UNIVERSITY OF ARKANSAS AT MONTICELLO
COLLEGE OF TECHNOLOGY – MCGEHEE

Practical Nursing Assessment 2015 – 2016

Practical Nursing Assessment 2015-2016

1. **What are the Student Learning Outcomes (SL0s) for your unit? How do you inform the public and other stakeholders (students, potential students, and the community) about your SLOs?**

    A. Students successfully completing the UAMCT McGehee practical nursing program should have the ability to:

       1. Pass the NCLEX-PN on the first writing.
       2. Obtain a practical nurse license in the state in which they reside.
       3. Enter the workforce with the competencies of an entry level practical nurse.
       4. Provide safe, appropriate, holistic nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.
       5. Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, and communities) in the prevention of disease, and maintenance and promotion of health.
       6. Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the nurse practice act in the state/states in which they practice.
       7. Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.

    B. Student Learning outcomes are located:

       1. At the following website: **takes you to the UAMCTM Nursing webpage http://www.uamont.edu/pages/uam-college-of-technology-mcgehee/degree-programs/nursing/** In the practical nursing brochure (Appendix A) Pg. 22 which is
          a. Handed out to high school students during career fairs
          b. Located at student services
          c. Located at the nursing building
       2. In the "Program of Study" (Appendix B) Pg. 25 document which is given to every student who is advised by the nursing department
       3. In the "PN Program Information" (Appendix C) Pg. 28 document which is given to every student who is advised by the nursing department, mailed out to students who are 2015-2016 PN Assessment interested in the nursing program, emailed to those students who call looking for more information about the program
       4. In the practical nursing handbook, page 12. (Appendix D) Pg. 40
          The practical nursing program initially received full approval from the Arkansas State Board of Nursing in 1976 and has maintained its approval status since that time. The most recent approval was granted January 20, 2015 which extends until 2019. (Appendix E)Pg43 Arkansas State Board of Nursing regulations for approval of a practical nurse program can be found on their website at http://www.state.ar.us/nurse The State Board of Nursing website under laws and rules, chapter 6.

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

UAM Mission

The University of Arkansas at Monticello shares with all universities the commitment to search for truth and understanding through scholastic endeavor. The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment which fosters individual achievement and personal development.

SLO#1: Passing the NCLEX-PN on the first writing confirms that this practical nursing program has facilitated student learning regarding *truth and understanding* of the nursing field through *scholastic endeavor*. This truth was gained through *shared knowledge* from faculty and the health care community. For the student to pass this exam, they must be able to use their knowledge and understanding with *intelligence to critically think*. This program teaches students "the nursing process", a problem solving method used by nurses which requires *the synthesis of knowledge and creative thinking* to appropriately and effectively care for *culturally diverse individuals* across the lifespan and in various clinical settings.

SLO#2: Obtaining a nursing license exhibits a desire to belong to the nursing profession. Students are trained to commit themselves *to continually search for truth and understanding* and to grow in their chosen profession. The nursing program encourages students to *use their knowledge and intelligence with responsibility* when caring for diverse patients and to *communicate effectively* with the healthcare team to *enhance and share knowledge*.

SLO#3: Students will enter the workforce with the foundation needed to practice as an entry-level practical nurse. *The intelligence required* to practice at this level *demands that they critically think* to prevent and solve problems, *synthesize knowledge* to prevent and solve problems in *a creative way* while working with and *effectively communicating* with a healthcare team. As a nurse they will have the ability to *practice creatively while proving care to diverse populations* of patients.

SLO#4: Students provide safe, appropriate, holistic nursing care utilizing the nursing process. Through this process, the student has been taught to *critically think* to provide safe, appropriate care for their patients. This process allows them to *synthesize knowledge to creatively care for diverse patients*. This process requires the *continual search for knowledge and truth* within their profession.

SLO#5: Students are taught to communicate and collaborate successfully and appropriately with other healthcare providers and clients in the prevention of disease and maintenance and promotion of health. This meets UAM's mission *of effectively communicating while collaborating* with the healthcare team to provide safe and effective care. Students are taught to communicate with the healthcare team utilizing *new technology* such as the medical electronic records. They are taught to use this technology with *intelligence and responsibility*. Students are taught to *educate* patients and their families regarding the maintenance of their disease. Teaching is critical to *patient education* for the prevention of disease and the maintenance and promotion of

health. Students are taught to *think creatively* to prepare them to teach patients and the community to provide their own care to promote healthy lifestyles. *Accountability comes with this responsibility*. As a nurse, the student must provide their community with the appropriate knowledge in the most *culturally effective way* for each individual which promotes the *intellectual content of society*.

SLO#6: By teaching students to assume legal and ethical responsibilities and accountability in the practice of practical nursing, this program fulfills UAM's mission of *providing the knowledge and learning experiences* that prepare them for the vocational, legal and ethical issues of being a nurse. Students are encouraged to *search for truth and understanding* in their chosen profession when challenged with real life issues so they can make *responsible*, informed decisions regarding their patients.

SLO#7: Joining a professional organization will strengthen a student's professional relationships and allow them to stay current on trends, issues and concerns of the nursing profession. *Science and technology* change rapidly-and you need to keep up with the changes that affect health care. This involves teaching students the importance of *continued education* (*searching for truth and understanding*) throughout their career. Being a member of a professional organization gives the nurse a conduit for *sharing and enhancing knowledge*, as well as *communicating with professionals* who have shared interests.

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

   A. Required coursework

   The sequence of courses in this program is designed to achieve the PN program's SLOs. The number of hours dedicated to each of the learning outcomes is balanced against the relative importance of the objectives within the curriculum and to a slight degree each individual 2015-2016 PN Assessment class's ability to grasp certain concepts. 90% of student grades are based on exam scores with 10% based on class participation, homework, pop tests and special assignments. During the fall and spring semesters, students must be successful (76% or above in all but two courses) before being eligible to attend scheduled clinical for those semesters. Analyzing data from the past three years (2013, 2014, 2015) reveals that 56% (44/79) of students were successful in learning the required material and skills and were eligible to attend clinical in the spring semesters and 86% (30/35) of students were successful in completing the SLOs of each course and were eligible to attend clinical in the fall semesters. 32% of starting students successfully completed the nursing program. These successes reflect that learning has taken place. For sequence of courses please see the practical nursing "Program of Study", (Appendix B)Pg25.

   B. Course grade

   Course grades are indicators of student performance. Each course has SLOs which are tied directly to the program's SLOs. For a student to successfully complete each course, they must earn 78% or above. Analyzing data from the past three years reveals that 32% (25/79) of students, who began the nursing program, were able to successfully complete the program.
   At the discretion of the instructor, daily pre-lecture and post-lecture tests are given during various courses. These tests assess a student's knowledge before and after lecture/class. When comparing

these tests it is assumed that learning has taken place if students score higher on the post test. This method assesses if learning has taken place in the classroom during facilitated learning opportunities. These assessment methods create a platform that allow the program to identify concept success for the group and the individual. Data reveals a substantial increase in student knowledge based on the test scores. The increase in scores between the pre-lecture exams and the post-lecture exams indicate that instructors have appropriately facilitated student learning, Students are also given a comprehensive pre-test at the beginning of the course and an identical post-test at the end of the course. This assessment method reveals that student learning has taken place during the course with instructor utilization of various methods of facilitated learning opportunities as well as independent study. See CHART 1 below. 2015-2016 PN Assessment

CHART 1
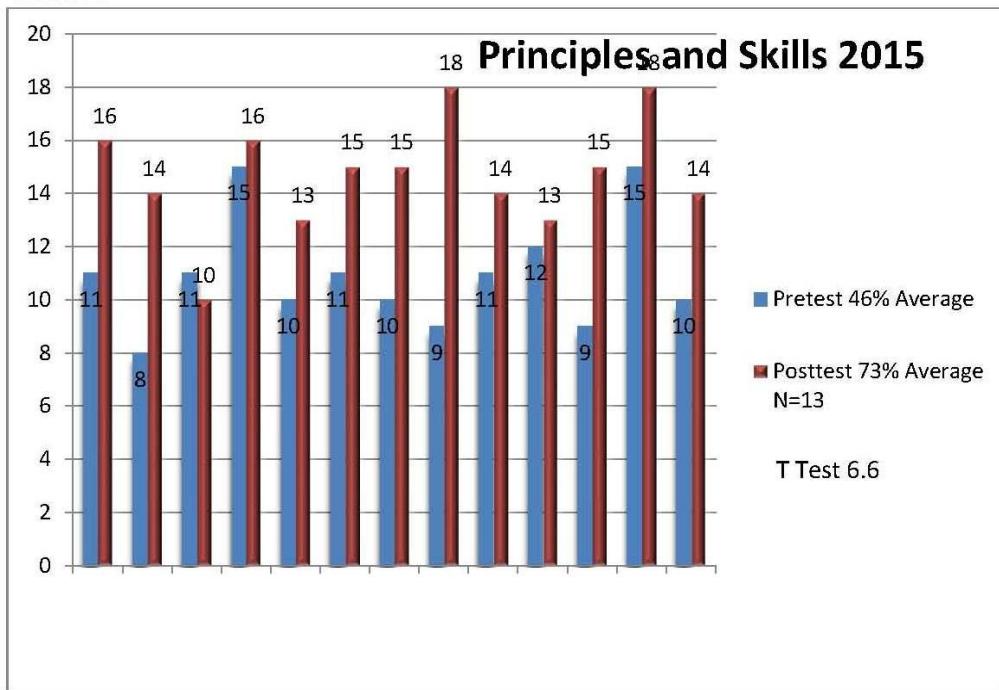
C. Chapter exams

Chapter exams are given in all courses. Data from exams allow the program to analyze faculty instruction and student learning. Analysis directs both the faculty and student during the continuous learning process. Students are given the opportunity to review their exams during test review and are encouraged to ask questions regarding any unrealized weakness on a particular concept. In addition, each exam is analyzed utilizing the scantron analysis form. (Appendix F)Pg45. The analysis reviews each individual response to a question as well as analyzing the group as a whole. When a question is answered incorrectly by at least 50% of the class, the question is reviewed and analyzed for correctness by the instructor and then discussed during test review. If it is decided that the question did not meet its intentional measure because of error, the question is discarded from the exam. This decision involves collaboration between the instructor and the students and fosters learning, teamwork and trust. If there were no errors within the question, the analysis offers the instructor an awareness of a possible need for change when teaching that particular concept. Every exam given in the nursing department is analyzed using this process.

D. Comprehensive exam

Comprehensive exams are given at the end of each course to determine if knowledge has been retained and outcomes have been met. All nursing exams are written based on the 2015-2016 PN Assessment NCLEX-PN test plan. The NCLEX-PN test plan is reviewed and approved by the NCLEX® Examination Committee (NEC) every three years. Multiple resources are used, including the most recent practice analysis of licensed practical/vocational nurses (LPN/VN), and expert opinions of the NEC, NCSBN content staff and boards of nursing (NCSBN's member boards) to ensure that the test plan is consistent with state nurse practice acts. Following the endorsement of proposed revisions by the NEC, the test plan document is presented for approval to the Delegate Assembly, which is the decision-making body of NCSBN. These comprehensive exams are a good indicator of student learning over a semester. The comprehensive exams scantrons are analyzed. Instructors use the results from this analysis to revise exams, course material, and instructional emphasis each semester.
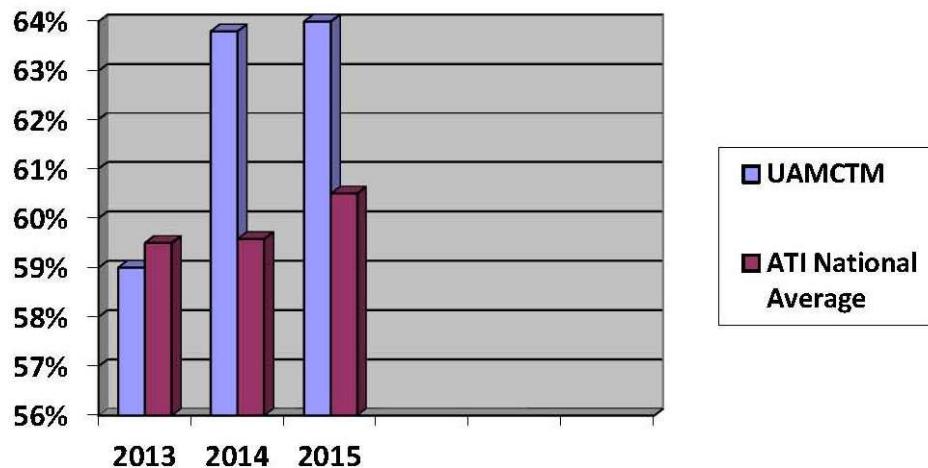
> Over a 3 year period, from 2013-2015, students' average grade on the comprehensive final exams in all courses combined were 82.5%, 80.6% and 81.2% respectively. This was an average of 81.4% for a three year period.

> The students' course grade from 2013-2015 averaged 85%, 85% and 84% respectively. This was an average of 84.3% for a three year period. The variance of 0.2% reveals the consistency throughout the course substantiating knowledge has been retained and outcomes have been met. The correlation between the comprehensive exams and the students' final grade is evidence of learning. Because the two have such a low variance, the data validates the accuracy to which the exams measure student learning over the period of the semester.

At the completion of 5 selected courses, student learning is evaluated utilizing a computer-based independent testing center, Assessment Technologies, Inc. (ATI). Each series includes practice exams, multiple proctored exams, and individual remedial analysis(explained further in question #4) . UAM CTM students' scores are compared to students across the nation in CHART 2 on the next page.

CHART 2

ATI Comparison 2013-2015 (n=35)

Over a 3 year period, from 2013-2015, thirty-five UAM CTM students scored an average of 59%, 63.8% and 64% respectively, on 6 specific ATI exams. This was an average of 62.3% for a three year period.

The national average from 2013-2015 was 59.5%, 59.58% and 60.5% respectively. This was an average of 59.86% for a three year period. The comparison between the national average and UAMCTM average reveals that students in this program scored over the national average by 2.44%. UAMCTM students are learning above the national average. This comparison to an independent source of data indicates that the students in the Nursing Program at UAM College of Technology – McGehee are gaining satisfactory levels of knowledge compared to their peers across the nation.

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

A. Lab skills check-offs

Lab skill check-offs are evaluations used to assess each student's cognitive and psychomotor ability to perform nursing skills. In the nursing lab students are individually evaluated while performing essential nursing tasks. These evaluations assess a student's ability to perform essential nursing skills necessary to perform in a clinical setting. If a 2015-2016 PN Assessment student is not prepared, they are required to study the skill and repeat the evaluation until they have performed the skill successfully. The student is eligible to attend clinical but can only perform those skills which they have successfully completed in the lab. For the visual/audio learner we also have skills on multimedia available to review before their lab evaluation or to use as a remediation tool following an unsuccessful skills evaluation. (Appendix G) Pg. 47 is an example of a skills check-off sheet. Lab skills check-off is an essential evaluation tool that allows the faculty to assess a student's knowledge and nursing skills before entering the clinical setting.

Students are given the opportunity to learn without doing harm to a "real" patient in a lab setting that allows faculty to teach and students to learn. Students are prepared to perform these skills when they start clinical. During clinical they have the opportunity to improve on their techniques and are placed in different situations that require the student to rethink how a skill is done on a particular individual due to the circumstances.

This form of student evaluation/assessment is extremely helpful with skills. The process has instant feedback/corrective action and allows an immediate opportunity to improve student skills and learning.

B. Clinical/Preceptor Experiences

Clinical experiences allow faculty, staff nurses and preceptors to assess the student's ability to integrate information from various theory content areas to practice effectively and safely in a clinical setting. Students are evaluated on their ability to critically think utilizing the nursing process, to behave in a professional manner, and to perform essential nursing skills safely and in a timely fashion while communicating effectively with individuals including the patient, family members and the health care team. Each student is given a "Skills Competency List" which is based on skills that a practicing nurse should be proficient at by their first year of practice (Arkansas State Board of Nursing, PN Educator's Council), these are listed in (Appendix H) Pg. 49. "Clinical and Preceptor Evaluation" (Appendix I) Pg. 57 Students can earn 100 points each clinical week for their clinical evaluation. Clinical experiences teach students "how" to be a nurse. The evaluation tool is essential to follow a student's progression through clinical. It provides data that indicates if the student is progressing and growing as a nurse or is not, it will identify strengths and deficits. This tool also allows different faculty members to see how the student is progressing and provides a "continuity of education" for students who attend clinical with various instructors, preceptors and nursing staff. Students are given expected performance behaviors (skills competency list, clinical evaluation) and are motivated to perform as expected.

Care Plans are required in all clinical courses. Understanding of the nursing process is critical while preparing a care plan. This tool evaluates the student's ability to critically think and to put into action nursing interventions required to care for their patients in a safe and effective manner. The student must integrate cognitive and psychomotor abilities to be successful. The student is required to assess and gather data related to the patient, 2015-2016 PN Assessment identify problems, set goals, implement nursing interventions and evaluate the patient's response to those interventions. They must then decide if their plan is allowing the patient to meet their health goals or if changes need to be made. As a student progresses in the program from clinical I to clinical III, care plan performance expectations increase. The student is expected to critically think and to synthesize creative solutions for individualized patient care. During a student's progression in clinical their care plans should begin with basic care for an uncomplicated patient and culminate with a highly individualized, specific plan of care for a patient with multiple complications. Care plans are graded as satisfactory or unsatisfactory depending on specific identified requirements. Students must complete one (1) Med/Surg satisfactory care plan in Clinical I; two (2) Med/Surg, one (1) OB and one (1) pediatric satisfactory care plans in Clinical II; and one (1) Med/Surg satisfactory care plan in Clinical III to complete the clinical courses successfully. FIGURE 1 is an example of one page of a care plan. Care plans are maps which guide a student's cognitive growth toward "nurse think". This is an essential learning tool for the student and an essential evaluation tool for the educator. It allows the instructor to evaluate whether a student understands the major concepts of nursing and if that student is progressing in their cognitive ability as they should.

FIGURE 1

ASSESSMENT Objective behavior	ASSESSMENT Subjective behavior	NURSING DIAGNOSIS	NURSING INTERVENTIONS	RATIONALES	EVALUATION OF OUTCOMES/GOAL
Oxygenation Pulmonary: Last chest x-ray_____(date) Reason_____ Results_____ Respiratory rate_____ Rhythm_____ Effort_____ Breath sounds_____ Skin color_____ Sputum description_____ Cough_____ Supplemental oxygen_____ _____ Pulse oximetry Updrafts: Sputum cultures: ABGs:	Do you or have you had any problem with your breathing?_____ _ Have you ever been diagnosed with a respiratory disorder? Asthma_____date Emphysema_____date Chronic Bronchitis___date COPD_____date Do you smoke? What type? Amount/day? How long have you smoked? Has anyone in your household smoked? List medications pt is taking that will affect the respiratory system.	Related to: (Etiology) AEB: Signs and symptoms Goal/Outcomes			Supportive Data: Goal: Met_____ Not met_____

Clinical exams are given at the end of each clinical week. These exams evaluate the student's knowledge of abbreviations, medical terminology, medications and dosage calculations and clinical procedures which further assess if learning has taken place. Clinical exams are given every clinical week and are 50% of the student's clinical grade, (Appendix J)Pg 59. Clinical exams encourage the student to study and continue learning while in clinical. Dosage calculation, understanding military time, pathophysiology of diseases and medical terminology are necessary abilities for nurses. Clinical exams evaluate what the student has learned in the classroom and what they have retained. These exams are important in Clinical I to evaluate retention of knowledge. These exams are also important evaluation tools during Clinical II and III. During that time the student has 2 hours in the classroom each week. The program's faculty found that students were not reviewing previously material and were performing poorly in clinical. These exams require the student to continuously review past lessons in order to pass their clinical course. This evaluation tool reinforces previously learned concepts and increases the likelihood of the student committing the knowledge to long-term memory.

C. Graduation Rates

The practical nursing program has awarded a total of 25 technical certificates (25/79 for 32%) in the past three years (2013, 2014, and 2015). Students learned while in the program and were successful. This percentage can be improved upon, we will continue to identify students who are struggling and encourage them to meet with the retention specialist.

D. NCLEX-PN Passing Rates

Following completion of the program, each student is required to sit for an NCLEX-PN review and exam. The computerized exam is considered a "mock NCLEX-PN". It rates in percentages the student's likelihood of passing the NCLEX-PN. See TABLE 1 on next page.

TABLE 1

PN PREDICTOR (ATI)								
100% Pass Rate-2013			100% Pass Rate -2014			100% Pass Rate-2015		
2013 Class	Predictor%	NCLEX-PN	2014 Class	Predictor%	NCLEX-PN	2015 Class	Predictor%	NCLEX-PN
Student	97%	Passed	Student	95%	Passed	Student	95%	Passed
Student	97%	Failed	Student	92%	Passed	Student	84%	Passed
Student	91%	Passed	Student	96%	Passed	Student	98%	Passed
Student	93%	Passed	Student	93%	Passed	Student	90%	Passed
Student	98%	Passed	Student	95%	Passed	Student	94%	Passed
Student	95%	Passed	Student	93%	Passed	Student	96%	Passed
Student	91%	Failed	Student	96%	Passed	Student	95%	Passed
Student	97%	Passed				Student	92%	Passed
Student	95%	Passed				Student	98%	Passed
9 STUDENTS COMPLETED			7 STUDENTS COMPLETED			9 STUDENTS COMPLETED		

Upon completion of the practical nursing program, each student must pass a national test (NCLEX-PN) to receive their license in the state of Arkansas. (Figure 7) 2013 – 100% pass rate, 2014 – 100% pass rate, 2015 – 100% pass rate.

The success rate of the licensure exam is evidence of student learning in the program. Data from NCLEX is from a valid, reliable and independent evaluation of student knowledge and success in understanding the concepts in this program.

E. Graduate and Employer Surveys

Annually in July, graduate surveys are sent to all practical nursing graduates (Appendix K)Pg 64. Following the graduate's response, graduate employer surveys are sent to their employers, (Appendix L)Pg 67. These surveys are analyzed to determine the need for changes in the practical nursing program. Graduate and Employer surveys will continue, however, there is very little response and this method returns very little data to analyze. For this reason, after a letter has been mailed to the graduate, a call will be made to contact them to answer the questions over the telephone. We will also research the possibility of creating a "survey monkey" that is exclusive to the graduates and their employers.

The graduate survey (six responses) revealed that 100% of graduates felt that they were adequately prepared for the nursing field. Written and verbal comments were:

The program is great. Wish there weren't so many exams and all those courses together in the first semester is hard.

I wouldn't change anything about the program. I am so glad that I decided to get my nursing education at UAMCTM! I am working circles around the other new graduates where I work, even nurses who have worked several years ask me questions and I know the answers!

FIGURE 2 below, reveals employer surveys of graduates 2013-2014. There were 4 responses returned from employers. According to the survey, employers indicate that students graduating from the program have sufficient knowledge to perform their duties. Comments from employers were:

Very enthusiastic, always seeking learning opportunities, respectful, accepts constructive criticism

Wonderful knowledge base, seeks help when needed, interviewed against 2 seasoned home health nurses, she was chosen.

Very caring, hard working. And knows her stuff.

Much further along than my other new graduates, when will the next class graduate?

FIGURE 2

EMPLOYER SURVEY 2013-2014						
Essential Abilities Evaluated per employer #1, #2, #3, #4	1	2	3	4	total	Percent
Manages time	3	3	3	3	12	100%
Standard precautions	3	3	3	3	12	100%
Accurate physical, spiritual and psychosocial assessment	2	3	3	3	11	92%
Appropriate care r/t age, gender, culture, race, developmental stage	2	3	3	3	11	92%
Performs skills appropriately	3	3	3	3	12	100%
Safe nursing care	3	3	3	3	12	100%
Privacy while performing care	2	3	3	3	11	92%
Willingness to learn new techniques and concepts	3	3	3	3	12	100%
Communicates effectively with patients and families	3	3	3	3	12	100%
Effectively verbally and in writing	2	3	3	3	11	92%
Applies knowledgeable application of the nursing care plan	2	3	3	3	11	92%
Demonstrates effective use of the nursing process	2	2	3	3	11	92%
Promotes health maintenance through patient teaching	2	3	3	3	11	92%
Exhibits willingness to seek assistance as needed	3	3	3	3	12	100%
Exhibits a positive attitude	3	3	3	3	12	100%
Exhibits adaptability to change	3	3	3	3	12	100%
Maintains patient confidentiality	3	3	3	3	12	100%
Maintains a professional appearance	3	3	3	3	12	100%
Accepts constructive criticism	3	3	3	3	12	100%
Demonstrates leadership skills	2	3	3	3	11	92%
Seeks opportunities for continued education	2	3	3	3	11	92%
Exhibits respect for health care team/patients/visitors	3	3	3	3	12	100%

5. **As a result of the review of your student learning data in previous questions, explain what efforts your unit has made to improve student learning. Be specific indicating when, how often, how much, and by whom these improvements took place.**

A. Skills in-service:

All students were required to perform a "skills in-service" for one of our clinical sites during the first semester. Each student also taught and demonstrated a skill before the class. The desired effect was student learning related to a useful strategy from the medical model that combines the benefits of different learning styles, "See it, Do it, Teach it". Teaching a skill to someone else moves the concept from short-term to long-term memory. The students experienced greater clarity and learning when they taught a skill or concept. They realized that they really had to think about, formulate it in their mind, and rehearse how they wanted to explain it to their class mates, saying it out loud, and adjusting their responses to their classmate's questions and level of understanding. This will required them to generate new examples, new words for explaining and

new ways of thinking about the skill or concept. Each student reported that they really had to know it in order to teach it and it really increased their level of understanding and retention.

B. Faculty continued education and student trips.

Nursing faculty and students attended Arkansas State Board of Nursing CE Workshops. These were held on November 6, 2013 and March 6, 2014. A detailed description of the NCLEX-PN and state licensure application and testing processes was explained to the students. Faculty received 6 CEUs for attending. These workshops updated faculty on preparing students to apply for NCLEX-PN and licensure and increased student knowledge regarding their professional licensure. During the 2013 workshop the students learned about and celebrated the last 100 years in nursing history as well.

Faculty and students attended Arkansas State Board of Nursing (ASBN) Discipline Hearings at Little Rock on October 10, 2013, October 9, 2014 and October 15, 2015. The students and faculty were allowed to witness hearings on cases of Arkansas nurses who have broken the laws of nursing. They witnessed the board's disciplinary action against those nurses. This event helped the nursing students to comprehend what happens when nurses don't follow the rules and regulations of the Arkansas State Board of Nursing and just how quickly it can happen. They were able to witness and given the chance to understand the judicial process of their profession.

Faculty and students attended Barb Bancroft workshop on November 21, 2013, October 8, 2014 and October 6, 2015. Barb Bancroft is a widely acclaimed national speaker, noted for her humorous, entertaining and information packed seminars. She is the author of 4 books and she has provided over 2200 educational and motivational seminars. The students totally enjoyed learning under Barb and were moved by her knowledge. She made them all want to be great nurses.

C. Leadership:

Leadership ability was identified as an 86% in the last assessment (2012-2013) employer survey analysis. Clinical leadership rotations for all clinical courses started in the fall semester, 2013. Each student was required to be a "team leader". They supervised their peers during a clinical day. This helped the students with their time management and increased their leadership skills and ability. In 2013-2015 analysis leadership skills on the employer surveys was up to 92%. See FIGURE 2.

6. What new tactics to improve student learning will your unit consider, experiment with, research, review or put into practice over the next year?

A. Data
Looking at our data over the last three years, our retention rate was 32%. This is not an acceptable rate. A meeting was held on April 4, 2016 with the vice chancellor, assistant vice chancellor, director of student services, director of nursing and allied health and nursing faculty to discuss possible strategies to improve the retention of our students. Three possible strategies were discussed. Some changes have already been made but all will be in place by Spring 2017.

B. Prerequisites

Prerequisites were added to the curriculum several years ago with the newest requirement being nursing assistant. Nursing Assistant seemed to help and the retention rate stayed around 45-50% which was acceptable but not as well as you would like to have it. During the 2013-2015 years there were fewer students who were "ready" or prepared to enter the program. Because of our selection policy/process (taking the top scoring 30 students) we found ourselves accepting students who were low scoring only because there were not 30 students to select from (we selected all who were prepared and had applied). I believe this has had a major effect on our retention rate of 32%. This led me to believe that we need a "cut score", a score that students must have on a national academic exam (ATI's TEAS test) to be accepted into the program. This score has been identified and a meeting was held with the PN director and the Crossett campus PN Director, the vice chancellor and the counselor to discuss the possibility of changing the selection policy. At this time a decision has not been made regarding the policy change.

C. TEAS cut score:

Requiring a "cut score", may help with retention in the program. After 6 years of data we have what we feel is a score that will identify if a student is likely to be prepared to be successful in the program. This score does not measure determination or "want to" but it is a pretty good indicator of who will succeed and complete the program.

Those who don't make the score: It is our plan for nursing advisors to schedule a TABE test for every present and new advisee (this started in April). Doing so will help us to early identify students who have difficulty in math, reading and writing. Testing is being done in coordination with the Adult Education department. Once identified, students will be referred to Adult Education to work through modules that will improve their abilities in identified areas of weakness.

Allowing teas testing twice: We will also allow students to take the TEAS test six months to a year before they apply and then again after they apply to the program. We currently only allow them to test once. Allowing students to test early will identify their position academically, in relation to being accepted into the program. Allowing this, hopefully will motivate and challenge them to work through the modules in Adult Education so they can greatly increase their chances of making the "cut score" and being successful in the nursing program.

D. Orientation:

Once students have been selected to enter the program, our strategy is to change our orientation model. At this time the orientation begins when their nursing classes start. After having met with Crossett and asking how the PN program there has orientation, we have decided to model theirs. We will hold orientation a month before classes begin. This will allow time for students to practice methods of time management, study and test taking skills related to nursing exams and will allow them to review the syllabus, handbook and other requirements of the nursing department. We have also chosen to have a "student supporter" time. This will allow the faculty to discuss the vigor of the program and answer any questions the student's family and support systems may have.

E. Medical Model:

We will continue with the medical model "See it, Do it, Teach it". All students will be required to perform a "skills in-service" for one of our clinical sites during the first semester. Each student will also teach and demonstrate a skill before the class. The desired effect is student learning related to a useful strategy from the medical model that combines the benefits of different learning styles, "See it, Do it, Teach it". Teaching a skill to someone else moves the concept from short-term to long-term memory. The learner will experience greater clarity and learning when they teach a skill or concept. They have to think about, formulate it in their mind, and rehearse how they want to explain it, say it out loud, and adjust their responses to their learner's questions and level of understanding. This will require them to generate new examples, new words for explaining and new ways of thinking about the skill or concept. This increases a student's level of understanding and retention.

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

A. Students:

Each student receives a syllabus for each course in the nursing program which includes SLOs, assignments and exam dates. Students are accountable for meeting program expectations. Syllabi and handbooks are given to each student during the orientation. Students are responsible for knowing the content, which is reviewed during orientation.

Students are involved in the Arkansas Licensed Practical Nursing Association (ALPNA) student chapter. This organization teaches students that they have a voice as a student (here at UAMCTM) and a professional nurse at the state and national levels. The students begin to take ownership of the class and the program as the year progresses. The president attends faculty meetings and brings any concerns of the class to the attention of the faculty. (see Appendix M)Pg 71.

Students have the opportunity to evaluate the program through the graduate survey, (see Appendix K)Pg 64.

Students have the opportunity to evaluate the program through the "Student Resource Survey", (see Appendix N)Pg 75.

Students have the opportunity to evaluate the program and faculty through campus-wide end of course evaluations.

B. Faculty

Faculty meetings provide each instructor the opportunity to discuss strategies and share responsibility for student learning and practical nursing program improvements, (see Appendix M)Pg 71.

Faculty has the opportunity to share in the responsibility of program improvement by evaluation of the program through the "Faculty Resource Survey", (see Appendix O)Pg 77.

C. Stakeholders

Annually clinical sites are sent memorandum agreement review letters, (see Appendix P)Pg 79. This letter requests the facility to review the agreement to confirm their continued approval and also requests any suggestions to best meet the needs of their facility.

Employees who assist in the training of the students complete clinical evaluation forms following the experience, (see Appendix I)Pg 57. This allows the trainer the opportunity to comment on a student's performance. If a consistent weakness were detected in several students, the program would analyze the information then decide if changes were needed in the curriculum or the presentation of the concept/skill. This evaluation allows the nursing staff at the clinical site(s) to share the responsibility in training the student nurse.

Preceptors who train students during an 84-hour required preceptorship, share responsibility for student training. Preceptors complete a student evaluation at the beginning of the experience and at the end. Evaluations are compared to assess student learning and progression through the preceptor experience. Students are counseled on identified weaknesses and are given the opportunity to improve on their skills during the next clinical rotation with the instructor. Students are also responsible for evaluating their preceptor, (see Appendix Q)Pg 81

The nursing program has an advisory committee composed of practicing nurses, alumni and nursing faculty from UAM. The committee discusses all aspects of the program. Each member is given a current handbook and syllabi to review. Because these members understand the community that we serve and are aware of the new equipment/technology and best practices, they are a valuable assess to the program. (See Appendix R)Pg 83

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

A. Advising students:

To aid in recruitment, retention and graduation, students are advised in a step-wise manner by all faculty, (see Appendix S)Pg 86. This process is very helpful for the faculty as well as the student. All students are given the same information when they contact the nursing department. When a student calls asking for information about the program, the PN Information document is sent to them via email, (see Appendix C)Pg 28. Every student in the program should be well informed before making decisions regarding their educational future. The forms students are given on their first meeting includes:

Program Information(see Appendix C)Pg 28

PN & AASN Course Plan, (see Appendix C)Pg 28

Program of study, (see Appendix B)Pg 25.

Criminal background statement, (see Appendix C)Pg 28.

Program Cost, (see Appendix T)Pg 88.

UAM's prereqs LPN-RN (see Appendix V)Pg 91.

B. Recruiting students

The nursing faculty have recruited for the program by:

Attending the Bradley County Health Fair with students, (see Appendix W). The students in the program have attended the health fair for 4 years.

Assisting with the Mass Flu Clinics in McGehee, Dumas, Monticello

Assisting with the annual Drew County Disaster Drill

Managing the Owlfest 5K run in McGehee

Attending the UAM Health Fair in Monticello

Following up on calls received from interested prospects

C. Graduating students

The program assists and encourages students to graduate by:

Maintaining a positive learning environment to encourage success

Maintaining a comfortable physical environment such as temperature, lighting, desks and seating.

Keeping abreast of today's technology in teaching

Supplying necessary equipment necessary to learn

Advising appropriately with a pleasant attitude

Referring students to the counselor with any problems that may require a counselor; this allows the student to access all potential resources available

The nursing faculty/staff have assisted students to be successful by:

Referring students with deficits to the retention specialist and filing an early alert form (Appendix V)Pg 93.

Working one-on-one with a student who has an identified deficit

Teaching with diverse learners in mind, utilizing various methods such as lecture, powerpoint, group discussion, visual media, laboratory exercises

Being available to the student during office hours and during clinical experiences

APPENDIXES

APPENDIX A
PRACTICAL NURSING BROCHURE

UAM College of Technology-McGehee

Practical Nursing

Technical Certificate

To learn more about the UAM CTM Practical Nursing program contact a member of the staff:

Peggie Orrell, RN, BSN, Director of Nursing and Allied Health
orrellp@uamont.edu

Kim Ray, RN, Instructor
rayk@uamont.edu

Nikki Calhoun, RN, Instructor
calhounn@uamont.edu

Phone: 870-222-5360

Or visit our website at
http://www.uamont.edu/mcgehee/Practical Nursing.htm

Financial Assistance

If you wish to pursue Certificate of Proficiency, Technical Certificate or an Associate of Applied Science in General Technology and you need financial assistance the UAM College of Technology- McGehee (UAM CTM) Student Services program will try to help you find the best program for your needs.

Contact a Student Services representative for information on programs, financial aid and the application process.

UAM CTM Student Services Department
P.O. Box 747
McGehee, AR 71654
Telephone: (870) 222-5360, 5220
Fax: (870) 222-1105

**University of Arkansas at Monticello
College of Technology-McGehee**

1609 East Ash
McGehee, AR 71654

Telephone: 870-222-5360
Fax: 870-222-9906

http://www.uamont.edu/mcgehee/

UAM College of Technology-McGehee does not discriminate on the basis of race, color, national origin, sex, age or disability.

UAM CTM Practical Nursing Technical Certificate

Did you know by the end of 2020 the United States could face a nationwide nursing shortage of up to 1,000,000 nurses? The Bureau of Health Professions tells us that this shortage can only be addressed by more trained nurses entering the workforce soon.

Practical nurses are needed in a variety of health care settings, ranging from home health care, private duty nursing, clinics, hospitals, long-term care facilities, schools and a many other institutions. As a nurse you have the opportunity to touch lives while providing comfort and care. If this interests you, UAM CTM can help you reach this goal!

The UAM CTM Practical Nursing program is one of the best ways to begin a fulfilling career in this field. After a year of study with us, you will be academically eligible for the NCLEX-PN Exam. Once you have passed this exam and received your license, you will be ready to enter the workforce as a Licensed Practical Nurse.

Student Learning Outcomes:

Upon successful completion of the Practical Nursing program at UAM College of Technology, McGehee the student should have the ability to:

Pass the NCLEX-PN on the first writing.

Obtain a practical nurse license in the state in which they reside.

Enter the workforce with the competencies of an entry level practical nurse.

Provide safe, appropriate, holistic, nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.

Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, communities) in the prevention of disease, and maintenance and promotion of health.

Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the Arkansas Nurse Practice Act.

Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.

Practical Nursing Pre-requisites and Course Requirements
Nutrition
Composition I or Tech Communications
Intermediate Algebra or Tech Math
Anatomy and Physiology I or PN A &P
Lab Anatomy and Physiology I or PN A & P Lab
Anatomy and Physiology II or PN A & P
Lab Anatomy and Physiology II or PN A & P Lab
Nursing Assistant
Microcomputer Applications or Intro to Computer Systems
PN Pharmacology
PN Nursing Principles & Skills
PN Nursing of Geriatric
PN Nursing of Mothers & Infants
PN Nursing of Children
PN Clinical I
PN Vocational/Legal/Ethics
PN Intravenous Therapy
PN Adult Nursing I
PN Mental Health & Illness
PN Clinical II
PN Clinical III
_____

Note: Graduation from this program does not assure Arkansas State Board of Nursing's approval to take the NCLEX-PN. If you have been convicted of a crime of any type, please see a nursing faculty member or you can go to www.arsbn.org for more detailed information.

University of Arkansas at Monticello College of Technology – McGehee Technical
Certificate Program of Study

UAM College of Technology McGehee

Practical Nursing 2013

Prerequisites* (Leading to AASN)

BIOL	2233	Anatomy & Physiology I	3 credit hours
BIOL	2291	Lab Anatomy & Physiology I	1 credit hour
BIOL	2243	Anatomy & Physiology II	3 credit hours
BIOL	2301	Lab Anatomy & Physiology II	1 credit hour
PE	2113	Nutrition	3 credit hours
ENGL	1013	Composition I	3 credit hours
MATH	0183	Intermediate Algebra	3 credit hours
CIS	2223 or 1013	Microcomputer Apps or Intro to Computer Syst	3 credit hours
NA	C301	Nursing Assistant	7 credit hours
		Total prerequisite hours for AASN	27 credit hours

PLEASE CHECK HERE TO CHOOSE THIS PLAN ☐

Prerequisites* (PN)

NUR	1514	PN Anatomy & Physiology	4 credit hours
PE	2113	Nutrition	3 credit hours
COM	1203	Tech Communication	3 credit hours
MAT	1203	Tech Math	3 credit hours
CIS or BUS	1013 1303	Intro to Computer Based Syst/or Tech Computer Apps/or higher	3 credit hours
NA	1017	Nursing Assistant	7 credit hours
		Total prerequisite hours for PN	23 credit hours

PLEASE CHECK HERE TO CHOOSE THIS PLAN ☐

By choosing the above plan, I understand that the technical courses (NUR1514, COM1203, MAT1203 NAC301) will not transfer toward a RN degree

Please sign regarding the above statement _____

Spring Semester (1st Semester)

NUR	1002	PN Pharmacology	2 credit hours
NUR	1117	PN Nursing Principles and Skills	7 credit hours
NUR	1162	PN Geriatric Nursing	2 credit hours
NUR	1231	PN Nursing of Mother/Infants	1 credit hour
NUR	1242	PN Nursing of Children	2 credit hours
NUR	2264	PN Clinical I	4 credit hours
		Total Credit hours	18 credit hours

Summer I & II

NUR	1101	PN Vocational/Legal/Ethics	1 credit hour
NUR	1203	PN Intravenous Therapy	3 credit hours
NUR	1317	PN Nursing of Adults I	7 credit hours
NUR	2151	PN Mental Health & Illness	1 credit hour
		Total Credit Hours	

Fall Semester

NUR	2326	PN Clinical II	6 credit hours
NUR	2422	PN Nursing of Adults II	2 credit hours
NUR	2414	PN Clinical III	4 credit hours
		Total Credit hours	12 credit hours

Practical Nursing Program of Study Continued

Student Learning Outcomes:

Upon successful completion of the Practical Nursing program at UAM College of Technology, McGehee the student should have the ability to:

1. Pass the NCLEX-PN on the first writing.

2. Obtain a practical nurse license in the state in which they reside.

3. Enter the workforce with the competencies of an entry level practical nurse.

4. Provide save, appropriate, holistic, nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.

5. Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, communities) in the prevention of disease, and maintenance and promotion of health.

6. Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the Arkansas Nurse Practice Act.

7. Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.

Specific Graduation Requirements

In addition to completing all coursework, the University of Arkansas at Monticello College of Technology-McGehee, requires all students who are eligible for this technical certificate to meet the following criteria:

•Degree Audit   •Earn a "C" in all courses or better •At least 2.00 cumulative GPA

• All financial obligations with the University and the student organization must be settled before receiving the technical certificate

•Attendance at pinning ceremonies is required of all candidates unless written permission to be awarded the technical certificate in absentia is submitted to the Director of Nursing and Allied Health

My signature below indicates that I (student) agree that it is my responsibility to meet all UAM requirements to be eligible for a technical certificate. This document serves only as a guide to help me fulfill specific program requirements. This University reserves the right to substitute other courses.

_____   _____
Student Signature   Date   Advisor Signature   Date

_____   _____
Student Printed Name   Student's Date of Birth

APPENDIX C

PRACTICAL NURSING PROGRAM INFORMATION DOCUMENT

UAM College of Technology-McGehee
Practical Nursing Program

1. **ABOUT THE PROGRAM**

   a. The nursing program is progressive; you must successfully complete each component/course before you are allowed to continue to the next course.
   b. You must maintain a C (78%) in all courses, below C (78%) is failing.
   c. You can fall below a C (78%) during a course, but at completion of the course, you must have a C (78%) average.
   d. To be successful, you must not get behind. If you get behind, it will be difficult for you to successfully complete the program.
   e. You must be willing to give up social happenings and your family must be willing to share you, they may feel left out at times.
   f. If you have ever been convicted of a crime, you may not be allowed to take the National exam to get a license in the state of Arkansas. Each case is reviewed on an individual basis. The Arkansas State Board of Nursing (ASBN) will not make a decision on whether you will be allowed to test until after you have completed a nursing program and file an application with them for testing and licensure. ASBN will then review your case. If you have any questions please contact the nursing faculty or go to the nursing program website at: **:** http://www.uamont.edu/pages/uam-college-of-technology-mcgehee/degree-programs/nursing/, the UAMCTM Nursing webpage Go to the bottom of the page and click on the link "Criminal background check ASBN Nurse Practice Act. This document lists crimes which may prevent you from getting a nursing license. If you have any questions, please contact the nursing department.
   g. You must have a current CPR certificate and TB skin test that will not expire while you are attending the program. The most appropriate time to get your TB skin test is mid-December, immediately before starting your nursing courses in January.

2. **STUDENT LEARNING OUTCOMES**

   Upon successful completion of the Practical Nursing program at UAM College of Technology, McGehee the student should have the ability to:

1. **Pass the NCLEX-PN on the first writing.**
2. **Obtain a practical nurse license in the state in which they reside.**
3. **Enter the workforce with the competencies of an entry level practical nurse.**
4. **Provide safe, appropriate, holistic, nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.**
5. **Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, communities) in the prevention of disease, and maintenance and promotion of health.**
6. **Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the Arkansas Nurse Practice Act.**

| 1. **Pass the NCLEX-PN on the first writing.** |
| 7. **Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.** |

3. **TWELVE MONTH PROGRAM**

   a. The nursing program begins in January.
   b. You will complete the program in December.
   c. Due to the limited number of positions for admission (24), there is a selection process to determine who will be admitted. Application submission is no guarantee of admission into the program. You should try and submit your application as early as possible. It is not required for you to have completed all your prerequisites to apply but you must have successfully completed all courses before beginning the nursing courses.
   d. All prerequisite courses must have been completed in the past five years, with the exception of English, Math and Computers.
   e. The selection is complete by the middle of November, so you need to have all your necessary paperwork submitted to the nursing department by **the second Friday in October. (October 11, 2013)**

4. **DEGREE CHOICES**

The PN program has two tracks or pathways for you to complete your PN technical certificate; you will need to decide which track is best for your future plans.

Be aware that if you choose the PN Technical track, you will not be prepared to enter a LPN to RN nursing program. Technical courses will not transfer to a RN nursing program.

   a. **PN-RN (AASN) track**
      i. This track allows you to earn a PN technical certificate and prepares you to apply for PN Licensure and partially prepares you to enrollment into a "fast track" RN program (individual fast track programs may require additional/other prerequisites).
      ii. Prerequisites
         1. BIOL2233 Anatomy & Physiology I.
         2. BIOL2291 Anatomy & Physiology I Lab.
         3. BIOL2243 Anatomy & Physiology II.
         4. BIOL2301 Anatomy & Physiology II Lab.
         5. Nutrition.
         6. Composition I.
         7. Intermediate Algebra
         8. Micro Applications or Intro to Computer Systems
         9. Nursing Assistant or (please see note below*)
         10. All prerequisites and co requisites necessary for the above classes.

   b. **PN Technical Track**
      i. This track gives you a PN technical certificate and prepares you to apply for PN licensure.
      ii. Prerequisites.

1. PN Anatomy & Physiology.
2. Nutrition.
3. Technical Communication
4. Technical Math
5. Micro Applications, Intro to Computer Systems or Business Computer Applications
6. Nursing Assistant or (please see note below)

*PLEASE NOTE FOR NURSING ASSISTANT COURSE:
Applicants must meet one of the following criteria in regards to the NA 1017 Nursing Assistant course prerequisite:

A. Successful completion of a Nursing Assistant class that has been approved by the Department of Higher Education. This class must award a minimum of 7 college-level semester hours and completion must have occurred within the previous two years;

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;

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 hours within the last two years.
SPRING SEMESTER

c. **January to May**.

   i.   Lecture classes 8:00-3:30, Monday-Friday
        1. PN Pharmacology (NUR1002)
        2. PN Basic Nursing Principles and Skills (NUR1117)
        3. PN Geriatric Nursing Management (NUR1162)
        4. PN Nursing of Mother/Infant (NUR1231)
        5. PN Nursing of Children (NUR1242)
        6. PN Clinical I (NUR2264)

   ii. Clinical.
        1. Clinical is 6:30 am to 3:00 pm on scheduled days.
        2. During this semester, we are in the hospitals and long-term care facilities.
               a. Monticello, Warren, Lake Village, McGehee.
        3. We wear white uniforms.
           a. Our uniforms are ordered from Sanders in Greenville.
           b. Do not order or buy other uniforms, we will order them after you have started the program.
           c. These uniforms are unique to the program, not other white uniforms will be allowed.

   iii. Trips taken during the spring semester.

   iv. ALPNA Spring Convention and competitions
        1. 2 night stay, encourage no friends or family members.
        2. All trips are mandatory, you must attend.

          v.   Student Organization.
1. ALPNA.
2. You will elect officers.
3. You must be serious when electing your officers; they will lead the class and become liaisons between the class and faculty.
4. Fund raisers (usually two per year), you must participate.
   a. Funds pay for trips, motel cost and pinning ceremony.
5. Scholarships funds should be considered for the next year's class.

5. **INTERSESSION COURSE (begins immediately following Spring Semester)**
   a. Intravenous Therapy (NUR 1203)
      i. Lecture and Lab
      ii. Classes daily (6 days)
      iii. 8:00 to 4:30

6. **SUMMER I SEMESTER**
   a. PN Adult Medical Surgical Nursing I (NUR1317)
   b. PN Vocational/Legal/Ethics (NUR1101)
   c. Lecture classes, no Lab or Clinical
   d. Taught by _____, RN
      i. Tuesdays and Thursdays
      ii. 8:00 to 3:30, 4:00

7. **SUMMER II SEMESTER**
   a. PN Adult Medical Surgical Nursing I (NUR1317)cont.'
   b. PN Mental Health and Illness(NUR2151)
   c. Lecture classes, no Lab or Clinical
   d. Taught by Nikki Calhoun, RN
      I. Monday, Wednesdays and Fridays
      II. 8:00 to 4:00

8. **FALL SEMESTER**
   a. Lecture classes
      i. PN Adult Medical-Surgical Nursing II
      ii. Mondays only
      iii. 8:00 to 10:00
   b. Clinical
      i. Mondays from 11:00-1700
      ii. Begins at 6:30 on scheduled days (except Mondays), end times will vary. Depends if we are scheduled for an 8, 10 or 12 hour day.
      iii. Classes will be Monday-Thursday, unless scheduled otherwise.
   c. Trips
      i. Wound and skincare workshop, Texarkana, TX
      ii. Susan G. Komen, Race for the Cure, Little Rock, AR

Steps to begin the process:

1. **Apply for Financial Aid:**
   To do this, you will need to speak with Charles Rocconi, Director of Student Services (870)222-5360 ext.5220.

2. **Take A Placement Exam:**
   We accept the following exam scores for placement into courses:
   1. ASSET
   2. COMPASS
   3. ACT

   The COMPASS exam cost $20.00 and is given the first Tuesday of each month, on the McGehee campus,

   Please visit admissions website, http://www.uamont.edu/pages/admissions/ UAM Admissions webpage to view the exam dates and times. There is also a printable study guide available.
   ACADEMIC REQUIREMENTS FOR APPLICATION TO THE PN PROGRAM

	ENGLISH/WRITING	READING	MATH
Required Scores	ASSET 40 COMPASS 48 ACT 15	ASSET 40 COMPASS 76 ACT 17	ASSET 40 COMPASS 43 ACT 17
COMPLETED COURSEWORK WITH "C" OR BETTER	COMPOSITION I	You must meet the required scores	INTERMEDIATE ALGEBRA

3. **Send your Placement exam Scores to the McGehee Campus.**
4. **Visit With Your Advisor And Enroll In The Required Prerequisites:**
   See program prerequisites on page 6. You will be assigned an advisor, who you must see to register for courses. You must have completed all classes (with the exception of the English and Math courses) within the last five years with a grade of C or higher to be accepted into the nursing program. You may take the prerequisite courses at UAM College of Technology-McGehee campus, the campus in Crossett or the UAM campus in Monticello. Prerequisite courses taken at another college may transfer, please see your advisor. Nursing courses taken from any other nursing program will not transfer. There will be no advanced standing. You can preview the schedules for all prerequisite courses online at www.uamont.edu. If you do not take the prerequisite courses within the UAM system, you must have an official, completed transcript sent to UAM College of Technology-McGehee, Nursing Department and the University of Arkansas at Monticello.

5. **Successfully complete the academic and prerequisite requirements, complete and submit an application form (on or before the second Friday in October)**
   Once you have met the academic requirements, you will receive an application by post or email. Please complete this application and submit it to the nursing department. Your application will be kept on file and will be scored and ranked for selection in your determined entry year. Admission is a selective process in which the applicants, who have completed all requirements (you may be completing your final prerequisites during the application process), compete for the available openings (24). Nursing applicants, who are not currently enrolled at UAM, must also apply for admission at UAM and UAM College of Technology-McGehee. The Nursing Department will

contact each qualified applicant to schedule a time for the applicant to meet with the director and their advisor to take an achievement exam. This exam will require you to have a money card or credit/debit card and will cost each applicant $25.00. The exam is web-based and will take approximately one and one-half hours. Selection is based partially on your performance on this exam, please be rested and ready to do your best. We also review your course grades in all prerequisites and score those as follows: A=4 points, B=3 points, C=2 points. Any student who has not completed all courses but is currently enrolled and finishing their final courses will receive 2 points for all courses not completed.

Applications for admission into the program must be received by the second Friday in October. If you are not selected for admission, your application will not be retained, you must reapply the next year. Late applicants may be considered after the deadline based on availability of space.

Selection is complete by mid-November. The 24 highest scoring students will be accepted (see scoring policy on page 5). Alternates will be chosen at the discretion of the Nursing Department. Following the selection process, you will receive a letter informing you, if you were selected for the program, were selected as an alternate for the program, or if you were not selected for the program. There are a limited number of students who are selected for admission into the program (24). Those selected as alternates should continue to prepare to enter the program, we always have a few individuals who may need to drop before classes start and this allows those who have completed the requirements and were selected as an alternate to take their place. In the case of a tie, the student with the highest grade point in the required prerequisites will be selected, if a tie continues, the student who scores the highest on the percentile rank of the entrance exam will be selected.

6. **Successfully complete an "AMERICAN HEART ASSOCIATION, HEALTHCARE PROVIDER" CPR course, send copy of certificate to nursing department.**
7. **Get TB skin test and send results in to the nursing department in December, before entry into the program in January.**

Any person who has been convicted of a crime may not be allowed to take the NCLEX for licensure.

The information that follows is from the Arkansas State Board of Nursing, Nurse Practice Act, Sub Chapter 3 – Licensing, §17-87-312 Criminal background checks. The Nurse Practice Act can be found on the ASBN web site (www.asbn.arkansas.gov The State Board of Nursing webpage). Please read the following information and then print and sign you name on the following form.

17-87-312. Criminal background checks.
   a) Each first-time applicant for a license issued by the Arkansas State Board of Nursing shall apply to the Identification Bureau of the Department of Arkansas State Police for a state and national criminal background check, to be conducted by the Federal Bureau of Investigation.
   b) The check shall conform to the applicable federal standards and shall include the taking of fingerprints.
   c) The applicant shall sign a release of information to the board and shall be responsible to the Department of Arkansas State Police for the payment of any fee associated with the criminal background check.
   d) Upon completion of the criminal background check, the Identification Bureau of the Department of Arkansas State Police shall forward to the board all information obtained concerning the applicant in the commission of any offense listed in subsection (e) of this section.
   e) Except as provided in subdivision (l)(1) of this section, no person shall be eligible to receive or hold a license issued by the board if that person has pleaded guilty or nolo contendere to, or been found guilty of

any of the following offenses by any court in the State of Arkansas or of any similar offense by a court in another state or of any similar offense by a federal court:

1. Capital murder as prohibited in § 5-10-101;
2. Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
3. Manslaughter as prohibited in § 5-10-104;
4. Negligent homicide as prohibited in § 5-10-105;
5. Kidnapping as prohibited in § 5-11-102;
6. False imprisonment in the first degree as prohibited in § 5-11-103;
7. Permanent detention or restraint as prohibited in § 5-11-106;
8. Robbery as prohibited in § 5-12-102;
9. Aggravated robbery as prohibited in § 5-12-103;
10. Battery in the first degree as prohibited in § 5-13-201;
11. Aggravated assault as prohibited in § 5-13-204;
12. Introduction of controlled substance into the body of another person as prohibited in § 5-13-210;
13. Terroristic threatening in the first degree as prohibited in § 5-13-301;
14. Rape as prohibited in §§ 5-14-103;
15. Sexual indecency with a child as prohibited in § 5-14-110;
16. Sexual assault in the first degree, second degree, third degree, and fourth degree as prohibited in §§ 5-14-124 – 5-14-127;
17. Incest as prohibited in § 5-26-202;
18. Offenses against the family as prohibited in §§ 5-26-303 - 5-26-306;
19. Endangering the welfare of an incompetent person in the first degree as prohibited in § 5-27-201;
20. Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205;
21. Permitting abuse of a child as prohibited in § 5-27-221(a)(1) and (3);
22. Engaging children in sexually explicit conduct for use in visual or print media, transportation of minors for prohibited sexual conduct, pandering or possessing visual or print medium depicting sexually explicit conduct involving a child, or use of a child or consent to use of a child in a sexual performance by producing, directing, or promoting a sexual performance by a child as prohibited in §§ 5-27-303 - 5-27-305, 5-27-402, and 5-27-403;
23. Felony adult abuse as prohibited in § 5-28-103;
24. Theft of property as prohibited in § 5-36-103;
25. Theft by receiving as prohibited in § 5-36-106;
26. Arson as prohibited in § 5-38-301;
27. Burglary as prohibited in § 5-39-201;
28. Felony violation of the Uniform Controlled Substances Act §§ 5-64-101 – 5-64-608 as prohibited in § 5-64-401;
29. Promotion of prostitution in the first degree as prohibited in § 5-70-104;
30. Stalking as prohibited in § 5-71-229;
31. Criminal attempt, criminal complicity, criminal solicitation, or criminal conspiracy as prohibited in §§ 5-3-201, 5-3-202, 5-3-301, and 5-3-401, to commit any of the offenses listed in this subsection;
32. Computer child pornography as prohibited in § 5-27-603; and
33. Computer exploitation of a child in the first degree as prohibited in § 5-27-605.

f) (1)(A) The board may issue a nonrenewable temporary permit for licensure to a first-time applicant pending the results of the criminal background check. (B) The permit shall be valid for no more than six (6) months.

(2) Except as provided in subdivision (l)(1) of this section, upon receipt of information from the Identification Bureau of the Department of Arkansas State Police that the person holding the letter of provisional licensure has pleaded guilty or nolo contendere to, or has been found guilty of, any offense listed in subsection (e) of this section, the board shall immediately revoke the provisional license.

g) (1) The provisions of subsections (e) and subdivision (f)(2) of this section may be waived by the board upon the request of:
  (A) An affected applicant for licensure; or
  (B) The person holding a license subject to revocation.
  (2) Circumstances for which a waiver may be granted shall include, but not be limited to, the following:
  (A) The age at which the crime was committed;
  (B) The circumstances surrounding the crime;
  (C) The length of time since the crime;
  (D) Subsequent work history;
  (E) Employment references;
  (F) Character references; and
  (G) Other evidence demonstrating that the applicant does not pose a threat to the health or safety of the
  public.
h) (1)Any information received by the board from the Identification Bureau of the Department of Arkansas State Police pursuant to this section shall not be available for examination except by:
  (A) The affected applicant for licensure, or his authorized representative; or
  (B) The person whose license is subject to revocation or his or her authorized representative.
  (2) No record, file, or document shall be removed from the custody of the Department of Arkansas State Police.
i) Any information made available to the affected applicant for licensure or the person whose license is subject to revocation shall be information pertaining to that person only.
j) Rights of privilege and confidentiality established in this section shall not extend to any document created for purposes other than this background check.
k) The board shall adopt the necessary rules and regulations to fully implement the provisions of this section.
l) (1) For purposes of this section, an expunged record of a conviction or a plea of guilty or nolo contendere to an offense listed in subsection (e) of this section shall not be considered a conviction, guilty plea, or nolo contendere plea to the offense unless the offense is also listed in subdivision (l)(2) of this section.
  (2) Because of the serious nature of the offenses and the close relationship to the type of work that is to be performed, the following shall result in permanent disqualification:
  (A) Capital murder as prohibited in § 5-10-101;
  (B) Murder in the first degree as prohibited in § 5-10-102 and murder in the second degree as prohibited in § 5-10-103;
  (C) Kidnapping as prohibited in § 5-11-102;
  (D) Rape as prohibited in § 5-14-103;
  (E) Sexual assault in the first degree as prohibited in § 5-14-124 and sexual assault in the second degree as prohibited in § 5-14-125;
  (F) Endangering the welfare of a minor in the first degree as prohibited in § 5-27-205 and endangering the welfare of a minor in the second degree as prohibited in § 5-27-206;
  (G) Incest as prohibited in § 5-26-202;
  (H) Arson as prohibited in § 5-38-301;
  (I) Endangering the welfare of incompetent person in the first degree as prohibited in § 5-27-201; and
  (J) Adult abuse that constitutes a felony as prohibited in § 5-28-103.

In addition to meeting admission criteria,

Each student must possess and maintain the physical and intellectual ability to provide safe, effective care to clients in a variety of settings. These abilities include, but are not limited to problem solving, communication skills, and motor skills (both fine and gross motor).

Nursing students are assigned to care for clients with a variety of infectious conditions including blood borne illnesses. Neither UAM College of Technology-McGehee nor the clinical facilities provide insurance coverage regarding student health conditions arising from participation in the nursing program. In addition to UAM immunization requirements, the Nursing Department

strongly recommends that the applicant complete an immunization series for hepatitis B and personally enroll in a comprehensive health insurance plan.

*Students have an option of completing a technical track or an Associate of Applied Science in Nursing (AASN) Degree track. Individuals in the technical track should be aware that in the event they subsequently pursue a RN degree, they will be required to complete all prerequisites required for those individual programs. Technical courses such as PN Anatomy and Physiology may not be transferable to any other program, college or university. See required courses for both tracks on the following 2 pages. Successful completion of either track will result in a one-year technical certificate and the opportunity to apply for licensure.

There are two pathways you can take to prepare yourself to be accepted and enter the nursing program (AASN and PN Technical tract). Please see these on the next two pages.

UAM COLLEGE OF TECHNOLOGY-McGEHEE

Required Courses/Hours for Completion and Graduation PN-RN (AASN)

Course #	Course Title
	PN-RN PROGRAM PREREQUISITES
BIOL 2233	Anatomy & Physiology I
BIOL2291	Anatomy & Physiology I, Lab
PE 2113	Basic Nutrition
ENGL 1013	Composition I
MATH 0183	Intermediate Algebra
BIOL 2243	Anatomy & Physiology II
BIOL2301	Anatomy & Physiology II, Lab
CIS 2223	Microcomputer Applications or CIS 1013 Intro to Computer Sys
NA1017	Nursing Assistant or see note on page 2
	NURSING PROGRAM COURSES
SPRING SEMESTER	
NUR 1002	PN Pharmacology
NUR 1117	PN Basic Nursing Principles & Skills
NUR 1162	PN Nursing of Geriatric
NUR 1231	PN Nursing of Mothers & Infants
NUR 1242	PN Nursing of Children
NUR 2264	PN Clinical I (BN 152, GER 64)
INTERESSION	
NUR 1203	PN Intravenous Therapy *(Intersession course, starts immediately following Spring)*
SUMMER I	
NUR 1101	PN Vocational/Legal/Ethics
NUR 1317	PN Adult Nursing I
SUMMER II	
NUR 1317	PN Adult Nursing I (continued from summer I)
NUR 2151	PN Mental Health & Illness
FALL SEMESTER	
NUR 2326	PN Clinical II (Med/Surg 288, MH 16, Children 48, MI 32, IV 24)
NUR 2422	PN Adult Nursing II
NUR 2414	PN Clinical III (Med/Surg 176, GM 24)

*Clinical Courses are capped at 6 credit hours

UAM COLLEGE OF TECHNOLOGY-McGEHEE

Required Courses/Hours for Completion and Graduation PN Technical Track

Course #	Course Title
	TECHNICAL TRACK PREREQUISITES
NUR 1514	PN Anatomy & Physiology
PE 2113	Basic Nutrition
COMM 1203	Technical Communication
MAT1203	Technical Math
CIS 2223	Microcomputer Applications or CIS 1013 Intro to Computer Sys or Business Computer Applications
NA1017	Nursing Assistant or see note on page 2
	TECHNICAL TRACK PROGRAM COURSES
SPRING SEMESTER	
NUR 1002	PN Pharmacology
NUR 1117	PN Basic Nursing Principles & Skills
NUR 1162	PN Nursing of Geriatric
NUR 1231	PN Nursing of Mothers & Infants
NUR 1242	PN Nursing of Children
NUR 2264	PN Clinical I (BN 152, GER 64)
INTERSESSION	
NUR 1203	PN Intravenous Therapy *(Intersession course, starts immediately following Spring)*
SUMMER I	
NUR 1101	PN Vocational/Legal/Ethics
NUR 1317	PN Adult Nursing I
SUMMER II	
NUR 1317	PN Adult Nursing I (continued from summer I)
NUR 2151	PN Mental Health & Illness
FALL SEMESTER	
NUR 2326	PN Clinical II (Med/Surg 288, MH 16, Children 48, MI 32, IV 24)
NUR 2422	PN Adult Nursing II
NUR 2414	PN Clinical III (Med/Surg 176, GM 24)

*Clinical Courses are capped at 6 credit hours

If you have any questions, please contact: PHONE EMAIL

1. Peggie Orrell, Director 1-870-222-5360 orrellp@uamont.edu
2. Cathy Bellott, Secretary 1-870-222-5360 bellott@uamont.edu
3. (Instructor Name), Nursing Instructor 1-870-222-5360 rayk@uamont.edu
4. Nikki Calhoun, Nursing Instructor 1-870-222-5360 calhounn@uamont.edu

APPENDIX D

PRACTICAL NURSING HANDBOOK PAGE 12, STUDENT LEARNING OUTCOMES

STUDENT LEARNING OUTCOMES:

1. Upon successful completion of the Practical Nursing program at UAM College of Technology, McGehee the student will have the ability to:

Pass the NCLEX-PN on the first writing.

Obtain a practical nurse license in the state in which they reside.

Enter the workforce with the competencies of an entry level practical nurse.

Provide safe, appropriate, holistic, nursing care, utilizing the nursing process, to individuals of diverse cultures, developmental stages, ages, genders, races across the lifespan in various practice settings.

Communicate and collaborate successfully and appropriately with other healthcare providers and clients (individuals, families, communities) in the prevention of disease, and maintenance and promotion of health.

Assume legal and ethical responsibilities and accountability in the practice of practical nursing as defined by the Arkansas Nurse Practice Act.

Join a professional organization to strengthen professional relationships and stay current on trends, issues and concerns of the nursing profession.

PROGRAM DESCRIPTION

The Practical Nursing (PN) program is approved by the Arkansas State Board of Nursing with regular evaluations to ensure a quality education in the nursing field. The program is designed to prepare qualified individuals to meet community nursing needs to 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.

ADMISSION

Applicants must meet all UAM College of Technology-McGehee requirements. In addition to obtaining admission to UAM College of Technology-McGehee, persons interested must complete a separate application to the Practical Nursing Program and be accepted for admission into nursing courses. An official copy of all transcripts (all coursework completed at high school/GED and all work completed at any community college, college, and/or university must be submitted to the college. UAM College of Technology does not offer advanced standing. You must have a letter of recommendation (good standing) from the nursing director, sent from the nursing program(s) that you have attended.

APPENDIX E

ARKANSAS STATE BOARD OF NURSING CERTIFICATE OF CONTINUED APPROVAL

Arkansas State Board of Nursing

CERTIFICATE OF CONTINUED FULL APPROVAL

Presented to

University of Arkansas at Monticello College of Technology McGehee PN Program

For compliance with the 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 hand and caused the Seal of said Board of Nursing to be affixed on the Twentieth day of January, 2015.

Sue A. Tedford, MNSc, APRN
ASBN Executive Director

Sara McCrary, MNSc, RN, CNE
ASBN Assistant Director

Appendix F

Scantron Analysis

CLASS _MH_

TEST _Ch. 57_

DATE _1-27-16_

SCANTRON® FORM NO. 9700

Reorder Form No. 9700
www.ScantronStore.com
800-722-6876

ITEM ANALYSIS –
QUESTIONS 1-25
Number of wrong responses

ITEM ANALYSIS –
QUESTIONS 26-50
Number of wrong responses

CLASS
FORMS
SEMESTER
SCORE
GRADE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23

28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50

Appendix G

Lab Skills Check off Form

Skill 30-2   Changing an Ostomy Appliance

Stud

Date: 2-26-13

	S	U
1. Carries out Standard Steps A, B, C, D, and E as need indicates.	☑	☐
2. Measures stoma and prepares appliance.	☑	☐
3. Dons gloves and empties old pouch.	☑	☐
4. Removes old appliance.	☑	☐
5. Cleanses skin and stoma.	☑	☐
6. Changes gloves and prepares skin for new appliance.	☑	☐
7. Applies pouch smoothly.	☑	☐
8. Firmly attaches appliance and closes pouch; attaches belt and tape if needed.	☑	☐
9. Removes gloves and performs hand hygiene.	☑	☐
10. Assists patient to replace gown or clothing.	☑	☐
11. Carries out Standard Steps X, Y, and Z.	☑	☐

Successfully completed   ☑

Appendix H

Practical Nursing Skills Competency List

SKILL	LABORATORY	CLINICAL
A.M. Care		
Admitting a client		
Ambulation, Assist client with		
Anti-Embolic Stockings, Applying		
Back Rub		
Bandaging, Amputation		
Bandaging, Circular		
Bandaging, Figure eight		
Bandaging, Reverse Spiral		
Basic Head-to-toe Assessment		
Bath, Sitz		
Bath, Sponge (Cool or Tepid)		
Bath, Therapeutic		
Bath, Tub		
Bath, Whirlpool		
Bed Bath, Complete		
Bed Bath, Partial		
Bed, Make Occupied		
Bed, Make open		
Bed, Make Surgical		
Bed, Make Unoccupied		
Bedpan, Assist with		
Binder, Apply Abdominal		
Binder, Apply Double T		
Binder, Apply Straight		
Binder, Apply T		
Blood Pressure, Assessing		
Blood Pressure, Assessing Orthostatic		
Braces, Assist client with		
Cane, Assist client with		
Cast, Assist with Application of		
Cast, Care of Client with		
Cast, Care of wet		
Cast, application of Sling with		
Catheter, Care of Client with		
Catheter, Care of Suprapubic		

Catheter, Insertion of indwelling Female		
Catheter, Insertion of indwelling Male		
Catheter, Insertion of Straight		
Catheter, Irrigation of		
Catheter, Removal of indwelling		
Chest Physio Therapy, Perform		
Chest Tube, Care of Client with		
Circumcision, Assisting with		
Circumcision, Caring for		
Cold, Application of Chemical		
Cold, Application of Ice Pack		
Cold, Application of Moist		
Commode, Assist with Bedside		
Compression stockings		
Contact Lenses, Assisting with		
CPR, Assisting with and delivery of		
Crutches, Assist client with		
Dangling, Assist client with		
Discharge, Planning for		
Discharging Client, Assisting with		
Documenting Nurses Notes		
Dosage Calculations		
Dressings, Aseptic		
Dressings, Pressure/reinforcement		
Dressings, Simple		
Dressings, Sterile		
Dressings, Wet-to-Dry		
E.K.G.		
Elastic Wrap		
Enema, Nonretention		
Enema, Retention		
Enema, Salt		
Enema, Soap Suds		
ENT Culture, Collection of		
Exercise, Assisting with active		

Exercise, Isometric		
Exercise, Isotonic		
Eye Prosthesis, Assisting with		
Eye, Irrigation of		
Fecal Impaction, Assessing for		
Fecal Impaction, Removal of		
Feces Specimen, Collection of		
Feeding, Assisting with		
Feeding, Peg tube		
Flow Sheets, Documenting with		
Glucometer, Using a		
Hair Care, Performing/Assisting w		
Handwashing		
Hearing Screen, Assist with Infant		
Heat, Application of chemical		
Heat, Application of dry		
Heat, Application of lamp/cradle		
Heat, Application of moist		
Height, Measuring		
Heimlich Maneuver		
Hyperthermia Blanket, Application of		
Hyperthermia Blanket, Care of Client with		
Hypothermia Blanket, Application of		
Hypothermia Blanket, Care of client with		
Incentive Spirometry, Assist with		
Incident Reports, Assisting with		
Incontinence, Care of Client with		
Intake and Output, Hourly		
Intake and Output, Per Shift		
Irrigation of Ear		
Isolation Techniques (CDC)		
IV Therapy, Care of Client with		
IV Therapy, Discontinuation of		
IV Therapy, Initiation of		

IV Therapy, Monitoring of		
IV Therapy, Admin of Piggy Back		
Lumbar Puncture, Assisting with		
Lumbar Puncture, Care following		
Med., Admin of Ear drops		
Med., Admin of Eye drops		
Med., Admin of Eye ointment		
Med., Admin of Inhalers		
Med., Admin of Nose drops		
Med., Admin of Nose spray		
Med., Admin of Rectal Supp.		
Med., Admin. of IM injection (Inj.)		
Med., Admin. of Intradermal inj		
Med., Admin. of Subcutaneous Inj.		
Med., Admin. of sublingual		
Med., Admin. of Topical		
Med., Admin. Of Updraft		
Med., Admin. of Vaginal Supp.		
Med., Admin. of Z-Track Inj.		
Med., Admin. Peg Tube		
Med., Record keeping of Narcotics		
Medical Exam, Assist with a		
Medication (Med), Admin of oral		
Nasogastric Tube (NG), Insertion of		
NG Tube, Care of client with		
NG Tube, Gavage Feeding		
NG Tube, Irrigation/lavage		
NG Tube, Removal of		
NG Tube, Verify placement of		
OB, APGAR Scoring		
OB, Care of Antepartum Client		
OB, Care of Intrapartum Client		
OB, Care of Postpartum Client		
OB, Fetal Heart Tone Monitoring		

OB, Fundal Assessment		
OB, Incision/Episiotomy Care		
OB, Lochia Assessment		
OB, Normal Newborn Care		
OB, Premature Infant Care		
Operative Permits, Assisting with		
Oral Hygiene, Assist/perform		
Orders, Entering into Computer		
Orders, Transcribing Physicians		
Oropharyngeal Airway, insertion		
Ostomy, Care of		
Overbed Cradle, Care of client with		
Oxygen, Admin of humidified		
Oxygen, Administration of		
Oxygen, Care of Mist Tent		
Paracentesis, Assist Dr. with		
Pericare, Giving/Assisting with		
Perioperative Care		
Positioning, Dorsal Recumbent		
Positioning, Fowlers		
Positioning, Knee Chest		
Positioning, Lateral Sims		
Positioning, Lithotomy		
Positioning, Log Rolling		
Positioning, Prone		
Positioning, Reverse Trendelenburg		
Positioning, Supine		
Positioning, Trendelenburg		
Post-Mortem Care		
Postural Drainage		
Pressure Ulcer, Care of		
Pressure Ulcer, Prevention of		
Pulse Oximetry, Monitoring of		
Pulse, Assessing Apical		
Pulse, Assessing Pedal, Popliteal		
Pulse, Assessing Radial		
Range of Motion, Active		

Range of Motion, Passive		
Rectal Tube, Insertion of/care of		
Respiration, Assessing		
Restraints, Care of Client with		
Safety/Fall Prevention		
Shave, Assisting/Performing a		
Shower, Assisting with		
Sling, Application of without cast		
Sputum Specimen, Collection of		
Sterile Field, Maintaining		
Sterile Gloves, Applying		
Sterile Liquid, Pouring		
Stool Specimen, ova & parasites		
Stool Specimen, guaiac		
Suctioning, Administration of nasal		
Suctioning, Administration of oral		
Suctioning, Endotracheal		
Suctioning, Nasopharyngeal		
Suctioning, Tracheostomy		
Surgical Asepsis		
Temperature, Assessing Axillary		
Temperature, Assessing Oral		
Temperature, Assessing Rectal		
Temperature, Assessing Temporal		
Temperature, Assessing Tympanic		
Thoracentesis, Assist with		
Tracheostomy, Care of Client with		
Traction, Care of Skeletal		
Traction, Care of Skin		
Transfer Techniques		
Transfer, Client from departments		
Urine Acetone, Assess		
Urine Blood, Assess		
Urine Glucose, Assess		

Urine pH, Assess		
Urine Specific Gravity, Assess		
Urine Specimen, Collection of		
Vaginal Culture, Collection of		
Vaginal Irrigation, Perform		
Valuables, Care of		
Variance Reports, Assisting with		
Venipuncture		
Vital Signs, Assessing		
Walker, Assist client with		
Weight, Measuring bed scales		
Weight, Measuring standing		
Wound Care, Irrigation		
Wound Care, JP Drain		
Wound Care, Penrose Drain		
Wound Care, Removal of Staples		
Wound Care, Removal of Sutures		
Wound Care, Wound Vac.		
Wound Culture, Collection of		

Appendix I

Clinical and Preceptor Evaluation Form

EVALUATION
UAM COLLEGE OF TECHNOLOGY-McGEHEE   NAME_____
Clinical II and III Evaluation

CLINICAL SITE_____

Evaluation Criteria	Strongly Disagree (1)	Mildly Disagree (2)	Mildly Agree (3)	Strongly Agree (4)
Exhibits professional behavior.				
Identifies strengths and areas for improvement.				
Maintains confidentiality of client information.				
Proficient, coordinated, confident behavior displayed.				
Paperwork complete, on time, legible, able to discuss with ease.				
Prepared in advance to provide knowledgeable care to clients.				
Accepts constructive criticism.				
Exhibits willingness to learn new techniques.				
Exhibits rapport with client, client family and health care team.				
Demonstrates therapeutic communication.				
Punctual.				
Willingly assists others with client care activities as needed.				
Applies theoretical knowledge appropriately.				
Demonstrates universal precautions appropriately.				
Documents completely and thoroughly.				
Performs skills appropriately and safely.				
Demonstrates safe nursing care.				
Promotes health maintenance through client teaching.				
Requests guidance as necessary.				
Demonstrates effective use of the nursing process.				
Demonstrates leadership skills.				
Demonstrates appropriate delegation skills.				
Seeks opportunities for continued education.				
Shows respect to health care team/fellow students/clients.				
Assess assigned client(s) appropriately and in a timely manner.				
Identify changes in client's health status.				
Recognize significant client data.				
Rank priorities of care.				
Accountable for own actions.				
Administers medications appropriately.				
Utilize critical thinking skills.				

Comments_____

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Student's identified area of improvement_____
Strengths_____

Evaluator's Signature_____Date_____Total Score_____

Student's Signature_____Date_____

PLO Revised 10/5/10

Appendix J

Clinical Exam

23. neurodynia/neuroalgia:

24. Myasthenia Gravis:

25. sciatica:

26. Mr. Smith was diagnosed with Myasthenia Gravis 10 years ago. Lately, he has had several UTI's and has had to be on antibiotics. He was rushed to the hospital when he suddenly experienced extreme weakness and difficulty swallowing and breathing. The ER nurse should be aware that this patient may need:
    a. Oxygen at 4 liters/min by face mask
    b. An IV with a fluid bolus of up to 2000 liters
    c. Mechanical ventilation
    d. A thymectomy

27. Mr. Smith is showing signs of a Myasthenic or a Cholinergic Crises. What would the nurse expect the doctor to order to determine which problem Mr. Smith has?
    a. Administer higher doses of neostigmine and pyridostigmine (Mestinon)
    b. Administer edrophonium (Tensilon)
    c. Draw blood tests to determine which problem that he has
    d. Troussous's test

28. A patient who is being treated for a closed head injury is lying still and appears to be sleeping even in the noisy emergency room. When you shake his shoulder and call his name, he opens his eyes and says, "huh?" then he closes his eyes again. A term to describe his level of consciousness is:
    a. Somnolent
    b. Lethargic
    c. Stuporous
    d. Semicomatose

29. Nursing measures when a patient has a generalized seizure include:
    a. Apply soft arm restraints to prevent injury
    b. Insert a tongue blade between the teeth to prevent biting the tongue
    c. Turn the patient to one side to prevent swallowing the tongue
    d. Move objects away from the patient to prevent injury

30. The physician prescribes *Ampicillin 0.5g p.o. three times a day.* The dosage available is *Ampicillin 250 mg per capsule.* How many capsules should the nurse give to the client per dose?

31. Your client is to receive *Nitrostat gr 1/400 p.r.n.* for angina pain by the sublingual route. The bottle is labeled *1 tablet = 0.3 mg (gr 1/200).* How many tablets should the nurse give to the client?

32. The doctor's order reads: Bentyl 20 mg IM. Available is Bentyl injection 10 mg/mL in a 10 mL multiple dose vials. How many milliliters should be administered to the client?

33. The doctor's order reads: Bricanyl 0.25 mg SC. The ampule is labeled 1 mg/mL. How much medication should the nurse draw up?

34. The recommended dosage of Pathocil for children weighing less than 88 lb is 25 mg/kg/day in equally divided doses q6h for severe infections. Calculate the amount for one dose for a 55 lb child.

35. The Pathocil is available as an oral suspension of 62.5 mg per 5 mL. Calculate one dose for the child in #40.

36. A premature infant weighs 2000g. The order is for Chloromycetin IV 25 mg/kg/day administered in 2 equally divided doses. Calculate one dose.

37. The suggested dosage of tobramycin is 4 mg/kg/day to be administered every 12 hours. A neonate weighing 4000 g should receive _____ mg per dose.

38. How much Keflex should be given to a 44-lb child for one dose, if the recommended dosage is 25 mg/kg/day in four divided doses?

39. Keflex is available in an oral suspension of 250 mg per 5 mL. Give _____mL. (using the child above)

40. The physician orders Septra IV for a child weighing 15 kg. The pediatric reference states that Septra IV solution is a combination medication containing 16 mg/mL of trimethoprim (TMP) and 80 mg/mL of sulfamethoxazole (SMZ). The safe dosage of Septra is based on the TMP component and is recommended at a dose of 6-12 mg/kg of TMP a day. What dosage range of the TMP component of Septra should this child receive daily?

41. Order: D5W ½ NS IV with 20 mEq KCL per L to infuse at 15 mL/h. Supply: 250 mL D5W ½ NS and KCL 2 mEq/mL. Answer this and the next two questions. How

many mEq KCL should be added to the 250 mL bag?

42. How many mL KCL should be added to the 250 mL bag?

43. How many mEq of KCL will the client receive per hour?

44. Order: D5W with aminophylline 1 g per L at 20 mL/h. Supply: Aminophylline 500 mg/20 mL and 250 mL bag of D5W. How many mg aminophylline should be added to the 250 mL bag?

45. The recommended dosage for administration of Tensilon is 10 mg. The physician orders it to be given IV push, 2 mg and if no reaction after 45 seconds, give the remaining 8 mg. Tensilon is supplied as 10 mg/mL. What size syringe would you use?

46. Selecting you syringe from above. How many mL would you give to administer the first 2 mg dose?

47. The physician orders Mestinon 45 mg po twice a day. It is supplied 60 mg/5mL syrup. How many mL would you give the patient?

48. Parkinson's Syndrome is a progressive degenerative disorder that results in an eventual loss of coordination and control over involuntary motor movement. This disease is related to decreased levels of _____.

49. Eldepryl is often prescribed for patients with Parkinson's. The physician orders 2.5 mg po twice a day. It is supplied in 5 mg tablets. How many tablets would you give?

50. Symmetrel is also prescribed for patients with Parkinson's. The physician orders 75 mg po twice a day. It is supplied in syrup 50 mg/5 mL. How much would you give for each dose?

Appendix K
Graduate Letter and Survey

UAM
COLLEGE OF TECHNOLOGY – McGEHEE

Nursing and Allied Health Department
1605 East Ash
McGehee, AR
Phone (870) 222-5360
Fax (870) 222-9906
Toll 800-747-5360

July 21, 2015

Katherine Wilkerson
805 North 4th Street
McGehee, AR 71654

Dear Katherine,

I would like to congratulate you on earning your Practical Nursing license and working as an LPN.

As a part of our evaluation system at UAM College of Technology, McGehee and the State Board of Nursing, we are asking each graduate to complete the enclosed questionnaire. This is very important to our program's evaluation process. Please answer with thoughtful consideration.

You will find a question regarding pay scale on the questionnaire. Your response it specifically important with this question in regards to continued financial aid for nursing students. Your response will be filed as part of your personal record and will be kept strictly confidential. Your name will not be used when reporting the pay scale to the financial aid department.

You may mail, fax, text message (take a pic of your responses) or call in your responses. Please use the contact information below:

      UAMCTM
      P.O. Box 747
      McGehee, AR 71654
      Phone: (870) 460-2124 (direct line)
      Text Phone: (870) 723-0949
      Fax: (870) 222-9906

Thank you for your time and consideration.

Sincerely,

*Congratulations
100% Pass Rate*

Peggie Orrell, R.N., B.S.N.
Director of Nursing & Allied Health

Enclosure

UAM College of Technology, McGehee
Practical Nursing Program
Graduate Follow-Up Form
Please Print

Name:

Address:

Address:

City: Monticello, AR

State: AR

Zip: 71655

Home Phone:

Cell Phone: Same

1. Are you licensed? Yes

2. Are you currently employed? Yes

3. Are you currently working in a position that requires a nurse's license? Yes

4. Average hours per week you practice nursing: 40

5. Average weeks per year you practice nursing: 52

6. Major practice area:

   Med/Surg _____

   Nursing Home/Rehabilitation Center _____

   Specialty Area ___ 778 Scogins Drive ___ (please specify)
   Attn: Home Health

   Other ___ Home Health ___ 367-1154 ___ (please specify)

7. Are you currently continuing your nursing education? No

   a)   If yes, what degree are you seeking? _____

8. Who is you immediate supervisor? ___ RN et ___ RN

   a)   E-Mail of immediate supervisor: _____

9. Rate of pay? $13.13 hr

10. Job Title? Home Health Nurse

11. Job duties? Skilled Nsg Visits

12. Full-time or part-time? Full

Appendix L
Employer Letter and Survey

UAM

COLLEGE OF TECHNOLOGY – MCGEHEE

Practical Nursing Department
P. O. Box 747
McGehee, AR 71654
Phone (870) 222-5360
Fax (870) 222-9906
Toll 800-747-5360

September 4, 2014

Conway Healthcare & Rehabilitation
Attn: Ms. Brandi Duke, RN
2603 Dave Ward Drive
Conway, AR 72034

Dear Brandi:

As a part of the evaluation system at UAM College of Technology McGehee Practical Nursing Program and the Arkansas State Board of Nursing, we are asking employers of our graduates to complete the enclosed questionnaire. Your response is very important. It provides us with data needed to continue to improve our program and remain current on nursing issues. A comment page is provided.

Thank you for your time and thoughtful attention. Please fax your response to (870) 222-9906 or mail to the above address.

Sincerely,

Peggie Orrell, R.N., B.S.N.
Director of Nursing & Allied Health

Enclosure

EMPLOYEE NAME_____

JOB POSITION/AREA WORKED_____ *Med Surg*_____

The staff of UAM College of Technology, McGehee Practical Nursing Department is interested in following-up on the progress of their graduates. Below is an evaluation form which should be filled out by a nurse manager or supervisor who has direct knowledge of the graduates skills, knowledge and professional attributes. Extra comments are greatly appreciated. If you have any suggestions designed to improve our student's acclimation into the nursing profession, please place these on the next page in the space provided. Please sign and return this evaluation in the envelope provided or you can fax it back to us at: **(870) 222-9906.** Thank you for your time.

EVALUATION CRITERIA	Strongly Disagree	Mildly Disagree	Mildly Agree	Strongly Agree
Exhibits a positive attitude.				✓
Exhibits adaptability to change.			✓	
Maintains patient confidentiality.				✓
Manages time effectively.			✓	
Maintains a professional appearance.				✓
Accepts constructive criticism.				✓
Exhibits willingness to learn new techniques.			✓	
Exhibits rapport with patient and patient family.				✓
Communicates effectively verbally and in writing.			✓	
Applies knowledgeable application of Nursing Care Plan			✓	
Demonstrates universal precautions appropriately.				✓
Demonstrates accurate physical & emotional assessment.			✓	
Performs skills appropriately.			✓	
Demonstrates safe nursing care.				✓
Promotes health maintenance throughout patient teaching.				✓
Exhibits willingness to seek assistance prn.				✓
Demonstrates effective use of the nursing process.			✓	
Demonstrates leadership skills.			✓	
Seeks opportunities for continued education.			✓	
Shows respect to health care team/patients/visitors.				✓

Please write comments/suggestions on the next page.

COMMENTS

Need a couple more just like her!

Appendix M
Nursing Minutes

UAM
COLLEGE OF TECHNOLOGY – McGEHEE

| Minutes | *13 FEBRUARY 2013* | *1100AM-12:15PM* | UAM College of TECHNOLOGY ALLIED Health Building |

FACILITATOR	XXXXXX
NOTE TAKER	XXXXXXX
ATTENDEES	XXXXXXX, Director of Nursing and Allied Health, (Instructor Name), Instructor, XXXXXXXX, Instructor, XXXXXXXX, Instructor, and XXXXXXXX, Administrative Assistant, XXXXXXXX, PN nursing student

Agenda topics

| | *Welcome* | **XXXXXXXX** |

DISCUSSION	Everyone was welcomed and the meeting officially started at 11:10AM. XXXXX started by identifying the purpose of the meeting and introducing XXXXX, Nursing Assistant and Phlebotomy Instructor and XXXXXXX, Administrative Assistant for Allied Health. **XXXXXXX was recognized as the ALPNA student representative, she was elected President of the2013 PN class. XXXXXX said that she was glad to be included in the meeting but she did not have anything to report from the class. She was just recently elected and she did not have anything to bring to the meeting regarding student needs or complaints. XXXXXX was excused from the meeting at that time.**

| | *COLLABORATING TO IMPROVE PN STUDENT SKILLS* | **XXXXX, XXXXX, XXXXX,** |

DISCUSSION	This meeting's goal focused on improving collaborative efforts between nursing assistant and practical nursing with the hopes of preparing students to enter the nursing program with a certain defined "skill set". This is mostly an informative meeting to share information between the two programs and to discuss strategies. A discussion began regarding some of the practical nursing student's inability to complete simple NA skills and check off on them in a timely manner. It was discussed that the NA instructor will provide more lab time to NA students. One strategy XXXXX plans to implement is

	to schedule nursing assistant lecture on Monday's and Wednesday and schedule lab on Friday.
	Kim requested that Anita check the practical nursing student roster to see who completed the NA class here. Anita will provide this for the instructors

PN STUDENT PROGRESS   **(Instructor Name), XXXXXXX**

DISCUSSION	Retention forms had been sent out on 18 of 29 students. However, only three (3) students have reported to the retention specialist. One student, XXXXXXX has dropped the program. We now have 28 students enrolled in the program. XXXXXXrequested that XXXXXX send an e-mail to XXXXXX's instructors with her "last date of attendance". XX and XX both agreed to speak individually with the failing students.
	I-pads for the department Peggie Orrell
DISCUSSION	XXX informed the group that I-Pads are being used in some nursing programs in the stare. Is this something that we want to consider purchasing? The use is mainly in the lab and clinical site to instruct students on electronic documentation and charting. XXX asked if our nursing students would benefit. Sometimes there are issues regarding charting at BCMC and Drew.

XXX informed XXX that the issues are no longer present at BCMC. They have started allowing each student to login using their own name.

XXX informed XXX that Drew was still requiring students to login under her (XXX) name. This is an issue with Kim. This issue will be discussed in the next meeting after considering the need. |

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
MED PASS	XXXXX	BOOTCAMP
FOLEY	XXXXX	BOOTCAMP
VENIPUNCTURE AND ASSESSMENT	XXXXX	BOOTCAMP

Discussion	*Wrap Up*
THIS MEETING ADJOURNED AT 12:15 P.M.	Next departmental meeting will be held March 8, 2013
XXXXXXXX, Administrative Assistant	

Appendix N
Student Resource Survey

PN PROGRAM STUDENT RESOURCE SURVEY

5=strongly agree, 4=generally agree, 3=neutral, 2=generally disagree, 1=strongly disagree, NA=not applicable						
PROGRAM FACULTY						
FACULTY TEACH EFFECTIVELY...	5	4	3	2	1	NA
1. in the classroom						
2. in the laboratory						
3. in the hospital or clinical area						
FACULTY NUMBER IS ADEQUATE...	5	4	3	2	1	NA
1. in the classroom						
2. in the laboratory						
3. in the hospital or clinical area						
FACULTY....	5	4	3	2	1	NA
1. Have good rapport with students						
2. Help me with academic needs						
3. Ensure student representation						
SUPPORT PERSONNEL	5	4	3	2	1	NA
1. Tutors assist me as needed						
2. The admissions personnel assist me as needed						
3. The financial aid personnel assist me as needed						
4. The academic advisors assist me as needed						
5. The computer lab/media personnel assist me as needed						
CURRICULUM	5	4	3	2	1	NA
1. The program covers the necessary lecture content for the entry-level practical nurse						
2. The program covers the necessary laboratory activities for the entry-level practical nurse						
3. The curriculum includes necessary clinical experience for the entry-level practical nurse						
4. The curriculum includes the necessary content in support courses (e.g. science, general ed.)						
5. The curriculum is an appropriate sequence of classroom, laboratory, clinical and preceptor experience						
FACILITIES						
CLASSROOMS	5	4	3	2	1	NA
1. Are adequate in size						
2. Have adequate lighting						
3. Contain adequate seating						
4. Have adequate ventilation (e.g., A/C, Heat)						
5. Have adequate instructional equipment						
LABORATORY	5	4	3	2	1	NA
1. Is adequate in size						
2. Has adequate lighting						
3. Contains adequate seating						

Appendix O
Faculty Resource Survey

PN PROGRAM FACULTY PROGRAM RESOURCE SURVEY

5=strongly agree, 4=generally agree, 3=neutral, 2=generally disagree, 1=strongly disagree, NA= not applicable						
Personnel resources						
PROGRAM FACULTY (To be completed by the director)	5	4	3	2	1	NA
1. Faculty keep the director informed of pertinent information						
2. Faculty encourage and utilize input from the director						
3. Faculty foster positive relations with the director						
4. Faculty foster positive relations with clinical agencies and their staff						
5. Faculty encourage student participation in professional activities						
DIRECTOR OF NURSING AND ALLIED HEALTH (To be completed by faculty)	5	4	3	2	1	NA
1. Director fosters positive relations among faculty and other allied health personnel						
2. Director fosters positive relations among all departments of UAM						
3. Director participates in curriculum design modification						
4. Director represents faculty and program positively						
5. Director is available for faculty as needed.						
Physical Resources						
INSTRUCTIONAL RESOURCES	1	2	3	4	5	NA
1. Classrooms						
a. Are adequate in size						
b. Have adequate lighting						
c. Contain adequate seating						
d. Have adequate ventilation						
e. Are provided with appropriate equipment to support effective instruction						
2. Laboratory						
a. Is adequate in size						
b. Has adequate lighting						
c. Contains adequate seating						
d. Has adequate ventilation						
e. Is equipped with the amount of equipment necessary for student performance of required laboratory exercises						
f. Is equipped with the variety of equipment necessary for student performance of required laboratory exercises						
g. Is equipped with the amount of supplies necessary for student performance of required laboratory exercises						
h. Is equipped with the variety of supplies necessary for student performance of required laboratory exercises						
i. Activities prepare the student to perform effectively in the clinical setting						
j. Is accessible to students outside regularly scheduled times						
LEARNING RESOURCES	5	4	3	2	1	NA
1. Library/Media						

Appendix P
Contract Renewal Letter

Practical Nursing Department
P. O. Box 747
McGehee, AR 71654
Phone (870) 222-5360
Fax (870) 222-9906
Toll 800-747-5360

June 1, 2015

Bradley County Medical Center
Attn: Tiffany Holland, DON
404 South Bradley
Warren, AR 71671

Dear Tiffany,

It is time to review the clinical contact between Bradley County Medical Center and UAM
College of Technology, McGehee, Practical Nursing Program. Our current contract states,
"This agreement shall be effective upon its execution, and shall be reviewed annually and
continue automatically thereafter until terminated by either party…".

The contract is an acceptable and agreeable one for us; we see no reason to amend it. If the
contract continues to be acceptable to your facility, please have the appropriate representative
sign on the next page. Keep the original for your copy and fax a copy to:

(870) 222-9906
UAMCTM Nursing Program
Peggie Orrell, Director of Nursing and Allied Health

If your facility would like to request changes to the contract, please contact me at (870) 723-
0949 or you may email me at orrellp@uamont.edu

Respectfully,

Peggie Orrell, RN, BSN
Director of Health Occupations
UAMCTM

Appendix Q
Preceptor Evaluation

EVALUATION
UAM COLLEGE OF TECHNOLOGY MCGEHEE
Clinical II & III

NAME C. _____

CLINICAL SITE Drew - Preceptor

Evaluation Criteria	Strongly Disagree (1)	Mildly Disagree (2)	Mildly Agree (3)	Strongly Agree (4)
Exhibits professional behavior.				4
Identifies strengths and areas for improvement.				4
Maintains confidentiality of client information.				4
Proficient, coordinated, confident behavior displayed.			3	
Paperwork complete, on time, legible, able to discuss with ease.				4
Prepared in advance to provide knowledgeable care to clients.				4
Accepts constructive criticism.				4
Exhibits willingness to learn new techniques.				4
Exhibits rapport with client, client family and health care team.			3	
Demonstrates therapeutic communication.			3	
Punctual.				4
Willingly assists others with client care activities as needed.				4
Applies theoretical knowledge appropriately.				4
Demonstrates universal precautions appropriately.				4
Documents completely and thoroughly.			3	
Performs skills appropriately and safely.			3	
Demonstrates safe nursing care.			3	
Promotes health maintenance through client teaching.			3	
Requests guidance as necessary.				4
Demonstrates effective use of the nursing process.			3	
Demonstrates leadership skills.			3	
Demonstrates appropriate delegation skills.			3	
Seeks opportunities for continued education.				4
Shows respect to health care team/fellow students/clients.				4
Assess assigned client(s) appropriately and in a timely manner.			3	
Identify changes in client's health status.			3	
Recognize significant client data.			3	
Rank priorities of care.				4
Accountable for own actions.				4
Administers medications appropriately.				4
Utilize critical thinking skills.			3	
				110/124

Comments Will be easier to evaluate after working with Student

Student's identified area of improvement_____

Strengths Very willing to learn

Evaluator's Signature _____ Date 11-9-12 Total Score 89%

Appendix R
Advisory Committee Minutes

UAMCT McGEHEE

NURSING ADVISORY MEETING OCTOBER 22, 2012

MINUTES

The meeting was called to order by   in the absence of the president. Introductions were made, there were six new members to the committee:

1.   UAM
2.   Bradley County Medical Center
3.   Mainline Clinic
4.   Drew Memorial Hospital (not in attendance)
5.   Monticello Medical Center
6.   Former student

A review of the last minutes revealed no needed changes. Motion was made by   to agree on the minutes and it was seconded by Amy Welty.

Election of new officers was as follows:

President:

V. President:

Secretary

Each member was given a folder with documents relevant to the program.

1. Program information document
2. Criminal background document
3. Calendar
4. Handbook
5. Student learning outcomes

The program has 40 applicants for the Spring 2013 nursing class. 30 students will be accepted stated that there will actually be a little over 30 applicants at the end of the semester due to students not passing prereqs. The program policy on selection is included in the handbook and the program information document. We use TEASE test results and prereq grades to slect the class.

Flu clinics

- Students of the 2012 class are scheduled to work the flu clinic in Monticello on Friday and are scheduled for November 1 & 2 in Desha county (McGehee and Dumas)

Appendix S
Advising and Preparing the PN Student File

Advising and preparing the Practical Nursing student file

As you know, we usually have an influx of students wanting to register during preregistration. To circumvent a few of the problems that may slow us down while doing our advising, I have organized our advising needs.

Anita has placed blank files on your desks with all the necessary paperwork inside, needed to complete a student's file. You should find the following in each file:

1. There will be a group of papers/forms paper-clipped together, these you will give to the student for them to keep. Please go over these documents with the student, they are mentioned below.
   a. Program information
   b. PN & AASN course plan
   c. Program of Study
   d. Criminal Background Statement
   e. Program cost
   f. UAM's prerequisites for LPN-RN (AASN) and LPN-BSN programs
2. UAM College of Technology McGehee PN Program information document
   a. This will answer a lot of their questions about the program
   b. Have them take this home and read over it well
   c. Most everything in there is important information

3. PN & AASN course plan form (there are no longer two forms, I have combined them)
   a. I put these two forms together because it seemed that a lot of students were starting with one and then changing to the other plan. To stop the confusion, I put the forms together so we could see the entire history of the student taking prerequisites
   b. I also added a spot for the student ID# (top right)
   c. Please gather all information to complete this form, you will need:
      i. Academic test scores
      ii. A copy of their transcript if they have had college courses
   d. Go over with them the pros and cons of both pathways
   e. Especially cover the requirement scores of the academic test and how successfully completing Comp I and Intermediate Algebra with a C or better will cover the English and Math scores needed. If their reading scores are low, send them the link to the reading lab

4. Program of study
   a. Go over the program of study with them
   b. On the back have them print their name, sign and put their birthdate
   c. You need to sign the back on the advisor line

5. ASBN's Criminal background statement and signature page
   a. Give them a copy of the ASBN statement
   b. Explain to them: "Graduating from the program does not assure ASBN's approval to take the licensure examination" if they have a criminal background they may not be able to get a license.
   c. If they have a criminal background and they still want to go through the program, they will have to get all court documents to send with their application for licensure, documents that prove they have paid restitution and they will have to write a letter explaining what happened and how they have turned their life around....they still may not be allowed to test
   d. Have the student sign the signature page

6. PN program cost
   a. Explain that this is only an estimate of the cost after they are in the nursing courses/program and it doesn't include the cost for prerequisite courses before they are accepted

7. UAM's AASN prerequisites form
   a. For those students who want to get their RN later and are interested in UAM
   b. Show them that the only extra courses they will need after completing the AASN plan for PN is:
      i. Comp II
      ii. Microbiology and the lab
      iii. Intro to psych
      iv. Developmental psych

    c. Let them know that if there is time, they can get these courses too before they start the PN program (these courses only enhance their chance of successful completion of the PN program)

A completed file should have:

1. A completed PN & AASN Course plan document
2. A copy of their academic test scores
3. A copy of their college transcript
4. A signed Program of Study (student and you)
5. A signed acknowledgement of understanding regarding criminal backgrounds
6. Please be sure to check off documents that are present in the file on the label in front
  a. ASSET scores
  b. Program of study
  c. Criminal background
  d. Transcript
  e. Write the student ID# on the label

Appendix T
Program Cost

UAMCTM
2016 PN PROGRAM TOTAL ESTIMATED COST $7,503.50

SPRING SEMESTER	COST
Tuition $75/crhr@ 18	$1,350.00
Tech Infra structure $2/crhr	$36.00
books	$1,500.00
Nurses's Kit	$150.00
Nurse's Assess Fee	$291.50
Malpractice Insurance	$15.00
Urine Drug Screen	$45.00
Hepatitus B Vac (3)	$240.00
ALPNA membership	$15.00
Workshop & Travel	$75.00
Scrub Tops (3)	$70.00
Elastic Waist Pants (3)	$60.00
cardigan Snap Lab Coat (2)	$50.00
clinical shoes	$80.00
Insignia on uniforms & coats (5)	$20.00
support hose/stocking/socks	$30.00
watch w/second hand	$35.00
ALPNA Convention fees	$25.00
CPR Card	$45.00
Flash Drive	$20.00
Nurses Assessment Kit	$115.00
	$4,267.50

INTERSESSION/SUM	COST
Tuition $75/crhr@12	$900.00
Tech Infra Structure	$24.00
Books	$253.00
Urine Drug Screen	$45.00
	$1,222.00

FALL SEMESTER	COST
Tuition $75/crhr@ 12	$900.00
Tech Infra Structure	$24.00
Urine Drug Screen	$45.00
ACLS Book	$50.00
Nurse's Assess Fee	$291.50
Text Book	$75.00
Criminal Background	$38.50

ASBN Licensure Fee	$75.00
Temporary Permit	$25.00
NCLEX FEE	$200.00
Lamp	$40.00
Pin	$75.00
White Uniform Dress	$60.00
Hose/Socks	$15.00
Shoes	$50.00
Class Pictures	$25.00
Graduation Fee	$25.00
	$2,014.00

Appendix U

University of Arkansas at Monticello LPN-RN Prerequisites

University of Arkansas at Monticello
School of Nursing
Associate of Applied Science in Nursing (AASN)
Prerequisites

Course/ACTS #	Hrs	Grade	Transferred (School Name)
MATH 1043 (ACTS Equivalent # MATH 1103) College Algebra*	3	_____	_____
ENGL 1013 (ACTS Equivalent # ENGL 1013) Composition I*	3	_____	_____
ENGL 1023 (ACTS Equivalent # ENGL 1023) Composition II*	3	_____	_____
BIOL 2233 (ACTS Equivalent # BIOL 2404) Anatomy & Physiology I	3	_____	_____
BIOL 2291 (ACTS Equivalent # BIOL 2404) Anatomy & Physiology Lab	1	_____	_____
BIOL 2243 (ACTS Equivalent # BIOL 2414) Anatomy & Physiology II	3	_____	_____
BIOL 2301 (ACTS Equivalent # BIOL 2414) Anatomy & Physiology II Lab	1	_____	_____
BIOL 3553 Microbiology	3	_____	_____
BIOL 3561 Microbiology Lab	1	_____	_____
PSY 1013 (ACTS Equivalent # PSYC 1103) Introduction to Psychology*	3	_____	_____
PSY 3443 (ACTS Equivalent # PSYC 2103) Development Psychology	3	_____	_____
CIS 1013 Intro.to Computer Information Systems* OR CIS 2223 (ACTS Equivalent # CPSI 1103) Microcomputer Applications *	3	_____	_____

*General Education Hours	15
Support Course Hours	<u>15</u>
Total Prerequisite Hours	**30**

Revised 1/15/2013

Appendix V

Early Alert Form

Early Alert Form

ATTN:

Please select one of the following codes for the Early Alert Code Number. If needed you may place more than one student per form.

1. No attendance the first two weeks of class
2. Unsatisfactory attendance
3. Unsatisfactory progress in course
4. Unsatisfactory grade on two consecutive exams
5. Unsatisfactory mid-term grade
6. Needs basic skills instruction
7. Needs study skills instruction
8. Needs tutoring/supplemental instruction

DATE	Student Name	Course Name	Code Number	Instructor Name