one in the past five years.

Because of the high demands in the medical profession, our Practical Nursing program always has more applicants than openings. Consequently, the competition for entrance is steep. Fair and equitable guidelines for admitting students have been established. Reapplication will be required after one year, and free refresher courses are available for all applicants.

PN 13-14 Appendix B

Financial Aid

Even though our tuition and fees are very reasonable, we recognize that financial problems sometimes create a barrier to enrollment. We are committed to assisting eligible students to attain financial aid in the form of scholarships, grants, or loans through one or more local, state, or federal programs as well as federal and institutional work-study jobs. For complete information on financial assistance, contact our Student Services Coordinator at 870-364-6414, extension 116 or toll-free 866-323-3384.

Accreditations

UAM CTC is accredited by the Higher Learning Commission (a commission of the North Central Association of Colleges and Schools). The Arkansas State Board of Nursing certifies UAM CTC's Practical Nursing program, and UAM CTC programs are approved by the State Approving Agency for Veterans.

PRACTICAL NURSING

Program Information 2013-2014
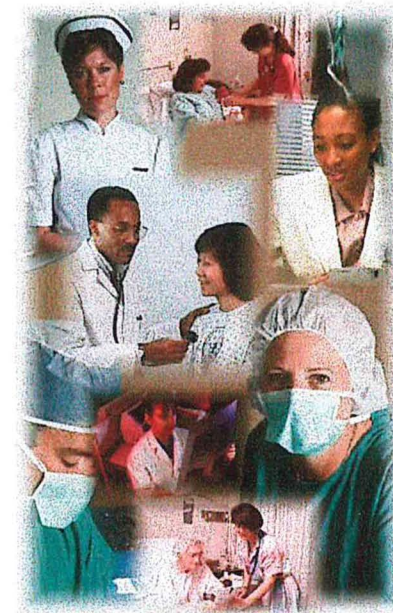
"Training for Jobs of Today and Tomorrow"

UAM College of Technology-Crossett
1326 Highway 52 West
Crossett, AR 71635
Telephone: 870-364-6414
Toll-free: 866-323-3384
Fax: 870-364-5707
Web Site: www.uamont.edu

Practical Nursing

The Practical Nursing program at the University of Arkansas at Monticello College of Technology-Crossett (UAM CTC) is approved by the Arkansas State Board of Nursing and the Arkansas Department of Higher Education with each conducting regular evaluations to ensure continued quality education.

A career as a licensed practical nurse offers many rewards including the satisfaction that comes from helping others. The practical nursing student is prepared for giving direct and primary nursing care under the immediate supervision of the instructor/clinical instructor, physicians, and staff nurses of the cooperating clinical facilities.

The program provides the student with the understanding and the ability to apply nursing skills in nursing situations. Upon satisfactory completion of the Practical Nursing program, the student will be prepared to take the Practical Nursing Licensure Exam.

Individuals interested in enrolling in this program must have graduated from high school or have a high school equivalency diploma. Applicants must meet UAM's admission requirements; however, acceptance into the Practical Nursing program will be determined by several criteria.

Clinical training is scheduled with health care providers throughout the area. Nursing students usually begin their clinical practice the first week in October. Students are responsible for their own transportation to and from clinical sites.

Individuals entering the field of nursing should be aware that most nursing jobs require shift and weekend work. Most importantly, the nursing vocation is people-oriented and requires positive interpersonal communications skills.

NOTE: *Any placement exam ties will be broken with the grade point average of the prerequisite classes.*

Prerequisites for Practical Nursing Associate of Applied Science in Nursing (AASN) Track

- BIOL 2233 Anatomy & Physiology I *(ACTS # BIOL 2404)*
  Corequisites: ENGL 1013; BIOL 1063 recommended
- BIOL 2291 Anatomy & Physiology I Lab *(ACTS # BIOL 2404)*
  Corequisite: BIOL 2233
- BIOL 2243 Anatomy & Physiology II *(ACTS # BIOL 2414)*
  Prerequisites: BIOL 2233
- BIOL 2301 Anatomy & Physiology II Lab *(ACTS # BIOL 2414)*
  Corequisite: BIOL 2243
- ENGL 1013 Composition I *(ACTS # ENGL 1013)* or higher-level English composition course
- MATH 1043 Cp;;ege Algebra (ACTS # MATH 1103) or higher-level mathematics course
- PE 2113 Nutrition
- NA 1017 Nursing Assistant
- CIS 1013 Introduction to Computer-based Systems *(ACTS # CPSI 1003)* or higher level computer course

OR

Prerequisites for Practical Nursing Technical Certificate Track

- COM 1203 Tech Communication or higher-level English course
- MAT 1203 Tech Mathematics or higher-level math course
- NUR 1514 PN Anatomy & Physiology
- PE 2113 Nutrition
- NA 1017 Nursing Assistant
- CFA 1103 Tech Computer Fundamentals or higher level computer course

Applicants eligible for consideration should schedule a placement exam. The exam can only be taken a maximuym of two times within the fime frame published each year. The PN placement exam must be taken on either the UAM College of Technology Crossett or McGehee campus. Entrance exam requirements must be met to be eligible to take a placement exam. The top ranking applicants, not to exceed twenty (20), will be notified of their status. Those candidates will be accepted into the Practical Nursing program provided all of the following conditions/requirements are met:

- Submit transcripts as proof of high school graduation or GED
- Submit transcripts from all colleges and/or technical schools attended
- Attend a scheduled nursing career orientation
- Attend a scheduled Practical Nursing Program orientation
- Complete a personal conference with the UAM-CTC Practical Nursing program committee
- Complete a *Student Acknowledgement Statement Form*
- Complete a scheduled individual learning assessment
- Complete scheduled study skills sessions at UAM-CTC
- Submit proof of immunization against measles, mumps, and rubella (two does of each)
- Provide a current TB skin test (and a chest x-ray if TB skin test is positive)
- Sign a Hepatitis B acknowledgement waiver or provide evidence of the first of three shots

Major Requirements for both PN-Technical and PN-AASN Tracks: 42 Semester Hours
(Suggested Schedule)

Fall Semester	Semester Hours
NUR 1162 PN Nursing of Geriatrics/Management	2
NUR 1231 PN Nursing of Mother & Infant	1
NUR 1117 PN Basic Nursing Principles & Skills	7
NUR 1002 PN Pharmacology	2
NUR 1242 PN Nursing of Children	2
NUR 2264 PN Clinical I	4

Spring Semester	
NUR 1317 PN Adult Medical-Surgical Nursing I	7
NUR 1101 PN Vocational/Legal/and Ethics	1
NUR 1203 PN IV Therapy	3
NUR 2151 PN Mental Health & Illness	1
NUR 2326 PN Clinical II	6

Summer I Term	
NUR 2422 PN Adult Medical-Surgical Nursing II	2
NUR 2414 PN Clinical III	4

Exit: Practical Nursing Technical Certificate — 42

Program Costs
(42 semester hours of technical courses-does not include prerequisites):

Total Tuition & Fees	$3,890
Books & Supplies	$2,650
(See UAM Catalog 2013-2015 for refund policies.)	

Individuals who earn the Practical Nursing Technical Certificate may choose to continue their studies and earn an Associate of Applied Science in Nursing (AASN) or an Associate of Applied Schience in General Technology (AASGT) degree.

**PRACTICAL NURSING PROGRAM
STUDENT LEARNING OUTCOMES**

At the completion of the program, the graduate will:

1. be able to utilize the nursing process when providing nursing care to a variety of patients across the life span.

2. be able to safely and efficiently perform skills and procedures within the scope of LPN practice.

3. be able to practice within the accepted ethical-legal nursing framework.

4. assume responsibility for continuing personal and professional growth.

5. use effective communication skills in interactions with patients, families, and other members of the health care team.

6. be able to function effectively as a member of the health care team.

Arkansas State Board of Nursing

UNIVERSITY TOWER BUILDING, SUITE 800
1123 SOUTH UNIVERSITY AVENUE
LITTLE ROCK, ARKANSAS 72204-1619

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February 25, 2013

Ms. Shela Upshaw, Chair
University of Arkansas at Monticello
College of Technology - Crossett
1326 Hwy. 52W
Crossett, AR 71635

Dear Ms. Upshaw:

The Arkansas State Board of Nursing, in regular session January 10, 2013, voted to grant Continued Full Approval to the University of Arkansas at Monticello College of Technology - Crossett Practical Nurse Program until the year 2017. Your Certificate of Continued Full Approval is enclosed

If you have questions, please do not hesitate to contact me. It has been a pleasure working with you and your faculty.

Sincerely,

Tammy Claussen

Tammy Claussen, MSN, RN, CNE
ASBN Program Coordinator - Education

TC:ms
Enclosure

Arkansas State Board of Nursing

CERTIFICATE OF CONTINUED FULL APPROVAL

This is to Certify That   *UA - Monticello College of Technology at Crossett PN Program*
has complied with requirements as set forth by the Arkansas State Board
of Nursing and is hereby granted Continued Full Approval.
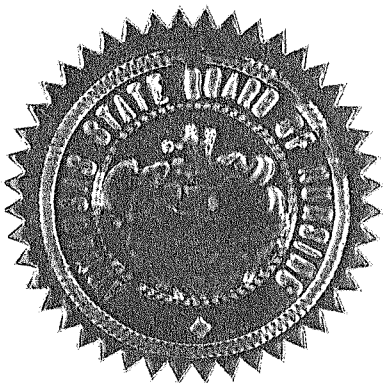
In Witness Whereof we, the undersigned, have hereunto
set our hands and caused the Seal of said Board of
Nursing to be affixed this Tenth day of January,
2013.

_____
ASBN Executive Director

_____
ASBN Assistant Director

UAM COLLEGE OF TECHNOLOGY-CROSSETT
HEALTH OCCUPATIONS ADVISORY COMMITTEE MINUTES
November 29, 2011, 6 P.M.

The Health Occupations Advisory Committee held a dinner meeting on November 29, 2011, at 6 p.m. in room 102 of the main building at UAM-CTC. Advisory Committee members present for the meeting were Tammy Hensley, Sharon Walters, Cliff Hannum, Brandi Maxwell, Clinical Instructor, and Shela Upshaw, Practical Nursing Chair.

CALL TO ORDER

Following the meal, Mrs. Walters called the meeting to order. All members were welcomed.

APPROVAL OF MINUTES

A motion was made by Mrs. Hensley that the minutes of the February 8, 2011, meeting be approved. The motion was seconded by Mr. Hannum and it carried.

REPORTS.

Enrollment/Program Update: Mrs. Upshaw reported that we had 20 students enrolled at the beginning of the program. At this time we have 12 students. Three students dropped for personal reasons, four students withdrawn for grades, and one student was dismissed.

Blood Drive: Mrs. Upshaw reported that the LifeShares Blood drive earlier this month yielded 136 units of blood. She admitted that although it was not a large fall drive, with a class size of 12, five of which are not local students, the blood drive was a huge success.

Calendar 2011-2012: Awaiting dates for ALPNA and ASBN workshop. Nothing new at this time.

Ashley County Flu Clinic: Our class participated in this flu clinic again this year. Mrs. Upshaw reported that Mrs. Tammy Cook was appreciative of the help and considered the clinic a success. Mrs. Upshaw reported that due to the flu vaccines given in the schools now, that the mass flu clinics are not having to give as many vaccines and students do not have to miss school.

Drew County Flu Clinic: This was new for our class this year. We were very excited to participate. The class was complimented very well by the Drew County staff and was welcomed back to assist again next year. Mr. Hannum asked about students doing clinical rotations at Drew Memorial Hospital. Mrs. Upshaw advised that we were still participating in clinical there. The new renovations to the facility were discussed.

ALPNA Convention in Searcy:

NCLEX-PN Pass Rate: Mrs. Upshaw reported that at this time only 13 students passed of the 15 students that have taken the exam. That gives us an 86.6% pass rate. We have three students who have not yet completed the necessary paperwork to take the exam.

ASBN Director's Update:

PROGRAM REVIEW

Curriculum: The review and sign off for the curriculum as required by Council on Occupation Education was completed.

Equipment Update: We have ordered an edema simulator to better show the students how to differentiate between the different stages of edema. We have also purchased and received two new bedside tables and a laundry hamper. We have been unable to secure EMR from ACMC. We were advised that there is not a way to secure the transmission of information at this time but we will look at this again at a later date. Mrs. Maxwell reported that in addition the other scenarios, the simulation mannequin was used to teach tracheostomy care as advised by Mrs. Hensley at a previous meeting. The instruction was successful and the students were in agreement that they had a better understanding of the

skill. The simulation mannequin was also used at the end of the summer semester to simulate a cardiac arrest situation. The simulation lab contained a working IV pump and cardiac defibrillator. The students reported a stronger understanding and were in agreement that simulation helped them to practice their skills in a setting in which their decisions alone determined the outcome of the patient.

ANNOUNCEMENTS

*Spring blood drive on April 11, 2012, from 12 p.m. until 7:00 p.m.
*ALPNA Competition March 17-18, 2011 in Batesville, Arkansas
*ASBN Workshop in Little Rock on February 17th.

ADJOURNMENT

The meeting adjourned at 7:15 p.m.

UAM COLLEGE OF TECHNOLOGY-CROSSETT
COMPLETER/GRADUATE FOLLOW-UP SURVEY

(11/30/04)

[For administrative use only]
COMPLETER
CODE:

Student's Name:	Program:
Address:	Exit Date:
City/State/Zip:	Home Phone:
Exit Status: ☐ Graduate Completer ☐ Non-Graduate Completer	Alternate Phone(s): _____ Work _____ Cell

Employment since completion of program	Evaluation of Program *(Circle completer's response):*
Date Hired:	**#1)** *The knowledge and skills attained in the training program prepared me for my present job:* 1--Not at all; 2--somewhat; 3--satisfactorily; 4--very well; 5--extremely well
Job Title:	
Employer:	**#2)** *The helpfulness and relevance of the program theory (lecture) were:* 1--not very helpful; 2--somewhat helpful; 3--helpful; 4--very helpful; 5--extremely helpful
Address:	
City/State/Zip:	
Telephone:	**#3)** *The helpfulness and relevance of the program lab sessions were:* 1--not very helpful; 2--somewhat helpful; 3--helpful; 4--very helpful; 5--extremely helpful
Supervisor:	
Wage:	**Recommendations:** *(Record on the back of this form)*
Terminated:	

Check licensure status below (if applicable):

Graduate completer for programs requiring licensure:
12 ☐ Is waiting to take licensure exam
13 ☐ Has taken licensure exam
14 ☐ Passed licensure exam

Check one employment statement below, then complete specific information (if required):

8 ☐ Non-Graduate completer is employed in a position related to the field of instruction: ☐ Full-time ☐ Part-time

Graduate completer:
9 ☐ Is employed in field of instruction: ☐ Full-time ☐ Part-time
☐ Entered full-time military service
☐ Is continuing his/her education

11 ☐ Is employed in a position unrelated to the field of instruction.
16 ☐ Refused employment
17 ☐ Is seeking employment
☐ Status is unknown (cannot be located)

Graduate completer is unavailable for employment:
15 ☐ For health reasons: ☐ Graduate ☐ Family member
☐ Death: ☐ Graduate ☐ Family member
☐ Other Reason(s): _____

Person completing follow-up survey	Day/Date	Time
Person completing follow-up survey	Day/Date	Time
Person completing follow-up survey	Day/Date	Time

Recommendations:

Spring_2014_Concepts_II

1. Comments regarding clinical faculty-Haley

She was very friendly and willing to make us comfortable in the new simulation lab. She was very eager to show us around and answer any questions we had.

2. Clinical facility: Simulation Lab. How would you describe your clinical experience in this facility?

Overall, the experience was helpful. Something I feel we got slighted on was the fact that on more than one occassion we were told both us and the students in Monticello were going into simulation blind. We found, however, that the Monticello students had been given information.

3. Clinical facility: Simulation Lab. How would you describe your ability to meet your clinical objectives in this facility?

I think that clinical objectives are easily met in the new simulation lab because everything is very "real", including patient care, bodily functions and responses, etc.

4. Clinical facility: Simulation Lab-Crossett. How would you describe your clinical experience in this facility? Leave blank if you did not attend this site.

The simulation lab in Crossett is great. The atmosphere is great and even when mistakes are made during simulation, I always walk away feeling like I learned something.

5. Clinical facility Simulation Lab-Crossett. How would you describe your ability to meet your objectives in this facility? Leave blank if you did not attend this site.

I think all of the objectives are easily met at the simulation lab in Crossett. Although it is smaller-scale, I think it is equipped with what we need to have a good learning experience and be able to take away something new from it after each simulation.

Spring_2014_Concepts_II

1. Comments regarding clinical faculty-Haley

    I liked Ms. Haley — she was very nice & welcoming.

2. Clinical facility: Simulation Lab. How would you describe your clinical experience in this facility?

    I felt that the facility is very well equipped. My experience at the lab was a good one.

3. Clinical facility: Simulation Lab. How would you describe your ability to meet your clinical objectives in this facility?

    I felt that we met our objectives at the simulation. I did feel that we did not go in as prepared maybe as the Mont. group because they knew things that we did not. I think this is because they have a 2 day simulation. I just felt that we should have had the very same information. With that said, I did feel welcome and I enjoyed the experience itself.

4. Clinical facility: Simulation Lab-Crossett. How would you describe your clinical experience in this facility? Leave blank if you did not attend this site.

It is very realistic. I like the Sim lab. Makes us all nervous, but we usually come out with a learning experience.

5. Clinical facility Simulation Lab-Crossett. How would you describe your ability to meet your objectives in this facility? Leave blank if you did not attend this site.

I feel like that we meet the objectives. Sometimes we don't ring the highest bell, but we ring something. I have enjoyed the experience.

Spring_2014_Concepts_II

1. Comments regarding clinical faculty-Haley

Great instructor, learned alot from her simulations.

2. Clinical facility: Simulation Lab. How would you describe your clinical experience in this facility?

RN Nursing students were very friendly and welcoming. The simulation that we ran went very great and also got to learn alot from Mrs Haley and her students.

3. Clinical facility: Simulation Lab. How would you describe your ability to meet your clinical objectives in this facility?

Our ability to meet our clinical objectives while having sim lab was great. We were able to catch all of our mistakes or the mistakes the instructors laid out for us to catch and fix them.

4. Clinical facility: Simulation Lab-Crossett. How would you describe your clinical experience in this facility? Leave blank if you did not attend this site.

Simulation lab in crossett is great. Every simulation is a new learning experience and always great. At the end of simulation we talk about what we could have done better, what we did wrong, what we did right and what we learned from the simulation which I think helps us as students better.

5. Clinical facility Simulation Lab-Crossett. How would you describe your ability to meet your objectives in this facility? Leave blank if you did not attend this site.

We were ability to meet our objectives and to also catch any mistakes made along the way and correct them.