



Practical Nursing Pathway Certificate Program Curriculum Proposal

December 2022

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Section One: Program Overview

General Information

- Program Type: Practical Nursing Certificate
- Name and Address of Governing Organization: Clover Park Technical College, 4500 Steilacoom Blvd SW, Lakewood WA 98499
- Name of the chief executive officer of Clover Park Technical College: Dr. Joyce Loveday, Ph.D., President
- Name of Governing Organization's Accrediting Body: Northwest Commission on Colleges and Universities
- Governing Organization's Status of Accreditation: Reaffirmed January 2022
- Name and Address of Nursing Education Unit: Clover Park Technical College Nursing Program, 4500 Steilacoom Blvd SW, Lakewood WA 98499, Building 21, Room 202
-
- Name, Credentials, and Title of Nurse Administrator: Tiffany Smith-Fromm MN, RN
Dean of Instruction – Nursing Programs
- Telephone and Email of Nurse Administrator:
 - Phone: 253-589-6022
 - Email: tiffany.smith-fromm@cptc.edu
- Name of State Board of Nursing: Washington State Nursing Care Quality Assurance Commission (NCQAC), 1300 Quince Street Olympia, WA 98504-1099
- Approval status: Full approval, last site visit October 2019
- Clover Park Technical College Nursing Program is nationally accredited through the National League of Nursing - Commission for Nursing Education Accreditation
 - Initial Accreditation: October 2019
 - Next site visit: Fall 2025

Introduction

Clover Park Technical College Nursing Program – Governing Organization and Community

Clover Park Technical College is one of 34 colleges that belong to the State Board of Community and Technical Colleges in Washington State. CPTC is a state-funded, 2-year college that served 5,379 students attending school for credit in FY 2014 – 2015. CPTC has been educating our community since 1940, when the Clover Park School District was established as a War Production training program for civilians as auto mechanics, aircraft-service mechanics, shift fitters, welders and blueprint readers. Currently, Clover Park Technical College offers more than 120 certificate or degree offering in the following areas:

- Aerospace
- Advanced Manufacturing
- Health Sciences
- Human Services
- Business
- Hospitality
- Science
- Technology
- Engineering
- Transportation and Trades

The School of Nursing at CPTC is the largest program on campus and serves students in the practical nursing program and nursing assistant certified program.

Nursing Student Population

The Clover Park Technical College has a total capacity of 120 practical nursing students. The program currently admits 40 students three times per year in the Fall, Winter and Spring, with no cohorts being admitted during summer.

Table 1.1: CPTC Nursing Program Student Population Fall 2022

	Quarter 1	Quarter 3	Quarter 4
Two-year students	28	38	28

Currently, there are no students in second quarter as we do not accept new students during Summer quarter.

Current Faculty Cohort

All nursing faculty are exclusive to the Nursing Program. The program currently has five full-time faculty (See Table 1-2).

Table 1-2: Faculty Cohort Fall 2022

Name	FT/PT	Position	Course(s) Taught
██████████	Full-Time	Tenured	NURS 117/121/137
██████████	Full-Time	Tenured/ School Lead	NURS 137/133/145
██████████	Full-Time	Tenure-Track	NURS 134/151/140
██████████	Full-Time	Tenure-Track	NURS 120/124/149
██████████	Full-Time	Tenure-Track	NURS 154/161/163

At this time our full-time faculty are dedicated to the Practical Nursing Program, which is a full-time program that is offered three times a year. Students receive a practical nursing certificate after completion of the program.

Program Length and Delivery

The current practical nursing program can be completed in four quarters full-time with all courses being offered in-person, with web-enhancements that support the success of students in the program. This web-enhancement is typically through the Learning Management System (LMS) Canvas. No hybrid or online courses are offered at this time.

Section Two: Curriculum Change to the Practical Nursing Program

Summary of Proposal

Situation: The Clover Park Technical College (CPTC) Practical Nursing Program is responding to the need of students to make nursing pathways more accessible and equitable for students pursuing nursing pathways while helping to fill workforce demand.

Background: CPTC began as Clover Park Vocational-Technical Institute (CPVTI), which opened in 1941 on the site which continues to this day to be Clover Park High School in Lakewood Washington. Clover Park Vocational Technical Institute was designed to address the vocational needs of the community and was housed in a large shop building at Clover Park High School. When World War II broke out in 1941 the school districts located near large military bases were asked to provide technical training for citizens to be able to work on repair and maintenance of military equipment. With Lakewood having two military bases within the community, it made sense that Clover Park School District would be included.

In 2007, the nursing program expanded, adding an LPN-RN option for licensed practical nurses. This program continued taking students until 2017. The decision was made to stop taking students and to close the program. This program served a very diverse group of practical nurses in the south sound region.

The mission of the Clover Park Technical College is “Educating tomorrow’s workforce” and our vision is to “Strengthen our community through responsive education and services.” With that said, CPTC nursing continues to strive to meet that mission and vision. We have continued to expand partnerships with multiple organizations and strive to stay responsive to the needs of our community. Our responses include a pathway for NA-C students in the high school setting through the Pierce County Skills Center, Puyallup School District and Clover Park School District as well as a new program with GarPal School District in eastern Washington. This pathway helps to feed the nursing pipeline in the south sound community and in rural eastern Washington.

Additionally, we recognize the burden faced by students who want to pursue nursing through non-traditional modalities and want to ensure that this educational pathway is as equitable as possible to those students who choose to pursue the BSN route in nursing. With that said, it is necessary to serve our communities and nursing workforce by being responsive and examining our curriculum to ensure students are set up for success not only in our classrooms, but beyond as they continue to pursue nursing education.

Data suggests that the nursing workforce is going to expand over the next eight years if the same care utilized at the inception of the report continues. In March 2018, the Health Resources and Service Administration (HRSA) released a report that estimated an increase in workforce demand for the licensed practical nurse at 46% overall for the United States from 2015 – 2030. Further examination of this data shows a growth specifically in Washington State at 72% by

2030. This data is important as we discuss creating more direct, equitable pathways for practical nurses. The data also shows that the demand for registered nurses will also grow by 46%. Digging deeper, the data shows that in Washington State specifically, the demand is at 69% by 2030. New data from the HRSA suggests that the supply to demand ratio of nurses will continue to decrease through 2035, with Washington State being the top for projected shortages at 26%.

The response by the CPTC nursing program will meet the demand for students seeking the practical nursing certificate at a credit load that is closer to those of other practical nursing programs and helps to keep them financial aid eligible to continue to pursue their nursing path through additional education in the state.

Assessment: Given the circumstances of the COVID-19 pandemic as well as the projected workforce data reported above, the Clover Park Technical College Nursing Program can create a pathway for students who are looking to get their practical nursing certificate in a safe manner that is streamlined and appropriate for our community of students.

Recommendation: Submit a new program proposal to the Nursing Care Quality Assurance Commission and CNEA with the anticipated start date of Fall 2023 for the new practical nursing curriculum. This proposal will help restructure pathways for students in our community who are seeking seamless academic progression in nursing while also serving the continued needs of our industry partners.

Table 2-1: Timeline for PN Curriculum

Date	Description	Stakeholders	Plan	Outcome
12/13/21	Curriculum Committee Meeting	<ul style="list-style-type: none"> • Nursing Program 	Overall discussion about the current program and examining curriculum.	Discussed reviewing and revising curriculum. Timeline established for a proposal going for faculty release time. Faculty workgroup established.
Winter quarter	Team meetings	<ul style="list-style-type: none"> • Nursing Program 	Plan the curriculum rewrite to include the current PN curriculum.	Completed and work agreed upon.
Winter Quarter	Meet with [REDACTED] and other administrators PRN	<ul style="list-style-type: none"> • CPTC • CPTC Nursing 	Discuss the curriculum review process Present the proposal for funding release time for full-time faculty	All administrators and Clover Park Technical College are supportive of the rewrite of the practical nursing curriculum.
4/4/2022	Faculty release time begins	<ul style="list-style-type: none"> • CPTC Nursing • CPTC 	Work on curriculum will begin – Faculty will be assigned specific quarters and/or courses that will be decided on during winter. We will have meetings weekly to meet and discuss progress.	Faculty worked on curriculum for two quarters utilizing five credits of release time for both Spring and Summer 2022.
06/14/2022	Student Learning Council (SLC)	<ul style="list-style-type: none"> • CPTC Nursing • SLC 	Seek approval from the student learning council	Change of curriculum was presented to Student Learning Council. We were given the green light to take our curricula to the Curriculum Review Committee.
7/19/2022	Submit all curriculum to the Curriculum Review Committee (CRC)	<ul style="list-style-type: none"> • CPTC Nursing • Curriculum Review Committee 	Seek approval of curriculum for PN Curriculum from the CRC.	Curriculum was approved.
8/9/2022	Final Approval – Student Learning Council	<ul style="list-style-type: none"> • CPTC Nursing • Student Learning Council 	We will present our new curriculum and program to the Student Learning Council with expected start date of Fall 2023.	PN Curriculum were approved by SLC. Permission to submit substantive changes to the Nursing Commission and CNEA was granted.
Fall 2022	Proposal writing	<ul style="list-style-type: none"> • CPTC Nursing 	Faculty and Dean will write the program proposal.	
12/2022	Submit to NCQAC	<ul style="list-style-type: none"> • NCQAC • CPTC Nursing 	Substantive Change – Curriculum	NOTE: CPTC nursing will submit the Sub change with CNEA annual report

Nursing Program Mission, Vision and Goals

As the faculty began work on curriculum, it was appropriate to review the institution's mission, vision, and goals. Below is a crosswalk of Clover Park Technical College's mission and vision as they compare with the nursing program's mission and vision.

Table 2- 5 Mission, Vision Crosswalk

	Clover Park Technical College	CPTC Nursing Department
Mission	“Educating tomorrow's workforce.”	“To provide a career pathway for students to gain nursing knowledge, skills and professional values necessary to succeed in the workforce of today and become leaders in the workforce of tomorrow.”
Vision	“Strengthening our community through responsive education and services.”	“We are committed to cultivating tomorrow's nursing leaders. Our graduates will be culturally conscious, confident, progressive nurses who compassionately care for themselves and our diverse community.”

Furthermore, the CPTC nursing faculty also goals in alignment with a new strategic plan that is being finalized for Clover Park Technical College. The goals for nursing are as follows:

Community of Care

Goal: Achieve an environment in which students and staff experience belonging, support, and the opportunity to reach their full potential in nursing.

Access

Goal: Increase access and enrollment among historically marginalized populations who have not equally benefited from the rewards of nursing education and the credentials we offer.

Retention and Completion

Goal: Improve departmental performance in retention and completion for all students, with a focus on students who have been historically underserved by CPTC.

Employment

Goal: Increase employment rates and eliminate inequities in wages and employment, particularly for populations who are historically underemployed.

Sustainability

Goal: Faculty will work toward exemplifying the nursing profession through caring for ourselves and each other in order to educate the nurses of tomorrow.

Admission to CPTC Nursing Program

Admission requirements to the Clover Park Technical College Nursing Program are different than the admission requirements for admission to the college. Although, we are an open access, first come, first serve campus, there are minimum requirements that the nursing faculty have set in order to have students prepared for the nursing curriculum. Students can begin their

prerequisite work at any institution at whatever point in their educational journey that works for them.

Admission requirements are examined at regular intervals to ensure alignment with the changing education and student landscape, the Washington Administration Code and the Commission for Nursing Education Accreditation.

Practical Nursing Application Process

The nursing program currently accepts up to 40 students in Fall, Winter and Spring quarters. Once the new curriculum has been implemented, the program will accept 60 students twice per year in Fall and Spring. Availability of 120 seats in the practical nursing program each academic year will stay the same. Applicants are required to be vaccinated with all required immunizations to be eligible to work in the clinical setting, complete the PAX exam with a score of 102 or greater, have an AHA BLS card and meet a minimum, accumulative GPA of 3.0 in their prerequisite courses.

Prerequisite Courses

Prerequisite courses for the CPTC practical nursing program are outlined in Table 2 – 2. There are three prerequisites courses that used to be required for the practical nursing program that have been removed. After review of the pre-requisite courses and WAC 246-840-539 (1), faculty felt it better to select the minimum courses needed in order to allow students to be successful in the practical nursing and to practice as safe LPNs. The fifteen credits cut from the pre-requisites were more geared toward the Registered Nursing Pathway. It is believed that when the original group of prerequisites were decided upon, that there was an assumption that all Licensed Practical Nurses would continue on to get their Registered Nursing Degree. While many hope that is the case, we should not be taking the decision out of the students hands and allow them to choose what path is best for them.

Table 2-2: Nursing Program Prerequisites Courses

Prerequisite Courses: Practical Nursing Program			
Prefix	Number	Course Title	Credits
BIOL&	160	General Biology w/Lab	5
CHEM&	121	Intro to Inorganic Chemistry	5
BIOL&	241	Human Anatomy & Physiology 1	5
BIOL&	242	Human Anatomy & Physiology 2	5
ENGL&	101	English Composition I	5
MATH&	146	Introduction to Statistics	5
PSYC&	100	General Psychology	5

Practical Nursing Program Curriculum

At this time, the CPTC nursing program offers a practical nursing certificate with a 60-credit curriculum. This curriculum has been reworked to be 42 credits. This decrease in credits has proved successful in other practical nursing programs in the state and it plainly just makes sense to decrease the credit burden on students who choose a practical nursing education first. The new

program outcomes and practical nursing curriculum map can be found in [Appendix F](#). Additional information regarding the specific content of the curriculum can also be found in [Appendix J](#) and [Appendix K](#).

Table 2 – 4: PN Certificate Scope and Sequence

Quarter 1						
Course #	Courses Name	Hours				Credits
		Lecture	Lab	Clinical	Total	
NURS 170	Introduction to Health and Wellness	55			55	5
NURS 171	Introduction to Health and Wellness Lab		22		22	1
NURS 172	Introduction to Health and Wellness Clinical/SIM			110	110	5
NURS 173	Communication in Healthcare I	22			22	2
	Q1 TOTAL				209	13
Quarter 2						
Course #	Courses Name	Hours				Credits
		Lecture	Lab	Clinical	Total	
NURS 180	Variations in Health and Wellness I	55			55	5
NURS 181	Variations in Health and Wellness Lab I		44		44	2
NURS 182	Variations in Health and Wellness CLIN/SIM I			110	110	5
NURS 186	Psychosocial Issues in Nursing I	33			33	3
	Q2 TOTAL				242	15
Quarter 3						
	Courses	Hours				Credits
		Lecture	Lab	Clinical	Total	
NURS 190	Variations in Health and Wellness II	55			55	5
NURS 191	Variations in Health and Wellness Lab II		22		22	1
NURS 192	Variations in Health and Wellness CLIN/SIM II			132	132	6
NURS 194	Ethics and Policy in Nursing I	22			22	2
	Q3 TOTAL				231	14
	OVERALL TOTALS	Lecture	Lab	Clinical	Total hours	Total Credits
		242	88	352	682	42

The faculty and staff of the nursing program at Clover Park Technical College continue to be committed to our community, our students and nursing as a profession. The appendices offered will speak to all changes made and how assessment and evaluation of those changes will be carried out.

Section Three: Appendices

Appendix A – Anticipated Program Effects

Anticipated Curriculum Change Effects	
Faculty	<p>Currently, we have five full-time faculty. Admission of two cohorts per year with 60 students each will be admitted in Fall and Spring. Faculty will continue to work four quarters per academic year per faculty collective bargaining agreement (CBA).</p> <p>Adjuncts will continue to be utilized for expertise/specialty instruction and primarily for clinical rotation groups. Number of adjunct faculty expected to remain similar to current usage (8-10 per quarter).</p>
Workload	<p>Full time faculty workloads would remain per contracted level of 220 student contact hours per quarter on average during a four-quarter academic year. Curriculum goes from 60 credits to 42 credits to fall in line with equitable pathways for practical nursing students.</p>
Students	<p>Increased content in pharmacology. Courses to be better aligned to enhance student learning and learn concepts from all learning domains throughout any given quarter (cognitive, psychomotor, affective). Courses aligned within a quarter and from quarter to quarter to bring great continuity of information for student learning.</p>
Clinical/Practice Experiences	<p>Curriculum in practical nursing will continue to offer community, long-term care, sub-acute levels of care and mental health opportunities for well individuals and those who have stable medical conditions across the lifespan. Some acute care hospital opportunities may also be available. Simulation will also be utilized every quarter in the curriculum and aligned with relevant scenarios to enhance student learning.</p>
Facilities & Resources	<p>Sixty students will be admitted in Fall and Spring. This allows faculty to teach sections of the same course. This is great for the evaluation of the new curriculum and means that we will never have more than 30 students per lecture section. This is better for classroom sizes and computer labs that we have available for us in our building. Currently, we accept up to 40 students per quarter in Fall, Winter, and Spring, which has proved challenging.</p> <p>We have asked for additional computer resources and our VPI supported this by finding funding for us. The program is in the process of working with IT to get the appropriate product. We continue to have access to two nursing skills labs (one is shared with NAC) as well as two dedicated simulation rooms that can run simulations concurrently, if needed. Given the use of simulation each quarter, these resources are invaluable to the education of our students. Furthermore, while we begin utilizing simulation at an average rate of 19%, we plan on increasing simulation use as we increase our faculty capacity. Goal is to increase use to more above 25% in the coming 2 years. We will also be exploring additional community opportunities with non-acute industry partners. We have many clinical sites that already serve our students, and this will continue to be the case in this new curriculum.</p>

Appendix B – Crosswalk of WAC 246-840-539 and PN Curriculum

Crosswalk of WAC 246-840-539: Curriculum for practical nursing education programs (See Appendix F: Program Outcomes and Curriculum Map)	
Required Element	Location of Element in New Curriculum Map
Physical, biological, social and behavioral sciences	Program pre-requisites include: PSYC&100, CHEM&121, ENGL&101, BIOL&160, BIOL&241, BIOL&242
Clinical decision making	NURS 170, NURS 171, NURS 172, NURS 180, NURS 182 and NURS 192
Pharmacology/medication administration	NURS 170, NURS 171, NURS 172, NURS 180, NURS 181, NURS 182, NURS 190, NURS 191, NURS 192
Safe nursing practice	NURS 170, NURS 171, NURS 172, NURS 173, NURS 180, NURS 181, NURS 182, NURS 186, NURS 190, NURS 191, NURS 192, NURS 194
Professional relationships and Communication	Program pre-requisite (ENGL&101 required) NURS 170, NURS 171, NURS 172, NURS 173, NURS 180, NURS 181, NURS 182, NURS 186, NURS 190, NURS 191, NURS 192, NURS 194
Nursing ethics	NURS 170, NURS 194
Nursing history and trends	NURS 170, NURS 194
Commission approved scope of practice decision tree and standards of practice	NURS 170, NURS 194
Licensure and legal aspects such as professional values, substance abuse and the disciplinary process	NURS 170, NURS 194
Concepts and clinical experiences in the areas of geriatric nursing across the life span	Theory: NURS 170, NURS 180, NURS 190; Clinical: NURS 172, NURS 182, NURS 192
Concepts and clinical experiences in the areas of medical surgical nursing across the life span	Theory: NURS 170, NURS 180, NURS 190; Clinical: NURS 172, NURS 182, NURS 192
Theory and clinical experiences in the areas of mental health nursing across the life span	Theory: NURS 186; Clinical: NURS 182
Concepts of antepartum, intrapartum, post-partum and newborn nursing with assisting role in L&D complications.	NURS 170, NURS 171, NURS 172, NURS 180, NURS 181, NURS 182
Concepts and practice in promotion, prevention, maintenance, restoration of health	NURS 170, NURS 180, NURS 190, NURS 172, NURS 182, NURS 192
Client and family needs, planning, implementation, evaluation, and delegation of nursing care for diverse individuals and groups	NURS141; NURS151; NURS161; NURS241; NURS244; NURS251; NURS261
Client needs; safe, effective care environment; health promotion and maintenance; interdisciplinary communication and collaboration; discharge planning; basics of multicultural health; psychosocial integrity; and physiological integrity.	NURS 170, NURS 171, NURS 172, NURS 173, NURS 180, NURS 181, NURS 182, NURS 186, NURS 190, NURS 191, NURS 192, NURS 194
Skills laboratory and clinical practice in the functions of the practical nurse including, but not limited to, administration of medications, implementing and monitoring client care, and promoting psychosocial and physiological health.	NURS171, NURS 172, NURS 181, NURS 182, NURS 191, NURS 192
Concepts of coordinated care, delegation, and supervision.	NURS 180, NURS 182, NURS 190, NURS 192
IV Infusion therapy – preparation of national certification	NURS 192, NURS 193

Appendix C – Summary Grid: Current Practice vs. Proposed Change

Summary of Current Practice & Proposed Changes with Rationales for the CPTC Practical Nursing Program	
Current Practice	Proposed Change & Rationale
Original Program Outcomes- Human Flourishing, Nursing Judgement/Caregiver, Professional Identity, Collaborator and Spirit of Inquiry	Change to evidence- based pre-licensure competencies selected by faculty utilizing NLN guiding standards, NCLEX PN Guiding Standards and QSEN for curriculum alignment, simulation experiences, teaching resources, and evaluation methodologies. Competencies are also reflective of transition to practice program expectations of graduates. See Appendix F – Program Outcomes and PN Curriculum Map
Lecture, Lab and clinical for two quarters are combined into one	Separate these three components from one another. This allows for potential numeric grading of students in lab, more accountable to assignments and preparation. This also allows content in lab to remain hands-on whereas the current curriculum focuses heavily on the lecture portion of lab. Student evaluation is clearer given the separation. Furthermore, separating clinical/simulation course credits from skills lab creates easier method for calculating required clinical/simulation hours per WAC 246-840-531. Additionally, faculty workload and scheduling are easier and clearer with delineated courses.
One quarter of simulation offered currently	In the new curriculum, simulation will be offered every quarter and part of the clinical course. This allows for greater practice prior to clinical rotation. It also relieves stress on industry partners by allowing for great flexibility in offering simulation every quarter.
Lab courses in Quarter 1-2 only	Lab courses will extend into the 3 rd quarter and final quarter of the Practical Nursing Program. This allows additional time to teach increasingly complex skills throughout the program in a systematic way that is appropriate for the level of the student. It also allows for the building of skills quarter to quarter opposed to all at once approach.
Lack of comprehensive systematic teaching of medical surgical concepts. No wellness taught in curriculum at this time.	Wellness to illness approach; introduces wellness in quarter 1 and transitions to medical-surgical nursing in quarter two and then three that addresses disease processes that are more stable and predictable.
Maternal/peds course – standalone course	Maternal and pediatrics wellness will be taught in the first quarter with the well patient as well as topics related to normal maternal pregnancy. Assisting role in complicated labor and delivery will be addressed in second quarter.
Only one pharmacology course in the current PN curriculum.	Introduction of pharmacological principles will be introduced in first quarter and additional pharmacological topics will be incorporated into every medical/surgical course.
Ethics and policy topics are discussed throughout program in Fundamentals, peds/maternity, and leadership courses.	Separate course that addresses ethical, policy and laws related to nursing practice.
Currently, no communication course in curriculum though this is discussed in medical/surgical topics, fundamentals and Issues and Trends	Importance of communication in healthcare is placed on having a standalone course which addresses communication techniques, issues directly. This course will focus on professional relationships, interdisciplinary communication, and collaboration. Collaboration will be addressed in each and every course as well.
No hybrid options in current curriculum	In the new practical nursing curriculum, we are offering lecture courses utilizing a hybrid model. The allows for greater flexibility for students who may be working or caregivers. (See Appendix I – Distance Education Alignment)

Appendix D – Timeline for Implementation of Change

Quick Timeline for Implementation of the Change (see Appendix G for complete Teachout timeline)	
Winter 2023	Final cohort admitted utilizing old curriculum. Teach out will occur and be completed in Fall 2023.
Fall 2023	First quarter of instruction with new curriculum/courses in practical nursing program. Cohort would complete coursework at end of Spring quarter 2024.

Appendix E – Methods of Evaluation

Methods of Evaluation	
Method	Information Evaluated
CPTC College Annual Review	College process to review data related to course completion, GPA, program progression, and systematic course review on a 4-year cycle based on college assessment plan (see Appendix H).
End-of-Program Student Evaluations	Completed at the end of the program – Comprehensive survey given to graduating students, which addresses multiple aspects of program satisfaction and preparation to practice.
Alumni survey	Completed 6 – 12 months after students graduate. Evaluation of program satisfaction, meeting of the end-of-program student learning outcomes, resources, space, etc.
Course Effectiveness Evaluations	Completed by students quarterly after each course is taught- asks for student feedback on how well the course met student learning outcomes.
Program Completion Rates	Calculated for each cohort with Expected Level of Achievement of 85% completion within 5 quarters (1.5 times program length).
NCLEX First Time Pass Rates	Calculated for each cohort with Expected Level of Achievement that first time pass rates will be at or above 80% for that cohort graduation year.
Employer Feedback & Graduate Employment data	Hiring/job placement for each cohort is calculated with Expected Level of Achievement of at least 80% of graduates seeking employment are hired within 6 months of graduation.
Kaplan Integrated Testing	NCLEX category performance on Kaplan items Comparison to past cohort performance for each Integrated test throughout program Comparison to national norm data for each Integrated test throughout program
Mountain Measurement Review	Students NCLEX exam results will be reviewed and evaluated for gaps in the curriculum. This will occur quarterly and annually to review trends.
Quarterly Curriculum Debrief Sessions	Curriculum meetings will be held at the end of each quarter to examine how the faculty felt the presentation of the curriculum went, to review course effectiveness surveys and evaluate gaps identified by students (through surveys) and faculty in the curriculum. This will occur for every class, every quarter for the first year of the new curriculum. At that point, the faculty will re-examine the overall curriculum and make the decision to either continue to evaluate every quarter or to evaluate based more on the college's annual review process.

Appendix F: Program Outcomes and Practical Nursing Curriculum Map

1. **Individual-Centered Care:** Utilize critical thinking to provide excellent individual-centered care to our diverse community.

2. **Professional Nursing Practice:** Demonstrate professional nursing standards through continuous learning and self-care.

3. **Leadership and Collaboration:** Create an inclusive and collaborative environment through the development of leadership qualities and culturally conscious attitudes.

4. **Information and Technology:** Implement evidence-based information and technology that supports healthcare teams and their decision- making process.

5. **Safety:** Integrate the nursing process to promote safe, high-quality care of individuals and their communities.

6. **Communication:** Employ strong therapeutic communication skills to promote the health and wellness of individuals in various settings.

Q1	Course Title	Course Description	Total Credits	Course Content	Student Learning Outcomes
NURS 170 *Potential Hybrid course	Introduction to Health and Wellness	Explores the beginning practical nurse role in the maintenance of health and wellness with an emphasis on the care of diverse, multi-cultural populations; including pediatric and reproductive individuals. This course will cover essential nursing concepts such as safe individual care, cultural consciousness, evidence-based practices, and scope of practice.	5	<ul style="list-style-type: none"> Nursing theory and process History of nursing Concepts of health, wellness, and health promotion through the lifespan Dynamics of reproduction Normal growth and development Legal/ethics in nursing Cultural and spiritual considerations Documentation Introduction to pharmacological principles Medication safety principles 	<ol style="list-style-type: none"> Individual-Centered Care: Recognize that culture and spiritual awareness impact an individual's health and wellness across the lifespan. Professional Nursing Practice: Identify valid sources of evidence in clinical decision making. Leadership and Collaboration: Identify the role of the nurse as a member of the interdisciplinary team. Information and Technology: Explore modern healthcare technology and its impact on the healthcare environment. Safety: Identify nursing principles of safe practice for healthy individuals. Communication: Identify therapeutic and professional communication techniques in a variety of healthcare settings.
NURS 171	Introduction to Health and Wellness Lab	Students will learn, practice and demonstrate foundational nursing skills such as safe individual care, cultural consciousness, evidence-based practices and scope of practice in the care of individuals across the lifespan. Includes head-to-toe assessment, topical, oral, vaginal and rectal medication administration, activities of daily living, blood glucose, vital signs and PPE.	1	<ul style="list-style-type: none"> Foundational nursing skills Concepts of health, wellness and health promotion through the lifespan Normal growth and development nursing skills Cultural and spiritual considerations in nursing skills Documentation Safe medication administration 	<ol style="list-style-type: none"> Individual-Centered Care: Practice safe care through cultural and spiritual consciousness while delivering safe care in the laboratory setting. Professional Nursing Practice: Utilize valid sources of evidence in clinical decision making in the laboratory setting. Leadership and Collaboration: Recognize the beginning practical nurse's role as a member of the interdisciplinary team in the laboratory setting. Information and Technology: Utilize the electronic health record and documentation to provide safe nursing care in the laboratory setting. Safety: Utilize safe foundational nursing skills in a laboratory setting. Communication: Identify therapeutic and professional communication techniques in the laboratory setting.

Q1	Course Title	Course Description	Total Credits	Course Content	Student Learning Outcomes
NURS 172	Introduction to Health and Wellness Clinical/SIM	Students will observe and demonstrate foundational nursing skill such as safe individual care, cultural consciousness, evidence-based practices, practical nursing scope of practice and clinical judgement in the simulation and healthcare settings.	5	<ul style="list-style-type: none"> Foundational nursing skills Concepts of health, wellness and health promotion through the lifespan Normal growth and development nursing skills Cultural and spiritual considerations in nursing skills Documentation Safe medication administration 	<ol style="list-style-type: none"> Individual-Centered Care: Practice cultural and spiritual consciousness while delivering safe basic nursing care in diverse clinical/simulation settings. Professional Nursing Practice: Employ evidence-based sources in clinical decision making within the simulation and healthcare settings. Leadership and Collaboration: Informs appropriate team members of changes in patient status in diverse clinical/simulation settings. Information and Technology: Utilize various healthcare technologies and documentation to provide safe nursing care in diverse clinical/simulation settings. Safety: Practice safe foundational nursing skills in diverse clinical/simulation settings. Communication: Select appropriate therapeutic and professional communication techniques in diverse clinical/simulation settings.
NURS 173 *Potential Hybrid course	Communication in Healthcare I	Students will learn communication strategies to promote the health and wellness of a diverse group of individuals while recognizing variations in their own values and biases.	2	<ul style="list-style-type: none"> Communication within nursing and inter-professional teams, fostering positive patient outcomes, mutual respect, and shared decision-making. Quality improvement in the patient care setting. Communication effectiveness at the system level that minimizes risk of harm to patients and families. Information technology 	<ol style="list-style-type: none"> Individual-Centered Care: List safe and efficient communication strategies that promote the wellness of individuals. Professional Nursing Practice: Recognize professional nursing communication standards that contribute to positive patient outcomes. Leadership and Collaboration: Use nursing communication techniques that positively impact the interdisciplinary team. Information and Technology: Utilize information and technology to provide safe communication strategies. Safety: Discusses appropriate implementation of timely communication Communication: Apply therapeutic and professional communication techniques in various healthcare settings.
		TOTAL Credits:	13		

Q2	Course Title	Course Description	Total Credits	Course Content	Student Learning Outcomes
NURS180 *Potential Hybrid course	Variations in Health and Wellness I	Introduction to pathophysiology, pharmacology, and disease processes as it relates to the care of individuals experiencing common medical/surgical conditions across the lifespan, including pediatric and child-bearing individuals. Emphasizes the theory of culturally centered individual care, management of care, nutrition, diagnostic testing, the nursing process, documentation, clinical judgment, critical thinking, teamwork, safety, and professional decision making within the practical nursing scope of practice.	5	<ul style="list-style-type: none"> • Management of common medical/surgical conditions across the lifespan, including pediatric and childbearing individuals. • Pathophysiology • Pharmacological principles related to common medical/surgical diseases • Cultural and spiritual considerations • Nursing theory and nursing process • Delegation and health care roles • Current technological advances in health care • Practical nursing scope of practice 	<ol style="list-style-type: none"> 1. Individual-Centered Care: Identify that culture and spiritual awareness impact an individual experiencing common medical-surgical conditions. 2. Professional Nursing Practice: Describe evidence-based practical nursing care for an individual experiencing common medical-surgical conditions. 3. Leadership and Collaboration: Define the role of the practical nurse as a member of the interdisciplinary team as it applies to individuals experiencing common medical-surgical conditions. 4. Information and Technology: Describe modern healthcare technologies in the care of individuals experiencing common medical-surgical conditions. 5. Safety: Recall nursing principles of safe practice as it relates to individuals with common medical-surgical conditions. 6. Communication: Identify appropriate therapeutic techniques as they apply to the individual with common medical-surgical conditions.
NURS 181	Variations in Health and Wellness I Lab	Students will learn, practice, and demonstrate nursing concepts and skills related to the care of individuals experiencing common medical/surgical conditions across the lifespan. Includes focused assessments, medication administration, documentation, dosage calculation competency, communication using evidence-based tools and hands-on skills related to oxygenation and elimination.	2	<ul style="list-style-type: none"> • Safe nursing skills for individuals with common medical/surgical conditions across the lifespan within acceptable nursing standards. • Compassionate bedside care with sensitivity and respect for diversity. • Communication within nursing and inter-professional teams and shared decision-making. • Functions of the healthcare Systems and knowledge of process improvement • Information technology • Electronic Health Records and proper documentation • Safe medication administration 	<ol style="list-style-type: none"> 1. Individual-Centered Care: Identify ways that culture and spiritual awareness impact an individual's experiencing common medical-surgical conditions in the laboratory setting. 2. Professional Nursing Practice: Perform competent nursing care for an individual experiencing common medical-surgical conditions in the laboratory setting. 3. Leadership and Collaboration: Practice the role of the practical nurse as a member of the interdisciplinary team as it applies to individuals experiencing common medical-surgical conditions in the laboratory settings. 4. Information and Technology: Utilize modern healthcare technology in care of individuals experiencing common medical-surgical conditions in the laboratory setting. 5. Safety: Use evidence-based principles of safe nursing practice as it relates to individuals experiencing common medical-surgical conditions in the laboratory setting. 6. Communication: Practice appropriate therapeutic techniques as they apply to the individual experiencing common medical-surgical conditions in the laboratory setting.

Q2	Course Title	Course Description	Total Credits	Course Content	Student Learning Outcomes
NURS 182	Variations in Health and Wellness I Clinical/Sim	Students will observe and demonstrate nursing concepts and skills related to the care of individuals across the lifespan experiencing common medical/surgical conditions in the healthcare and simulation settings. Includes applying skills and knowledge related to safe nursing practice, clinical judgement and cultural consciousness.	5	<ul style="list-style-type: none"> Safe nursing skills for patients with common chronic conditions across the lifespan within acceptable nursing standards. Compassionate bedside care with sensitivity and respect for diversity. Communication within nursing and inter-professional teams, fostering positive patient outcomes, mutual respect, and shared decision-making. System effectiveness and individual performance focusing on safety Information technology Electronic Health Records 	<ol style="list-style-type: none"> Individual-Centered Care: Implement individual centered-care through cultural and spiritual awareness for clients experiencing common medical-surgical conditions in diverse clinical/simulation settings. Professional Nursing Practice: Utilize clinical judgement through appropriate practical nursing care for individuals in diverse clinical/simulation settings. Leadership and Collaboration: Demonstrate the role of the practical nurse as a member of the interdisciplinary team as it applies to individuals experiencing deviations from health in diverse clinical/simulation settings. Information and Technology: Utilize modern healthcare technologies in care of individuals in diverse clinical/simulation settings. Safety: Apply principles of safe nursing practice in diverse clinical/simulation settings. Communication: Practice appropriate therapeutic techniques with individuals and families in diverse clinical/simulation settings.
NURS 186 *Potential Hybrid course	Psychosocial Issues in Nursing I	Students will develop strategies for the support of the emotional, mental and social wellbeing of individuals.	3	<ul style="list-style-type: none"> Psychosocial implications among diverse populations across the lifespan Effective communication strategies for positive patient outcomes Special needs of diverse patient populations Group processes and interactions of the healthcare team Therapeutic communication related to safety Health information for safe patient care 	<ol style="list-style-type: none"> Individual-Centered Care: Compare ways to incorporate diverse patient population values into the nurse-patient relationship. Professional Nursing Practice: Apply evidence-based strategies related to psychosocial factors that can improve communication for positive patient outcomes. Leadership and Collaboration: Implement strategies based on quality improvement work to enhance the communicative effectiveness and safety of the healthcare team. Information and Technology: Construct teaching materials incorporating online patient charting, interpreter services and other modalities to ensure holistic patient communication at a level patients can understand Safety: Practice priority setting in a dynamic working environment. Communication: Recognize how an individual's values can affect communication style.
		TOTAL Credits:	15		

Q3	Course Title	Course Description	Total Credits	Course Content	Student Learning Outcomes
NURS 190 *Potential Hybrid course	Variations in Health and Wellness II	Students will continue to study pathophysiology, pharmacology and disease processes as each relates to the care of individuals experiencing more common complex medical/surgical conditions across the lifespan. Students learn to apply principles of culturally-centered individual care, management of care, nutrition, the nursing process, documentation clinical judgment, critical thinking, teamwork, safety and professional decision within the practical nursing scope of practice.	5	<ul style="list-style-type: none"> • Management of more common complex medical/surgical conditions across the lifespan • Pathophysiology • Pharmacological principles related to common complex chronic diseases • Cultural and spiritual considerations • Nursing theory and nursing process • Delegation and health care roles • Current technological advances in health care • Practical nursing scope of practice 	<ol style="list-style-type: none"> 1. Individual-Centered Care: Apply cultural and spiritual principles in the care of individuals experiencing more common complex medical-surgical conditions. 2. Professional Nursing Practice: Practice evidence-based practical nursing care of individuals experiencing common complex medical-surgical conditions. 3. Leadership and Collaboration: Identify the role of the practical nurse as a member of the interdisciplinary team in the care of individuals experiencing common complex medical-surgical conditions. 4. Information and Technology: Utilize modern healthcare technology in the care of individuals experiencing common complex medical-surgical conditions. 5. Safety: Identify nursing principles of safe practice as it relates to individuals experiencing common complex medical-surgical conditions. 6. Communication: Utilize appropriate therapeutic techniques as they apply to the individual experiencing common complex medical-surgical conditions.
NURS191	Variations in Health and Wellness II Lab	Students will learn, practice and demonstrate nursing concepts and skills related to the care of individuals experiencing more common complex medical/surgical conditions. Includes phlebotomy techniques, IV insertion skills, pumps, EKG readings, post-mortem care, documentation, dosage calculation competency, and communication using evidence-based tools.	1	<ul style="list-style-type: none"> • Safe nursing skills for patients with more common complex medical/surgical conditions across the lifespan within acceptable nursing standards. • Compassionate bedside care with sensitivity and respect for diversity. • Communication within nursing and inter-professional teams and shared decision-making. • Healthcare Systems and process improvement • Information technology • Electronic Health Records and proper documentation • Safe medication administration 	<ol style="list-style-type: none"> 1. Individual-Centered Care: Recall that culture and spiritual awareness impact an individual's experiencing more common complex medical-surgical conditions in the laboratory setting. 2. Professional Nursing Practice: Implement appropriate practical nursing care for an individual experiencing more common complex medical-surgical in the laboratory setting. 3. Leadership and Collaboration: Identify the role of the practical nurse as a member of the interdisciplinary team as it applies to individuals experiencing more common complex medical-surgical in the laboratory setting. 4. Information and Technology: Document nursing care and teaching provided to individuals/families in the laboratory setting. 5. Safety: Practice safe nursing care principles as it relates to individuals experiencing more common complex medical-surgical in the laboratory setting. 6. Communication: Apply appropriate therapeutic techniques as they apply to the individual experiencing more common complex medical-surgical in the laboratory setting.

Q3	Course Title	Course Description	Total Credits	Course Content	Student Learning Outcomes
NURS192	Variations in Health and Wellness II Clinical/Sim	Students will observe and demonstrate nursing concepts and skills related to the care of individuals, including pediatric and reproductive individuals, experiencing more common complex medical/surgical conditions in the healthcare and simulation settings. Includes utilizing the EHR for documentation, practicing evidence-based nursing skills and communicating with the healthcare team.	6	<ul style="list-style-type: none"> • Safe nursing skills for patients with more common complex medical/surgical conditions across the lifespan within acceptable nursing standards. • Compassionate bedside care with sensitivity and respect for diversity. • Communication within nursing and inter-professional teams, fostering positive patient outcomes, mutual respect, and shared decision-making. • System effectiveness and individual performance that minimizes risk of harm to patients and families. • Information technology • Electronic Health Records • Proper Medication administration 	<ol style="list-style-type: none"> 1. Individual-Centered Care: Apply cultural and spiritual awareness and how it impacts an individual's experiencing more common complex medical-surgical in diverse clinical/simulation settings. 2. Professional Nursing Practice: Utilize current nursing practices in the care of an individual experiencing more common complex medical-surgical in diverse clinical/simulation settings. 3. Leadership and Collaboration: Implement the role of the practical nurse as a member of the interdisciplinary team as it applies to individuals experiencing more common complex medical-surgical conditions in diverse clinical/simulation settings. 4. Information and Technology: Appropriately document client status using proper medical terminologies in diverse clinical/simulation settings. 5. Safety: Utilizes principles to create a culture of safety in diverse clinical/simulation settings. 6. Communication: Apply appropriate therapeutic techniques in the care of individuals experiencing more complex medical-surgical conditions in diverse clinical/simulation settings.
NURS194 *Potential Hybrid course	Ethics and Policy in Nursing I	Students will learn to carry out nursing responsibilities utilizing ethical and legal principles that maintain dignity and respect to individuals seeking care. Topics include laws, ethics and policies around patient care as well as licensing for transition students.	2	<ul style="list-style-type: none"> • Policy, laws and ethics related to direct patient care • Policies governing licensure as students transition to professional practice • Nursing code of ethics • Laws governing the rights and responsibilities of healthcare workers 	<ol style="list-style-type: none"> 1. Individual-Centered Care: Apply ethical principles of nursing practice to ensure the delivery of safe, individual-centered care 2. Professional Nursing Practice: Illustrate the positive impact of ethical standards on professional nursing practice. 3. Leadership and Collaboration: Implement ethical standards to promote collaboration and culturally conscious leadership in nursing practice. 4. Information and Technology: Recognize ethical and legal guidelines in managing protected healthcare information. 5. Safety: Discuss the impact of ethical behavior on patient safety and nursing practice. 6. Communication: Apply ethical principles to therapeutic and professional communication techniques.
		TOTAL Credits:	14		

Appendix G: Complete Teachout Timeline

Summer 2022	Fall 2022	Winter 2023	Spring 2023	Summer 2023	NOTES
Summer 2022 4th quarter (old) NURS 145 NURS 154 NURS 161 NURS 163					
Fall 2022 Cohort 3rd quarter (old) NURS 133 NURS 140 NURS 149 NURS 151	Fall 2022 Cohort (4th quarter) NURS 145 NURS 154 NURS 161 NURS 163				
Winter 2023 Cohort 2nd quarter (old) NURS 131 NURS 134 NURS 137	Winter 2023 Cohort 3rd quarter (old) NURS 133 NURS 140 NURS 149 NURS 151	Winter 2023 Cohort 4th quarter (old) NURS 145 NURS 154 NURS 161 NURS 163			
	Summer 2023 Cohort 1st quarter (old) NURS 117 NURS 120 NURS 121 NURS 124	Summer 2023 Cohort 2nd quarter (old) NURS 131 NURS 134 NURS 137	Summer 2023 Cohort 3rd quarter (old) NURS 133 NURS 140 NURS 149 NURS 151	Summer 2023 Cohort 4th quarter (old) NURS 145 NURS 154 NURS 161 NURS 163	Teach out old curriculum through Fall 2023
		Fall 2023 Cohort 1st quarter (old) NURS 117 NURS 120 NURS 121 NURS 124	Fall 2023 Cohort 2nd quarter (old) NURS 131 NURS 134 NURS 137	Fall 2023 Cohort 3rd quarter (old) NURS 133 NURS 140 NURS 149 NURS 151	

Overlap OLD/NEW Curriculum

Fall 2023	Winter 2024	Spring 2024	Summer 2024	Notes
Fall 2023 Cohort 4th quarter (old) NURS 145 NURS 154 NURS 161 NURS 163				40 students
Spring 2024 PN Cohort (new) Q1 NURS 170 NURS 171 NURS 172 NURS 173	Spring 2024 PN Cohort Q2 NURS 180 NURS 181 NURS 182 NURS 186	Spring 2024 PN Cohort Q3 NURS 190 NURS 191 NURS 192 NURS 194		60 Students
		Fall 2024 PN Cohort (new)Q1 NURS 170 NURS 171 NURS 172 NURS 173	Fall 2024 PN Cohort Q2 NURS 180 NURS 181 NURS 182 NURS 186	60 Students
Students = ~97 students	60 students	120 students	60 students	Total students served = up to 140 Graduating students (SY 23-24) = up to 100

NEW Curriculum				
Fall 2024	Winter 2025	Spring 2025	Summer 2025	Notes
Fall 2024 PN Cohort Q3 NURS 190 NURS 191 NURS 192 NURS 194				60 students
Spring 2025 PN Cohort Q1 NURS 170 NURS 171 NURS 172 NURS 173	Spring 2025 PN Cohort Q2 NURS 180 NURS 181 NURS 182 NURS 186	Spring 2025 PN Cohort Q3 NURS 190 NURS 191 NURS 192 NURS 194		60 Students
		Fall 2025 PN Cohort Q1 NURS 170 NURS 171 NURS 172 NURS 173	Fall 2025 PN Cohort Q2 NURS 180 NURS 181 NURS 182 NURS 186	60 Students
120 students	60 students	120 students	60 students	Total students served = up to 180 Graduating students (SY 24-25) = up to 120

NEW Curriculum				
Fall 2025	Winter 2026	Spring 2026	Summer 2026	Notes
Fall 2025 PN Cohort Q3 NURS 190 NURS 191 NURS 192 NURS 194				60 students
Spring 2026 PN Cohort Q1 NURS 170 NURS 171 NURS 172 NURS 173	Spring 2026 PN Cohort Q2	Spring 2026 PN Cohort Q3 NURS 190 NURS 191 NURS 192 NURS 194		60 Students
		Fall 2026 PN Cohort Q1 NURS 170 NURS 171 NURS 172 NURS 173	Fall 2026 PN Cohort Q2	60 Students
120 students	60 students	120	60	Total students served = up to 180 Graduating students (SY 25-26) = up to 120

NEW Curriculum				
Fall 2026	Winter 2026	Spring 2026	Summer 2026	Notes
Fall 2026 PN Cohort Q3 NURS 190 NURS 191 NURS 192 NURS 194				60 students
Spring 2026 PN Cohort 1 st quarter NURS 170 NURS 171 NURS 172 NURS 173	Spring 2026 PN Cohort 2 nd quarter	Spring 2026 PN Cohort Q3 NURS 190 NURS 191 NURS 192 NURS 194		60 Students
		Fall 2027 PN Cohort Q1 NURS 170 NURS 171 NURS 172 NURS 173	Fall 2027 PN Cohort (new) 2 nd quarter	60 Students
120 students	60 students	120 students	60 students	Total students served = up to 180 Graduating students (SY 26-27) = up to 120

Appendix H – Clover Park Technical College Assessment Plan

	2019-20	2020-21	2021-22	2022-23	2023-24
Core Abilities ¹					
Communication				X	IP
Critical Thinking/Problem Solving		X	Improvement Plan		
Information/Technological Literacy			X	Improvement Plan	
Personal/Professional Responsibility	X	Improvement Plan			
Program Learning Outcomes ²					
Every term of every academic year	X	X	X	X	X
Course Learning Outcomes ³					
Every term of every academic year	X	X	X	X	X

¹Core ability assessment selection is done through a sampling of 15% of courses that identify a core ability as measurable. All core abilities will be assessed on a four-year cycle.

²Faculty will assess one PLO each term every academic year so that all PLOs are assessed on a two-year cycle.

³Scheduled so frequently offered courses are assessed each quarter and so that each instructor participates at least once a year. Courses offered infrequently will be assessed at least once every two years. CLOs are reviewed/revised on a four-year cycle during program review or as needed.

Appendix I - Distance Learning Alignment for Hybrid Courses: WAC 246-840-546

Quality assurance controls

Hybrid courses will be provided utilizing the Canvas Learning Management System (LMS) and lectures that are recorded utilizing *Panopto* or some other CPTC approved application for posting lectures ahead of time. Recorded lectures will be made available at least five days in advance of the classroom meeting time. This flipped classroom style will allow faculty and students to come together in a face-to-face session to solidify the content presented in the online lecture by diving deeper into content through application centered activities. An example of this would be a five-credit course having two hours of content provided in an online format and then three hours of in-person lecture time. Learning outcomes and methods of assessment for hybrid learning will mirror the approved outcomes and method of assessment for the traditional face-to-face classes.

All nursing syllabi are reviewed quarterly per the faculty collected bargaining agreement. Curriculum will be reviewed at the end of every quarter in a team meeting designed to looking solely at the curriculum. This is important as we implement the new curriculum and will continue through at least the first year of the new curriculum. At that time, the faculty will evaluate how implementation of the new curriculum is going utilizing identified metrics such as learning outcomes, methods of assessment and instruction, student evaluation of learning and teaching, end of program students' evaluations, etc. and determine if evaluation of curriculum can extend to yearly unless issues arise. Included in the student and faculty evaluations will be an indication of whether evaluated course was taught face to face or via hybrid learning. Students and faculty will be asked to identify barriers to learning as well as strengths of each course. This data will be utilized for comparison of face to face and distance learning classes.

The nursing program dean or nursing school lead will complete a classroom observation of each course and/or faculty a minimum of once per year. This plan will continue to evolve as the department continue process improvement. Tenure track faculty additionally have several classroom observations completed quarterly by tenure track committee members. For hybrid courses the Clover Park Technical College e Classroom Observation Assessment form will be utilized. The nursing program dean will review the completed observations, the online learning environment and the Student Assessment of Learning Experiences (SALE) with the individual faculty member at a minimum of annually to ensure continued quality.

Faculty Development Plan – Hybrid Education

The CPTC Teaching and Learning Center (TLC) and Learning Resource Center (LRC) are essential partners in assuring the quality of the nursing program, through faculty development. The TLC provides professional development opportunities including a Foundations for Teaching Online course, a variety of self-paced courses related to online teaching and accessibility, and communities of practice focused on equity, diversity and inclusion. The nursing faculty have been working with the instructional and curriculum design specialists to ensure transparency in learning and teaching, templated structure and ease of student use. This work will continue in Spring 2023 and Summer 2023 as we prepare for the new courses. In addition, the LRC team, including the Faculty Librarian and the LRC Coordinator, frequently present learning opportunities at faculty in-services, including online library resources, sessions related to various aspects of the Canvas LMS, and other online

teaching tools. The Library provides significant online resources for nursing education, as well, and library faculty are available to nursing faculty, to assist them in guiding students in their mastery of key resources for nursing education and practice. Library faculty have graciously attended a Nursing Team meeting to collaborate on the various nursing resources offered by the library.

Security

Clover Park Technical College does not have any open distance learning classrooms. All courses in the Canvas LMS are only accessible to course instructors, students who are registered for the course, and any observers who have instructor permission to view the class. We do not anticipate having synchronized learning through Canvas, Zoom or otherwise. The security in place should protect the content presented by the faculty and the students who are accessing that content.

Maintenance

Clover Park Technical College Information Technology department is responsible for maintenance of the LMS-Canvas software platform, upgrading hardware and software and monitoring functionality of networks including testing website access and links.

Additional information about our information technology services can be found in our 2021 report to [The Northwest Commission on Colleges and Universities](#). Please see the link below. Relevant information can be found on pages 111 and 112, under Information Technology.

Service supports for students and faculty using the system.

Faculty are provided information and training regarding canvas and any hybridized course requires that faculty have been trained with Foundations of Teaching Online. Students may receive assistance utilizing the college IT virtual assistance. Students and faculty may also receive assistance through the college's e-learning department.

1. How does the program ensure students receive curriculum comparable to full face-to-face teaching?

The curriculum within the program does not change in the online environment. Students are still expected to view lectures at home and attend class to participate in activities planned. We have been using Canvas to web-enhance our courses for several years. Students have been receiving much of the content including assignments, exams and readings on Canvas and that has not changed. The biggest change will be lectures being produced online for students to view before coming to class. Labs, Clinical and Simulation continue to be in-person.

2. Describe the programs ongoing evaluation of distance learning courses by students and faculty?

As with all other courses, we have students complete course evaluations that asked pointed questions about how the faculty supported their learning but also about whether or not students believe they learned what they were supposed to. This happens for all courses, regardless of learning modality.

Please see example from Spring 2021 below, which was a distance learning synchronous course survey.

Survey Example

OSS 3.0 - Online Survey System

Class Survey Results Report.

COURSE: NURS134

TITLE: PHARMACOLOGY IN NURSING

FACULTY: Name HERE

RESPONSES

5) Always 4) Usually 3)Some Times 2) Rarely 1) Never 0) N/A

1.00 - (Answer Key: 5=Always, 4=Usually, 3=Some Times, 2=Rarely, 1=Never, 0=N/A)

0% 0% 0% 0% 0% 0%

1.01 - The graded activities in the course were related to the things I was supposed to be learning.

0% 4% 0% 0% 0% 0%

1.02 - The graded activities in the course included a variety of different types of teaching activities and assignments.

0% 0% 0% 0% 0% 0%

1.03 - Before attempting each activity, I understood what I needed to do to earn

the grade I wanted.

0% **0%** 0% 0% 0% 0%

1.04 - The course materials helped me to do well in the course.

0% **0%** 0% 0% 0% 0%

1.05 - The technology used in the course (if any) contributed to my learning.

0% 0% 0% 0% 0% 0%

1.06 - I had many opportunities to interact with other students and the instructor in ways that helped me succeed in my course.

0% 0% 0% 0% 0% 0%

1.07 - I had enough time and opportunity to practice what I was learning.

0% 0% 0% 0% 0% 0%

1.08 - I received regular, timely and helpful feedback about how I was doing on assignments and activities.

0% 0% 0% 0% 0% 0%

2.01 - My instructor was knowledgeable about the subject of the course.

0% 0% 0% 0% 0% 0%

2.02 - My instructor was prepared and organized for each class session.

0% 0% 0% 0% 0% 0%

2.03 - My instructor modeled professional behavior at all times.

0% 0% 0% 0% 0% 0%

2.04 - My instructor showed enthusiasm for the material and for teaching.

0% 0% 0% 0% 0% 0%

2.05 - My instructor was consistent, respectful and fair.

0% 0% 0% 0% 0% 0%

2.06 - My instructor was easy to approach with questions.

0% 0% 0% 0% 0% 0%

2.07 - My instructor used a variety of different teaching methods such as discussion groups, lectures, online activities, videos, guest speakers, etc.

0% 0% 0% 0% 0% 0%

9.01 - (Please use this space for any comments or observations you wish to add.)

0% 0% 0% 0% 0% 0%

Appendix J: Disease Process and Pharmacotherapy Content

Quarter 2 -Medical-Surgical Disease Content and Pharmacotherapies	
Diseases	Meds
Pressure Ulcers	<ul style="list-style-type: none">• Antibiotics
Low Back Pain	<ul style="list-style-type: none">• NSAIDs• Opiates• Muscle relaxants• Benzodiazepines
Osteo Arthritis	<ul style="list-style-type: none">• NSAIDs• Opiates
Gout	<ul style="list-style-type: none">• NSAIDs• Opiates• Indomethacin• Prednisone• Allopurinol• Probenecid• Colchicine
Hiatal Hernias	<ul style="list-style-type: none">• Pain management• Anti-emetics
Abdominal Hernias	<ul style="list-style-type: none">• Pain management• Anti-emetics
Hemorrhoids	<ul style="list-style-type: none">• Rectal corticosteroids
GERD	<ul style="list-style-type: none">• Famotidine• Omeprazole• Pantoprazole• Calcium carbonate• Magnesium hydroxide
Abdominal pain/IBS/IBD	<ul style="list-style-type: none">• Bentyl• Imodium• Lomotil• Sulfasalazine (IBD)

	<ul style="list-style-type: none"> • Oral corticosteroids (IBD) • Methotrexate (IBD) • Laxatives • Stool softeners
Urolithiasis	<ul style="list-style-type: none"> • Anti-emetics • Pain management
Incontinence	<ul style="list-style-type: none"> • Oxybutynin
Dysmenorrhea	<ul style="list-style-type: none"> • Anti-emetics • Pain management • Birth control
BPH	<ul style="list-style-type: none"> • Finasteride • Tamsulosin
HPV	<ul style="list-style-type: none"> • Antivirals • Vaccine
Fibroids	<ul style="list-style-type: none"> • Anti-emetics • Pain management • Birth control
Erectile Dysfunction	<ul style="list-style-type: none"> • Sildenafil
Menopause	<ul style="list-style-type: none"> • Hormones
Asthma (peds and adults)	<ul style="list-style-type: none"> • Albuterol • Ipratropium • Beclomethasone • Montelukast • Tiotropium • Oxygen
COPD	<ul style="list-style-type: none"> • Albuterol • Ipratropium • Beclomethasone • Montelukast • Tiotropium • Oxygen
Hypertension	<ul style="list-style-type: none"> • Diuretics

	<ul style="list-style-type: none"> • ACE inhibitors • ARBs • Calcium channel blockers • Beta blockers
Athero- and Arteriosclerosis	<ul style="list-style-type: none"> • Statins • Bile acid sequestrants
Hearing loss/vertigo	<ul style="list-style-type: none"> • Meclizine
Meniere's Disease	<ul style="list-style-type: none"> • Meclizine • Anti-emetics
Visual acuity	<ul style="list-style-type: none"> • Mydriatic • Cycloplegic
Glaucoma	<ul style="list-style-type: none"> • Latanoprost • Timolol
Headaches	<ul style="list-style-type: none"> • NSAIDs • APAP • Triptans • Ergot Alkaloids • Anti-seizure drugs
CVA	<ul style="list-style-type: none"> • ASA • Plavix • Thrombolytics
Perioperative	
Diabetes Mellitus	<ul style="list-style-type: none"> • Insulin • Other injectables • Sulfonylureas • Biguanide • Thioridazine
Obesity	<ul style="list-style-type: none"> • Weight loss medications • Psychosocial implications • Medical risks

Quarter 3 -Medical-Surgical Disease Content and Pharmacotherapies	
Diseases	Meds
Paget's Disease	<ul style="list-style-type: none"> • Calcium • Vitamin D • Fosamax • Raloxifene
Osteoporosis	<ul style="list-style-type: none"> • Calcium • Vitamin D • Fosamax • Raloxifene
Hepatitis	<ul style="list-style-type: none"> • Anti-diarrheal • Anti-emetics • Interferons • Antivirals
Cirrhosis	<ul style="list-style-type: none"> • Anti-diarrheal • Anti-emetics • Lactulose • Diuretics • Pain management
CKD	
Glomerulonephritis	
Dialysis	
PKD	
HIV	<ul style="list-style-type: none"> • Antivirals
Adrenocortical insufficiency	<ul style="list-style-type: none"> • Cortisol (Addison's disease) • Hydrocortisone (Addison's disease) • Decadron (Addison's disease)
Hypo/hyperthyroidism	<ul style="list-style-type: none"> • Levothyroxine (hypo) • PTU (hyper) • Topazole (hyper)
Diabetes Insipidus	<ul style="list-style-type: none"> • Desmopressin

	<ul style="list-style-type: none"> • Vasopressin
SIADH	<ul style="list-style-type: none"> • Fluids
Dysrhythmias (basic)	
Coronary Artery Disease (angina)	<ul style="list-style-type: none"> • Nitrates • Beta blockers • Calcium channel blockers
Valve Disease	
CHF	<ul style="list-style-type: none"> • Ace inhibitors • ARBs • Diuretics • Beta blockers • Vasodilators • Cardiac glycoside
Peripheral Artery Disease	<ul style="list-style-type: none"> • Antiplatelet agents • Statins • Vasodilators
Seizures (Peds and Adults)	<ul style="list-style-type: none"> • Dilantin • Keppra • Ativan
Parkinson's Disease	<ul style="list-style-type: none"> • Anticholinergic drugs • Dopamine-receptor agonists
Multiple Sclerosis	<ul style="list-style-type: none"> • Dantrolene
ALS	
Rheumatoid Arthritis	<ul style="list-style-type: none"> • Methotrexate • Steroids • NSAIDs
Lupus	
RBC Disorders	<ul style="list-style-type: none"> • Ferrous sulfate (Iron Deficiency) • Cyanocobalamin (B12 Deficiency) • Folic acid (Folic Acid Deficiency) • Fluids (Sickle Cell Disease) • Pain management (Sickle Cell Disease) • Blood replacement (Sickle Cell Disease)

	<ul style="list-style-type: none"> • Anti-pyretic (Sickle Cell Disease)
Lung Cancer	<ul style="list-style-type: none"> • Pain management • Symptom management
Skin Cancer	<ul style="list-style-type: none"> • Pain management
Oral/esophageal Cancer	<ul style="list-style-type: none"> • Symptom management
Kidney Cancer	<ul style="list-style-type: none"> • Pain management
Breast Cancer	<ul style="list-style-type: none"> • Symptom management
Ovarian/uterine/cervical Cancer	<ul style="list-style-type: none"> • Pain management
Colorectal Cancer	<ul style="list-style-type: none"> • Symptom management
Liver Cancer	<ul style="list-style-type: none"> • Pain management
Pancreatic Cancer	<ul style="list-style-type: none"> • Symptom management
Bladder Cancer	<ul style="list-style-type: none"> • Pain management
Leukemia	<ul style="list-style-type: none"> • Symptom management

Appendix K: Lab Skills by Quarter

	Q1	Q2	Q3
Lab Skills	<ul style="list-style-type: none"> • Vital signs • H to T assessment • PPE • Blood glucose • Restraints • Gait belt • Bladder scan • ADLs (bed bath, oral care, foot/hand care, feeding, bed pan and urinal, BSC, bed making, fall risks) • Handwashing • Mobility (lifting and transferring) • ROM • Height/weight • Intro EHR • SBAR/AIDET • I & O • Intro meds (po, topical, buccal, rectal, vaginal) 	<ul style="list-style-type: none"> • Focused assessment • Oxygenation • Trach care • Specimen collection (urine, stool, wound, throat, nasal, hemocult) • Wound care (simple dsq) • SBAR • Ostomy care • EHR • Insulin • Straight caths • IS • Suture/staple removal • Ear/eye drops • Kangaroo pump • Tube feeding • NG tubes • Foley caths – 2 person vs. 1 person • IM, SC, ID 	<ul style="list-style-type: none"> • IV insertion • Phlebotomy • Pumps/PCA • Primary and secondary infusions • EKG • EHR • SBAR • Post-mortem care

Appendix L: Program Learning Outcomes, CPTC Core Abilities and NLN Course Crosswalk

Practical Nurse Certificate	Quarter 1				Quarter 2				Quarter 3			
Proposed 2023 Program Learning Outcomes	NURS 170: Intro to Health and Wellness	NURS 171: Intro to Health and Wellness lab	NURS 172: Intro to health and Wellness Clinical/Sim	NURS 173: Communication in healthcare I	NURS 180: Variations in Health and Wellness I	NURS 181: Variations in Health and Wellness I Lab	NURS 182: Variations in Health and Wellness I Clinical/SIM	NURS 186: Psychosocial Issues in Nursing I	NURS 190: Variations in Health and Wellness II	NURS 191: Variations in Health and Wellness Lab II	NURS 192: Variations in Health and Wellness II Clinical/SIM	NURS 194: Ethics and Policy in Nursing I
Individual-Centered Care: Utilize critical thinking to provide excellent individual-centered care to our diverse community.	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Professional Nursing Practice: Demonstrate professional nursing standards through continuous learning and self-care.	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Leadership and Collaboration: Create an inclusive and collaborative environment through the development of leadership qualities and culturally conscious attitudes.	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Information and Technology: Implement evidence-based information and technology that supports healthcare teams and their decision- making process.	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Safety: Integrate the nursing process to promote safe, high-quality care of individuals and their communities.	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Communication: Employ strong therapeutic communication skills to promote the health and wellness of individuals in various settings.	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R

	Quarter 1				Quarter 2				Quarter 3			
Proposed 2023 Core Abilities	NURS 170: Intro to Health and Wellness	NURS 171: Intro to Health and Wellness lab	NURS 172: Intro to health and Wellness Clinical/Sim	NURS 173: Communication in healthcare I	NURS 180: Variations in Health and Wellness I	NURS 181: Variations in Health and Wellness I Lab	NURS 182: Variations in Health and Wellness I Clinical/SIM	NURS 186: Psychosocial Issues in Nursing I	NURS 190: Variations in Health and Wellness II	NURS 191: Variations in Health and Wellness Lab II	NURS 192: Variations in Health and Wellness II Clinical/SIM	NURS 194: Ethics and Policy in Nursing I
CPTC Core Abilities												
Communication	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Critical Thinking/Problem Solving	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Personal/Professional Responsibility	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
Information/Technological Literacy	I	I	I	I	R	R	R	I/R	R/M	R/M	R/M	I/R
NLN Guiding Standards for Practical Nurses												
Human Flourishing	I	I	I	I	R	R	R	I/R	M	M	M	I/R
Professional Identity	I	I	I	I	R	R	R	I/R	M	M	M	I/R
Spirit of Inquiry	I	I	I	I	R	R	R	I/R	M	M	M	I/R
Nursing Judgment	I	I	I	I	R	R	R	I/R	M	M	M	I/R

M	Mastered	Students master the learning outcome at a two-year college level.
R	Reinforced	The skills associated with the learning outcome are worked on a level above introduction, and/or the skills being developed at a deeper level.
I	Introduced	The skills associated with the learning outcome are introduced to a limited degree.
N	Not Introduced	The skills associated with the learning outcome are not introduced.

Section Four: References

- (2022). *Mission, Vision, Values*. Clover Park Technical College. <https://www.cptc.edu/about/vision>
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