Cecil College Academic Program Review

CECIL COLLEGE
REAL STUDENTS. REAL SUCCESS.

Licensed Proactical Nurse (LPN)

June 2013

Program Review

Practical Nursing Certificate Program

Summer 2013

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Executive Summary

The Practical nursing program at Cecil College is entering its 19th year. The PN program has been designed to maximize options for nursing students at Cecil College. PN students take the first two semesters of the Associate degree (RN) program; during the summer between the first and second year of the Nursing Program, an LPN option is available. This is a ten week program that includes five LPN courses: LPN 201 Care of Childbearing/Childrearing Families; LPN 205 Advanced Medical/Surgical Theory; LPN 206 Professional, Legal and Ethical Issues; LPN 211 Clinical Lab III: Childrearing/Childbearing Families; and LPN 215 Clinical Lab IV Medical/Surgical/Psychiatric. All courses focus on the role of the LPN as it relates to the nursing process, nursing skills, delivery of care, professional, legal and ethical issues, and the application of the Neuman Systems Model. Family systems theory, growth and development, normal pediatric and maternity concepts, complex disease process in adults, and psychological stressors are all introduced.

This format creates flexibility for nursing students and allows students to become a licensed practitioner earlier. It also creates a 'stop-out' option for those students who need to stagger or delay their Associate degree completion and/or an option for those students who are unsuccessful in the senior year of the Associate degree program.

The PN program is fully integrated with the RN program. Both programs share technology, supplies, clinical facilities, and faculty. The PN program has a completion rate of 100% for the past five years and a 100% pass rate for the past five year on the NCLEX-PN exam. Both are significantly higher than many other schools in the region. The PN program at Cecil College is approved by the Maryland Board of Nursing.

The PN program, although small, meets a crucial student and workforce need in Cecil County. LPNs remain an integral part of the health care workforce, particularly in long term care and home care. According to the National Council of State Boards of Nursing (2012) there are 13,594 actively licensed LPNs in Maryland and 762,458 nationally. LPN/LVN programs provide a vital entry point into nursing that promotes diversity at individual, community and system levels (NLN, 2010; 2011); it is this diversity that strengthens the nursing profession and the delivery of healthcare.

Program Description

The Practical Nursing certificate program at Cecil College is integrated with the Associate of Science in Nursing (RN) program. The first two semesters of the nursing curriculum are the same as the Associate of Science program. Practical nursing students then take a ten week summer session to complete the requirements for the practical nursing certificate.

Program History

The Practical Nursing program at Cecil College, in its current format, was initiated in the summer of 1995. This curricular design was created to facilitate flexibility and options for the nursing student. PN students are admitted in the fall semester; complete the fall and spring semester with the Associate degree nursing students; and then complete the PN program requirements in the summer. Students are then eligible to take the NCLEX-PN and become licensed as practical nurses.

The PN program format allows students to complete a program, become licensed and still continue in the fall towards their Associate degree (RN) program if they choose to do so. It also increases students' options for employment as they complete the Associate degree program. Some Cecil students struggle financially and this type of program allows those students to complete the PN program, take a year off to work and then return in one year to complete their Associate degree (RN) program.

A positive, unintended consequence of this PN program format was the creation of options for the senior nursing student who is unsuccessful. Nursing students who have two failures in nursing are ineligible to return to Cecil College's nursing program. Students who complete the first two semesters of the nursing program successfully, but fail in the second year or semester three or four, are still eligible for the PN summer program. This creates an avenue for these individuals to still complete a program, obtain a skill set, and sit for a licensure exam (NCLEX-PN). This creates additional options for these students, as then they students can go on to complete an LPN to RN program at another educational facility. Several students have taken advantage of this option.

Historically, the number of students who complete the PN program at Cecil College has been small. However, the PN program provides a valuable option for students, while meeting the community needs related to Licensed Practical Nurses.

Relationship to the College's Mission Statement and Strategic Plan

Cecil College Mission Statement

"Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college

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preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence." *CC Strategic Plan 2010-15*

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:
1.   Emphasis on student completion
2.   Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3.   Creating workforce opportunities related to federal government expansion, and
4.   Becoming a regional leader in incorporating innovative technology

Cecil College's Practical Nursing Certificate program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing education/training that prepares individuals for employment as Licensed Practical Nurses.

Course work prepares students for their NLCEX-PN exam; necessary to practice as an LPN. Additionally, students are prepared to continue their education towards their Associate of Science in Nursing and upon successful completion of the associate degree, at Cecil or another institution, are eligible to sit for the NCLEX-RN. Graduates of the PN certificate program are prepared to work in several health care arenas, such as long term care; home care; or various outpatient areas, increasing opportunities and options for employment.

Faculty Profiles

The PN courses are taught primarily by full-time nursing faculty. Please see table below for credentials and specific course assignments. All nursing faculty assist with program outcomes, program assessment and program assignments as needed and related to their specialty discipline expertise.

Faculty	status	Credentials	Courses taught	Other college activities (2012-2013)
Holly Burns	PT (lab coordinator)	MSN, RN, BC	NUR 101, NUR 104, NUR 114 NUR 105, NUR 115	Nursing dept. meetings
Lori Bell	FT	DrPh, MSN, RN	NUR 101 NUR 105, NUR 115 LPN 201, LPN 205	Nursing dept. meetings Level II coordinator Division meetings Faculty Senate
Christy Dryer	FT (Dean)	DNP, RN, CNE	NUR 101 NUR 105 LPN 206	Nursing dept. meetings Division meetings Chairs CMT Professional development committee Innovative technology committee

Judy Fuhrman	FT	MS, APRN, BC	NUR 101	Nursing dept. meetings Practicum coordinator Division meetings Academic Affairs Safety committee Graduation committee
Shirley Gharbin	FT (LPN coordinator)	MSN, RN, PCCN	NUR 101, NUR 104, NUR 114 NUR 105, NUR 115 LPN 201, LPN 211, LPN 205, LPN 215, LPN 206	Nursing dept. meetings LPN program coordinator Division meetings Assessment committee Faculty Senate
Marta Hayden	PT (retention coordinator)	MSN, RN, OCN, CNE	NUR 101, NUR 104, NUR 114 NUR 105, NUR 115	Nursing dept. meetings
Cindi Horton	FT	EdD, MSN, RN, CNE	NUR 101, NUR 104, NUR 114 LPN 211, LPN 215	Nursing dept. meetings Level IV coordinator Division meetings Faculty Affairs
Mary Knarr	FT	MS, RN	NUR 101, NUR 104,	Nursing dept. meetings Level III coordinator Division meetings Faculty Senate
Roxanne Rash	FT	EdD, ND, MS, RN, CNE	NUR 101, NUR 104, NUR 114 NUR 105, NUR 115	Nursing dept. meetings Level I coordinator Division meetings Assessment committee

Program Curriculum
Practical Nurse Certificate

BIO 101 or General Biology
BIO 208 Anatomy and Physiology I
BIO 218 Anatomy and Physiology Lab I
BIO 209 Anatomy and Physiology II
BIO 219 Anatomy and Physiology Lab II
EGL 101 Freshman Composition
NUR 101 Concepts and Processes in Nursing
NUR 104 Nursing Fundamentals Theory
NUR 114 Clinical Lab I: Nursing Fundamentals
NUR 105 Care of Adult and Aging Clients
NUR 115 Clinical Lab II: Medical/Surgical Settings
LPN 201 Care of Childbearing/Childrearing Families
LPN 211 Clinical Lab III: Care of Childbearing/Childrearing Families
LPN 205 Advanced Medical/Surgical and Psychiatric Theory
LPN 215 Clinical Lab IV: Medical/Surgical/Psychiatric
LPN 206 Professional, Legal, and Ethical Issues

*students must assess higher than MAT 093 to be eligible for the Practical Nurse Certificate program
Practical Nurse Program Educational Outcomes

By the completion of the Practical Nurse certificate program, the Cecil College nursing LPN graduates are prepared to:

1.   Provide safe and competent nursing care at the LPN level, while promoting human dignity, integrity, self-determination
2.   Communicate effectively and appropriately with clients, families, health care team members and peers while promoting human dignity and patient advocacy
3.   Demonstrate the application of, critical thinking, and nursing concepts in the clinical decision making process, as they relate to the role of the practical nurse within the conceptual framework of practical nursing practice
4.   Embrace the fundamental core values of nursing identified by NLN: caring; diversity; ethics; excellence; holism; integrity; and patient-centeredness
5.   Take the NCLEX-PN

Statistical Data
LPN Student Demographics

Academic Year			Gender			
	Total # enrolled	Total # graduated	Male	% of total	Female	% of total
2007/2008	11	11	0	0%	11	100%
2008/2009	22	22	3	14%	19	86%
2009/2010	16	16	0	0%	16	100%
2010/2011	No class	No class	0	0%	0	0%
2011/2012	5	5	0	0%	5	100%
2012/2013	8	8	0	0%	8	100%

Academic Year					Age					
	< 25 yrs	% of total	26-30 yrs	% of total	31-40 yrs	% of total	41-50 yrs	% of total	Over 51 yrs	% of total
2007/2008	2	18%	3	27%	5	45%	1	9%	0	0%
2008/2009	4	18%	4	18%	7	32%	4	18%	3	14%
2009/2010	5	31%	2	13%	8	50%	1	6%	0	0%
2010/2011	0	0%	0	0%	0	0%	0	0%	0	0%
2011/2012	1	20%	3	60%	1	20%	0	0%	0	0%
2012/2013	3	38%	2	25%	2	25%	0	0%	1	13%

The Practical Nurse certificate program is integrated with the Associate degree nursing program, so the only accurate assessment of student enrollment is the students who actually take the LPN coursework. The LPN program has a high completion rate, with 100% completion for the five year period reported.

General Education Objectives

See attached table (Appendix A).

Program Evaluation
Program Strengths and Weaknesses

The PN program strengths are easy to identify: strong completion rates; strong NCLEX-PN pass rates; and a format that increases student options and flexibility. Additionally, the integration of the PN program with the Associate degree program facilitates the involvement of ALL nursing faculty in the PN program, particularly as it relates to program and course assessment, PN program assignments, and success of the students.

An additional program strength is the conversion of the theory courses (LPN 201, LPN 205, LPN 206) to hybrid format, which was completed summer of 2012. This classroom format, where the majority of course content is delivered on-line was a significant change from the previous in-person class format. Completed over two years (AY 2010/2011 and 2011/2012), this format only requires student to attend class one day a week and is similar to the 'flipped class' concept of teaching, where the in-person classroom time is spent on discussion, case studies, etc. This format also increases flexibility for the enrolled student, requiring less days on campus.

A continuing challenge for the PN program is enrollment. Many students are not interested in practical nursing but want to go directly to the Associate degree or RN level of nursing. This has been an ongoing issue and peaked in 2010 when there was very little student interest (two students were interested in taking the PN program that year, but the enrollment was too small to consider running the courses). Low enrollment was a significant factor in converting the LPN theory coursework into a hybrid format: to increase flexibility for the student and decrease faculty costs. While both of these goals have been met and enrollment has rebounded, it is still not strong.

In 1984 there was a full-time 12 month faculty who was hired to coordinate and manage the LPN program. This faculty member worked for Cecil for one year and until 2011, the PN program was managed by adjunct faculty or a willing full-time faculty member. This translated into minimal consistency in the organization of the program and limited 'ownership' of the program. In 2011, a full-time 12 month faculty member was hired, Shirley Gharbin, whose primary responsibility was to coordinate and manage the LPN program, as well as teach in the first and second semester of the Associate degree nursing program. This has translated into improved course assessment, course organization and management, and student satisfaction.

Program Opportunities

The ever-changing role of the nurse always provides opportunities for improvement in nursing education. While the PN format, both the hybrid theory course and the integration with the Associate degree program, have maximized flexibility and options for the student, it has not clearly translated into

increased enrollment. Increased enrollment for the entire PN program, as well as for just the theory coursework as 'prep' for the second year of the Associate degree program is an opportunity. Although PN program enrollment has declined nationally, there is still a community/regional/national need for LPNs in the health care work force.

The role of the LPN is specifically delineated by the Maryland Board of Nursing and by practice standards. The PN program at Cecil needs to revise the clinical component of this program to better align with these standards and role expectations. This was initiated in the summer of 2013 by revising clinical to include an extended clinical experience in long term care, as well as acute care. Student and faculty feedback was positive. This clinical experience will be continued in upcoming classes and the remaining clinical experiences will be further evaluated to assess for National and state standards alignment.

Adequacy of Available Technology/Facilities

The PN program has the same facilities and technology as the Associate degree program. All PN classes are in the Technology Center, 4th floor, nursing classrooms. All classes have access to Blackboard ® and audiovisual equipment for classroom instruction. Additionally, PN students have access to the simulation/clinical skills lab for remediation and class exercises. All PN students take the Assessment Technologies Inc. PN NCLEX predictor exam.

PN students attend clinical primarily in two locations: Christiana Care Health Systems for acute care; and Jenner's Pond Preston Residence for long term care. There are additional observational rotations related to LPN charge nurse responsibilities, pediatric and obstetrical experiences, and psychiatric nursing, at other health care facilities in the region.

There are no specific technology or facility needs for the PN certificate program at this time.

Articulation Agreements

There are no specific articulation agreements for the PN program. If the PN completer is a student in good standing, they are eligible to enter/complete the Associate degree (RN) program. If not, they are eligible, by virtue of licensure, to apply for other LPN to RN programs in the region.
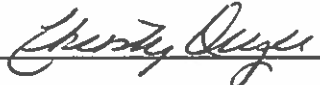
Program Goals and Objectives

The following goals and objectives have been established for the upcoming five years.

Goal(s)	Timetable for Completion	Required Resources	Obstacles to Completion
Increase enrollment in the PN program courses.	Summer 2014	none	Student interest; employment opportunities in region
Expand and revise PN clinical experiences to ensure relevancy.	Summer 2014	none	Willingness of clinical facility partners to have LPN students.

There are no recommendations specific to the PN program at this time. The PN program, although low enrolled, meets student and community need and should be continued. The National League for Nursing (NLN, 2011) recognizes that the LPN/LVN is "a valuable member of the nursing community and significantly contributes to improving the health of the nation". Additionally, the2011 Institute of Medicine (IOM) Future of Nursing report acknowledges that licensed practical/vocational nurses are especially important to health care delivery particularly because of their contributions to care in long-term care facilities, and community-based settings.

Approvals

Signature of Division Chair _____ Date 9/17/2013

Signature of the Chair of the _____ Date 12/18/2013

Academic Affairs Committee

Signature of the Dean of _____ Date 12-20-13

Academic Programs

Signature of the Chief _____ Date 1/2/14

Academic Officer

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Appendix A

General Education Objectives related to Practical Nursing certificate program

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
A. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in critical and creative thinking skills and problem-solving strategies.	1. Students will identify, categorize and distinguish among elements of ideas, concepts, theories and/or practical approaches to standard problems. 2. Students will analyze, evaluate, and/or criticize various academic disciplines and/or regional/national/global issues.	-Exams -Quizzes -Case studies -Ethical analysis assignment -Clinical Assessment Tool documentation -Instructor observation of care-giving	PN students enrolled in LPN 201; LPN 205; LPN 206; LPN 211; and LPN 215	LPN 201:Average grade for exam #2 was 86.4 Grades range from 96-78 Minimum passing grade for nursing courses is 76% LPN 205: 100% of students were able to explain the role of the LPN, explain the pathophysiology as well as identify and discuss appropriate nursing interventions and treatment options for case study scenarios LPN 206: 100% of students completed Ethical analysis assignment. Grade range 100-85. LPN 211/215: 100% of students independently implement health teaching based upon obvious and subtle client/ family/significant other stressors when appropriate
B. Students who complete the College's General Education Core Requirements will demonstrate College-level competency in writing.	1. Students will demonstrate accurate and effective explanatory writing skills. 2. Students will locate, collect and organize evidence on an assigned research topic.	-Discussion Board -Case studies -Journaling to summarize and analyze off-unit experiences -Psychological assessment -Neurological	PN students enrolled in LPN 201; LPN 205; LPN 206; LPN 211; and LPN 215	LPN 201: 96% of students completed all discussion board assignments LPN 205: 100% of students were able to explain the role of the LPN, explain the pathophysiology as well as identify and discuss appropriate nursing interventions and treatment options for case study scenarios.

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
		assessment -Ethical analysis assignment		LPN 206: 100% of students completed Ethical analysis assignment. LPN 211/215: Average grade for psychological assessment was 99.7 Average grade for neurological assessment was 94.25
C. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in oral communications.	1. Students will demonstrate effective public speaking skills. 2. Students will demonstrate an ability to evaluate their own public speaking skills.	-Class participation -Clinical Assessment Tool documentation -Instructor observation of care-giving	PN students enrolled in LPN 201; LPN 205; LPN 206; LPN 211; and LPN 215	LPN 201/205/206:100% class participation with minimal coaching from instructor. LPN 211/215: 100% of students independently implement health teaching based upon obvious and subtle client/ family/significant other stressors when appropriate
D. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in quantitative analysis.	1. Students will demonstrate understanding of mathematical principles and methods. 2. Students will demonstrate the ability to perform accurate calculations and symbolic operations.	-Exams -Clinical Assessment Tool documentation -Instructor observation of care-giving	PN students enrolled in LPN 201; LPN 205; LPN 211; and LPN 215	LPN 201: LPN 201:Average grade for exam #2 was 86.4 Grades range from 96-78 (exams include medication calculation questions) LPN 205: Exam #1 average 91 Grades range 96-82 (exams include medication calculation questions) LPN 211/215: instructor observation and student documentation in clinical setting. 100% of students passed LPN 211/215.
E. Students who complete the College's General Education Core	1. Students will demonstrate the ability to determine or calculate the solution to a	-Online modules -Discussion Board -Ethical analysis	PN students enrolled in LPN 201;	LPN 201: 96% of students completed all discussion board assignments

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
Requirements will demonstrate college-level competency in computer literacy and in the ability to work productively with information technology.	problem through the use of computer technology. 2. Students will demonstrate the ability to make effective use of writing-related computer technology.	assignment	LPN 205; and LPN 206	LPN 206: 100% of students completed Ethical analysis assignment.
F. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.	1. Students will demonstrate an awareness of ethical behavior. 2. Students will demonstrate an understanding of and appreciation for cultural diversity. 3. Students will demonstrate understanding of and appreciation for artistic expression. 4. Students will demonstrate understanding of and appreciation for health-and-wellness issues. 5. Students will demonstrate understanding of and appreciation for the physical and social environment.	-Exams -Quizzes -Case studies -Ethical analysis assignment -Clinical Assessment Tool documentation -Instructor observation of care-giving	PN students enrolled in LPN 201; LPN 205; LPN 206; LPN 211; and LPN 215	LPN 201: Average grade for exam #1 was 86.6 Grades range 94-78 LPN 205: Exam #1 average 91 Grades range 96-82 LPN 206: Final exam average 80.5 LPN 211/215: 100% of students independently implement health teaching based upon obvious and subtle client/ family/significant other stressors when appropriate
G. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in information literacy including finding,	1. Students will identify, categorize, and evaluate multiple information resources. 2. Students will cite multiple information resources in various course assignments.	-Case studies -Ethical analysis assignment	PN students enrolled in LPN205; and LPN 206	LPN 205: 100% of students were able to explain the role of the LPN, explain the pathophysiology as well as identify and discuss appropriate nursing interventions and treatment options for case study scenarios. LPN 206: 100% of students

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
evaluating, and using information effectively.				completed Ethical analysis assignment. Grade range 100-85