

# **Program Review**

## **Career Ladder Nursing Program**

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# UNIVERSITY OF HAWAII COMMUNITY COLLEGES

## ANNUAL INSTRUCTIONAL PROGRAM REVIEW

### Maui Community College Nursing Program Review (2006-2007)

#### **Program Mission Statement**

The nursing program is committed to provide an educationally sound, comprehensive program of study which recognizes the trends in health care delivery that indicate increased complexity and variation in future health care settings and environments.

#### **FIRST LEVEL (PN) PROGRAM LEARNING OUTCOMES**

Graduates of the Maui Community College Career Ladder First Level (PN) nursing program are educated to provide nursing functions expected of beginning level Licensed Practical Nurses and are prepared to work under the supervision of a registered nurse or a physician in hospitals, extended care facilities, private nursing agencies, home health agencies, clinics, and physician offices with staff development opportunities and adequate supervision. They are primarily educated to function as members of the multidisciplinary health care team in direct nursing care roles with adult and pediatric clients on general medical/surgical, obstetrical and normal newborn nursery units under the supervision of a registered nurse. In addition, they have been introduced to the role of the licensed practical nurse in the physician's office, clinics, long term care facilities and home health.

Graduates are eligible to take the National Council for Nursing Licensure Examination for Practical Nurses (NCLEX-PN) and, upon demonstration of satisfactory performance, will be awarded a license to practice as an L.P.N. The Maui Community College Career Ladder conceptual framework and curriculum are based on the Betty Neuman Systems Model.

1. The PN graduate will identify signs of physical and mental health, normal growth and development throughout the life cycle, including the etiology and gross manifestations of common diseases and abnormal conditions.
2. The PN graduate will demonstrate beginning critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate the care provided to clients and client systems.
3. The PN graduate will demonstrate proficiency in implementing [(including medication administration)] or delegating basic nursing skills.
4. The PN graduate will demonstrate caring behaviors, cultural sensitivity and will communicate therapeutically to meet the psychosocial needs of clients, client systems, and others.
5. The PN graduate's practice of nursing will demonstrate a basic understanding of health promotion and disease prevention, as well as restoration of health and management of chronic conditions.
6. The PN graduate will practice within the legal and ethical framework of nursing.

7. The PN graduate will function in a collaborative manner as a member of the multidisciplinary health care team in the provision of cost effective health care.
8. The PN graduate will demonstrate beginning skill in a variety of communication techniques, including written documentation, in the process of assessment, counseling, and therapeutic intervention with clients and client systems.
9. The PN graduate will provide appropriate basic health care instruction to clients, client systems, and others in a variety of settings.
10. The PN graduate will use quantitative reasoning, access and interpret information obtained using a variety of technologies.
11. The PN graduate will assume responsibility for maintaining current evidence-based practice, ongoing professional growth, and life-long learning.

## **SECOND LEVEL (ADN) PROGRAM LEARNING OUTCOMES**

Graduates of the Maui Community College Career Ladder Second Level (ADN) nursing program are educated to provide nursing care in agencies that provide appropriate orientation, on-going staff development opportunities, and professional guidance. They are primarily educated to function as members of the multidisciplinary health care team in direct nursing care roles with adult and pediatric clients on general medical/surgical, obstetrical, newborn nursery and psychiatric nursing units. They have been introduced to the concepts of nurse leader/manager and the role of the Registered Nurse in the physician's office, clinics, long term care facilities and home health.

Graduates are eligible to take the National Council for Nursing Licensure Examination for Registered Nurses (NCLEX-RN), and upon demonstration of satisfactory performance, will be awarded a license to practice as an R.N. The Maui Community College Career Ladder conceptual framework and curriculum are based on the Betty Neuman Systems Model.

1. The ADN graduate will synthesize knowledge of physiological, psychosocial, sociocultural and developmental functioning of clients and client systems in assessment, planning, delivering and evaluating nursing care.
2. The ADN graduate will exercise critical thinking in using the nursing process to assess, diagnose, plan, implement, and evaluate nursing care for clients and client systems throughout all stages of the life cycle.
3. The ADN graduate will demonstrate proficiency in implementing and/or delegating nursing skills used in the delivery of safe nursing care.
4. The ADN graduate will use a variety of communication techniques, including written documentation, in the process of assessment, counseling, and therapeutic intervention with clients and client systems.
5. The ADN graduate will develop and maintain therapeutic relationships that are based upon mutuality and respect, and take into consideration the health and healing practices, beliefs and values of the clients, client systems, and the community.
6. The ADN graduate's practice of nursing will demonstrate professionalism, caring and compassion.

7. The ADN graduate will develop and implement a variety of teaching-learning strategies in teaching clients and client systems for health promotion and disease prevention, as well as restoration of health and management of chronic conditions.
8. The ADN graduate will collaborate with the multidisciplinary team to manage care for individuals, families and groups of individuals in hospital, long-term care and community based settings where specified policies, procedures and guidance are available.
9. The ADN graduate will utilize quantitative reasoning and technology in the provision of nursing care and information management in a cost effective manner.
10. The ADN graduate will practice within the legal and ethical framework of nursing. The ADN graduate will assume responsibility for maintaining current evidence-based practice, ongoing professional growth, and life-long learning.

### Part I. Quantitative Indicators for Program Review

Demand	AY 04-05	AY 05-06	AY 06-07
<b>1. Annual new and replacement positions in the State</b>	10,624 RN 2,411 PN	10,624 RN 2,411 PN	10,624 RN 2,411 PN
<b>2. Annual new and replacement positions in the County</b> See additional information p. 7	451 RN 166 PN	451 RN 166 PN	451 RN 166 PN
<b>3. Number of majors *</b>	41 [68] AS 51[55] PN	41[56]AS 52[51]PN	40 [14] AS 40[77]PN
<b>4. Student Semester Hours for program majors in all program classes</b>	1502	1575	1496
<b>5. Student Semester Hours for non-program majors in all program classes</b>	na	na	na
<b>6. Student Semester Hours all program classes</b>	1502	1575	1496
<b>7. FTE program enrollment</b>	100	105	100
<b>8. Number of classes taught</b>	16	15	13
<b>9. Determination of program's health based on demand (Healthy, Cautionary, or Unhealthy)</b>			
<b>Efficiency</b>			
<b>10. Average class size</b>	36	38	39
<b>11. Class fill rate * see program data</b>	100%	100%	100%
<b>12. FTE of BOR appointed program faculty</b>	16	16	16
<b>13. Student/Faculty ratio</b>	10	10	10
<b>14. Number of Majors per FTE faculty (-Dept Chair, Sab, &amp; NA)</b>	7	7	6
<b>15. Program Budget Allocation (Personnel, supplies and services, equipment)</b>	^	^	^
<b>16. Cost per Student Semester Hour</b>	na	na	na
<b>17. Number of classes that enroll less than ten students</b>	0	0	0
<b>18. Determination of program's health based on Efficiency (Healthy, Cautionary, or Unhealthy)</b>			
<b>Effectiveness</b>			
<b>19. Persistence of majors fall to spring</b>			
<b>20. Number of degrees earned (annual) See Program Data</b>	19	30	38
<b>21. Number of certificates earned (annual) See Program Data</b>	38	38	48

	AY 04-05	AY 05-06	AY 06-07
<b>22. Number of students transferred (enrolled) to a four-year institution</b>	3	4	4
<b>Perkins Core Indicators</b>			
<b>23. Perkins core indicator: Academic Attainment (1P1)</b>			94.9 %ADN 100% PN
<b>24. Perkins core indicator: Technical Skill Attainment (1P2)</b>			100% ADN 100% PN
<b>25. Perkins core indicator: Completion Rate (2P1)</b>			87.8% ADN* 60%PN*
<b>26. Perkins core indicator: Placement in Employment, Education, and Military (3P1)</b>			89.5%ADN* 40.% PN
<b>27. Perkins core indicator: Retention in Employment (3P2)</b>			94.1%ADN 100% PN
<b>28. Perkins core indicator: Non Traditional Participation (4P1)</b>			14.8% ADN 11.1%PN
<b>29. Perkins core indicator: Non Traditional Completion (4P2)</b>			15.8%ADN 9.3%PN
<b>30. Determination of program's health based on effectiveness (Healthy, Cautionary, or Unhealthy)</b>			
<b>31. Determination of program's overall health (Healthy, Cautionary, or Unhealthy)</b>			
<b>32. Number of FTE faculty</b>	16	16	16

\*See Program Data Appendix p. 9

Program Data=2P1=91% RN, 89% PN (see appendix p.9 )

Program Data=3P1=100 RN and PN working or attending school or both

^See narrative and Appendix p. 17-19

## Part II. Analysis of the Program

**Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on analysis of data.**

### Strengths

1. National League for Nursing Accrediting Commission (NLNAC) awarded full accreditation for Achievement of Quality and Excellence in Nursing Education from Spring 2007 to Spring 2015. The NLNAC site visitors identified the following strengths:
  - a. Strong administration support
  - b. Strong community support
  - c. The faculty at MCC have a strong commitment to the college and the nursing program.
  - d. Allied Health Chair's ability to write and obtain grants for the nursing program.
  - e. A designated academic counselor
  - f. A designated, part-time MSW Counselor is available and utilized by nursing students only.
  - g. Strong student support services units.

- h. The Learning Center
  - i. Four patient simulators (1 adult, 2 children, 2 infant).
2. The nursing program continues to have exceptional completion and NCLEX 1<sup>st</sup> pass rates. Maintaining these outcomes is a high priority during rapid expansion of enrollment and addition of new nursing faculty.
  3. Positive graduate and employer evaluations of MCC Nursing Program (appendix p. 10).

#### Weaknesses

1. Recruitment of nurses prepared at the Master of Science in Nursing with expertise in all specialty areas is difficult. Currently MCC has one temporary nursing faculty with preparation at the BSN level.
2. NLNAC site visitors recommended revision of graduate and employer surveys to allow more systematic reporting of results.
3. Facilities are inadequate for expanded number of faculty and students.

#### **Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year's action plan)**

#### Additional Faculty

Four additional faculty positions were secured with funding from County of Maui which allowed admission of a second 1<sup>st</sup> level class in January 2007. Six new general funded positions were allocated to the Allied Health department for fall 2007. The positions included 4 nursing faculty, an academic counselor, and 1.0 APT fiscal position. Beginning January 2008 the nursing program will have four cohorts of nursing students (160 FTE), with graduations in May and December (AS) and July and December (PN).

#### Continuing Community Need

The program expansion will result in a significant increase in nursing graduates at both PN and AS level, however based on demographic projections from the Hawaii Center on Nursing; these new nurses will be far below the number needed in Maui County.

*“Between 2006 and 2020, demand for RNs in Hawai‘i is expected to grow by 28% while supply is expected to grow by 8.9%<sup>3</sup>*

*Projected shortfall of RNs in Hawai‘i Maui 11% of Hawaii population*

960 in 2006	96
2,220 in 2016	244
2,670 in 2020	293

*Projected graduation of nurses at existing enrollment patterns falls far short of projected need.” HSCFN, “Projected Registered Nurse Workforce in Hawai‘i 2005-2020”*

#### Statewide Nursing Program

All nursing program faculty are members of the consortium working to develop the State wide nursing program which will include an integrated nursing curriculum with PN exit, AS exit and Bachelor of Science in nursing (BSN) outcomes. Current projections are for students to begin new prerequisites fall 2009, admission of students to this program in

2010 with the first AS graduates in 2012 and BSN graduates in 2013. Maui Community College nursing faculty have committed themselves to this process because they believe the health care challenges facing Maui County will require more nurses prepared at the BSN level.

### **Part III. Action plan**

1. Continue to work with County of Maui and State officials to secure support for nursing program expansion to meet community need at all levels of preparation.
2. Secure portable classrooms and laboratory space for expanded nursing program.
3. Continue work on the Statewide Nursing Program that will provide on-going, cost effective access to the Bachelor of Science in nursing program on Maui (appendix p. 11-16 ).
4. Revise graduate and employer surveys for 2007 to allow more systematic reporting of results in the Systematic Program Evaluation.

### **Part IV. Resource Implications (physical, human, financial)**

The nursing program is a high cost program. Faculty salaries were increased in 2006 based on equity and demand. The cost of the nursing salary adjustments were off set, in part, by the implementation of a \$500/semester professional fee which is paid by all students in the nursing program.

The Hawaii Board of Nursing regulations mandate a 1:10 student faculty ratio during clinical instruction for patient safety. Program management is complex due to requirements for state and national accreditation, and the highly competitive admission process. These factors increase the faculty and program coordinator requirements for the nursing program.

Currently external support for the Allied Health Department Chair and nursing program faculty is provided by County of Maui and Oral Health Initiative grants (appendix p.17-19). On-going communication with decision makers is a priority to maintain resources needed for the Maui Community College Nursing Program.



### Maui Community College Registered Nurse Program Enrollment and Student Outcomes

Academic Year	# of Students Enrolled	# of Students Graduated	Retention Percentage	# Who Passed 1st Exam	% Passed 1st Exam	Total % Passed
2004-05	38	33	87%	31	94%	97%
2005-06	42	38	90%	37	97%	100%
2006-07	40	39	98%	37	95%	95%

**NOTES:**

^ = Above National Average

Beginning in Academic year 1996-97 the testing is only available off island

### Maui Community College Practival Nurse Program Enrollment and Student Outcomes

Academic Year	# of New Students Enrolled	# of Decelerated Students Enrolled	Total # of Students Enrolled	# of Students who Decelerated	# of Students who Graduated	Retention %	Graduation %	# of Students who tested	# Who Passed 1st Exam	% Passed 1st Exam	Total % Passed
2004-05	52	n/a	52	n/a	49	n/a	94%	49	48	98%	98%
2005-06	52	n/a	52	n/a	46	n/a	88%	46	46	100%	100%
Fall 2006	40	n/a	40	3	35	95%	88%	33	31	94%	94%
Spring 2007	37	3	40								

**Nursing Student Learning Outcomes (SLO)  
Related to General Education Outcomes**

	2004	2005	2006
<b>Employer Surveys (5 point scale)</b>			
Written communication-Document Care	3.3	3.8	3.7
Quantitative reasoning-Administer Medication	2.8	3.9	3.6
Verbal Communication-Communicate Effectively	3.3	4	3.8
<b>Graduate Survey (3 point scale)</b>			
Verbal communication-Case Presentation	2.3	2.7	3
Critical Thinking (added to survey in 2005)	na	3	3
Quantitative Reasoning-Medications & IV Therapy	3.0	2.8	3

## EMPLOYER SURVEY

The following 2006 graduate(s) are employed in your agency:

PLEASE RATE THESE ADN GRADUATES IN THE FOLLOWING AREAS:

	POOR	AVERAGE	EXCELLENT			
ABILITY TO:	1	2	3	4	5	Mean
Provide basic care			5	18	1	3.8
Perform clinical assessments		1	8	13	2	3.7
Perform clinical skills		1	11	11	2	3.6
Administer medications			12	10	2	3.6
Apply Nursing Process		1	10	11	3	3.6
Document care		1	9	11	3	3.7
Organize care	1		8	12	3	3.7
Work effectively as a team member		1	5	14	5	3.9
Demonstrate professional attitude		1	5	15	3	3.8
Communicate effectively		1	7	13	3	3.8
Problem solving	1		11	9	3	3.5
Analyze simple situations	1		10	11	2	3.5

## COMMENTS AND SUGGESTIONS:

- ☐ Has completed the GN Program. Working with minimal assistance for the past month. Positive attitude.
- ☐ Steven is learning and growing in his role as a RN. He is a team player, patient advocate and relates well to his peers.
- ☐ May applies her knowledge of nursing to her patients care. She is willing and eager to learn new concepts, theories as she grows in her role as an RN.
- ☐ Christy is a hard working dedicated RN. She is a team player and patient advocate. Her role in the ICU as a critical thinker is obvious.
- ☐ Jolynn has shown a willingness to learn and grow as a new RN. She is dedicated to providing quality care to her patients.
- ☐ Lohela is a dedicated RN who continues to grow in her role as a critical RN.
- ☐ Sarah is learning her role as a critical care RN. She is eager to advance her practice and is an apt learner.
- ☐ Cynthia is learning her role as a RN. She is dedicated to providing the best care possible to the patients in her care.
- ☐ Frances has learned much in the Interventional Unit. He is very eager to learn is a patient advocate and a team player.
- ☐ Still being oriented to PP. (started 10/9/06). Needs to improve organizational skills & critical thinking abilities. Needs to focus. Flex technical skills ie: IU stats are improving.
- ☐ Andrea is wonderful. I enjoy having her on the unit. She is full of enthusiasm and initiative.
- ☐ He shows interest in his job, knowledgeable and tries his best to adhere to the policy in the hospital and operating room.
- ☐ He has a quiet demeanor, but hard working.
- ☐ Needs to work harder at organizing himself.
- ☐ Rebecca will be an asset to the OR but is in training process of covering all services. Her average scores reflect a person in the training process.
- ☐ Emery is very self motivated and learns quickly. She stays busy and always asks appropriate questions. She is a great fit in the OR.

Maui Community College  
Career Ladder Nursing Program  
Graduate Evaluation Form  
A D N 2006

Dear Graduate:

Please rate how helpful the following has been to you in your first nursing positions:

**1. PREPARATION IN PRINCIPLES OF NURSING**

Clinical/Classroom preparation:

Please check one for each category (x):

	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	N/A
a) Lecture/Discussion			10	
b) Campus lab practice			10	
c) Clinical preparation			10	
d) Clinical experience			10	
e) IV therapy experience			10	
f) Medication administration			10	
g) Instructor feedback			10	
h) Evaluation tool		4	10	
i) Written reports of observational experiences		1	9	
j) MCC Learning Resource Center		4	6	
k) Tutoring	1	2	6	4
l) Case presentations			10	
m) Student oral presentations		2	8	
n) Academic counseling			9	1
o) Preceptorship			8	2

**2. The following support courses have/have not been helpful to me in my practice as a nurse.**

Please check one for each category (x):

	NOT HELPFUL	SOMEWHAT HELPFUL	HELPFUL	N/A
a) Anatomy/Physiology			10	
b) Psychology		2	8	
c) Microbiology		1	9	
d) Anthropology	2	3	5	
e) English		2	8	
f) Communications		1	7	
g) Math		1	9	
h) Nutrition		2	4	4

**3. To what degree did taking the NCLEX-PN Boards prepare you for PN licensure:**

☐ NOT HELPFUL      ☒ 2 SOMEWHAT HELPFUL      ☐ 8 HELPFUL

**4. To what degree do you feel that MCC Nursing Program has prepared you for nursing licensure:**

☐ NOT HELPFUL      ☐ SOMEWHAT HELPFUL      ☒ 10 HELPFUL

**5. To what degree do you feel that MCC Nursing Program has prepared you for nursing clinical practice:**

☐ NOT HELPFUL      ☐ SOMEWHAT HELPFUL      ☒ 10 HELPFUL

**6. To what degree do you feel that MCC Nursing Program has prepared you for continued education at the ADN, BSN or post-graduate level:**

☐ NOT HELPFUL      ☐ SOMEWHAT HELPFUL      ☒ 10 HELPFUL

**7. To what degree do you think the MCC Nursing Program promoted critical thinking?**

☐ NOT HELPFUL      ☒ 1 SOMEWHAT HELPFUL      ☐ 10 HELPFUL

**8. To what degree do you think the MCC Nursing Program developed your communication skills?**

☐ NOT HELPFUL      ☒ 1 SOMEWHAT HELPFUL      ☐ 9 HELPFUL

**9. If you were employed with new graduates from other nursing programs, compare your preparation for a beginning position.**

☒ 3 BETTER PREPARED      ☐ 1 AS WELL PREPARED

☐ NOT AS WELL PREPARED      ☐ 5 NOT RELEVANT

**COMMENTS:**

The hands on clinical time has been the most valuable part of the program for me

I feel this nursing program has prepared me well for my nursing career. As challenging as it was, I enjoyed the program and feel the curriculum was more than adequate.

The MCC nursing program was a great experience. I think the eval tool could be changed a little. It just didn't see to "put it all together for me. I think the time could be better spend than trying to identify specific instances related to the item in the eval tool.

MCC Nursing staff and programs provided an excellent educational experience.

The MCC Nursing program was an excellent learning and discipline educational experience. I still refer to notes and lectures in my practice and I feel very fortunate to have been educated in nursing veteran nurses who conduct themselves with integrity and dedication. Mahalo.

**5th Draft of UH Statewide Nursing Program  
Sample Program of Study  
(Semester Credits)**

*Updated: 9/13/07; 4/27/07; 4/23/07; (11/28/2006, Years 1 and 2 only, UHSNC Nov. 06 Meeting.)*

Yr	Fall	Credits		Spring	Credits	Summer	Credits
1 Prereq	Anatomy & Physio/ Lab	3/1*	A P P L Y	Anatomy & Physio/ Lab	3/1*		
	General Psych/Soc Sci (Psy 100)	3*		Human Development/ or other social science	3*		
	Math+ (Symbolic Reasoning)**	3**		Global & Multicultural Perspectives**	3**		
	Writing/Eng	3*		Microbiology*/**+	3*-5**		
		13			13-15		
2 All 31 Cr	Health Promotion Across the Life Span	9		Health and Illness I	10	Nursing Research offered	3
	Professionalism	1		Global & Multicultural Perspectives**	3**		
	Pathophys (NURS alpha)*	3*		Pharm*	3*		
	Elective/ DP	3**			16		
		16					
3	Family Health	10		Health and Illness III	9	International Elective	Variable
	Nursing Research**	3**		Professionalism	1		
	Humanities, Soc or Natural Science**	3**		Electives**	3**		
		16		Humanities or Social Science	3**		
					16 Total AS 66		
4	Health and Illness in the Community	7		Clinical Immersion and Leadership Development	10		
	Global Health	3		Statistics**	3**		
	Hawaiian, Asian, & Pacific Issues**	3**			13		
		13			Total BS 121		

\*Required for AS & BSN

\*\*Required for BSN

+Actual course selection determined by campus specific requirement

**Notations:**

- This assumes the following BS graduation requirements are integrated into nursing courses:
  - Writing intensive
  - Contemporary Ethical Issues
  - Oral Communication
- Accreditation/Graduation Credits:
  - NLNAC-AS maximum = 72 credits 60% nursing 40% General Ed
  - BSN maximum=125

**Comments regarding revisions made on 11/28/2006:**

- Deleted Nutrition from Program of Study; requires deletion of Nutrition as a prereq for UHM

DRAFT  
UH Hawai'i Statewide Nursing Competencies  
Refined at HSNC Meeting of 08/02/2007  
Revised at HSNC Meeting of 10/4/07\*  
\*Edits Noted with Track Changes Feature

1. **A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.**
  - 1.1 Core nursing values include social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior
  - 1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret respond and reflect on these dilemmas using ethical principles and frameworks as a guideline
  - 1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions
  - 1.4 Professional nursing functions within legally defined standards of practice and state specific regulations
2. **A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that...**
  - 2.1 Ongoing reflection, critical examination and evaluation of one's professional and personal life improves nursing practice
  - 2.2 Reflection and self-analysis encourage self-awareness and self-care
  - 2.3 Pursuing and advocating healthy behaviors enhance nurses' ability to care for client
3. **A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that . . .**
  - 3.1 Knowledge and skills are dynamic and evolving, in order to maintain competency one must continuously update their knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences
  - 3.2 The nurse uses legitimate sources of evidence for decision-making such as research evidence, standards of care, community perspectives and practical wisdom gained from experience
  - 3.3 As "best practices" are continuously modified and new interventions are constant, the nurse incorporates changes into practice
4. **A competent nurse demonstrates leadership in nursing and health care through the understanding that ...**
  - 4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving
  - 4.2 A competent nurse effectively uses management principles, strategies, and tools
  - 4.3 An effective nurse works with the health care team including the delegation of responsibilities and supervision

5. **A competent nurse collaborates as part of a health care team**
  - 5.1 The client is an essential member of the healthcare team
  - 5.2 A collegial team is essential for success in serving clients
  - 5.3 Effective team members must be able to give and receive constructive feedback
  - 5.4 Colleagues create a positive environment for each other that values holistic client care
6. **A competent nurse practices within, utilizes, and contributes to the broader health care system**
  - 6.1 All components of the healthcare system must be incorporated when providing interdisciplinary care
  - 6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes and political activities
7. **A competent nurse practices client-centered care**
  - 7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy
  - 7.2 Nursing practice should reflect the attitudes, beliefs and values of clients
  - 7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing
8. **A competent nurse communicates effectively through the understanding that ...**
  - 8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients
  - 8.2 When working with colleagues or clients, it is important to insure that accurate, timely and complete communication has occurred
  - 8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach
9. **A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety through:**
  - 9.1 Analysis and integration of available data
  - 9.2 Implementation of prioritized care based on evaluation of data
  - 9.3 Evaluation and analysis of the nurses' personal clinical performance
  - 9.4 A competent nurse engages in risk reduction activities, recognize, communicate and intervene to promote client safety

Professional Competencies	Health Promotion (revised and approved by HSNC on 10/4/07)	Health and Illness I (revised and approved by HSNC on 10/4/07)	Family Health	Health and Illness III	Health & Illness in the Community and the Global Community	Clinical Immersion and Leadership Development
1 A competent nurses' professional actions are based on core nursing values, professional standards of practice, and the law.	Utilizes the legal standards and ethical concepts while delivering nursing care across the life span.	Utilizes ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.	Apply the ANA Code of Ethics to care of families including client rights, dilemmas between individual rights and the common good, identification of choices and possible consequences.	Analyze ethical and legal concerns that are experienced by clients, families, and nurses associated with acute and chronic client care including the dying process.	Act within the field of nursing and in the political environment to advocate for issues that are relevant to the health of communities and global health.	Work with team members to uphold ethical practice, assuring that patients rights are protected by institutional policies and practices
2 A competent nurse develops insight through reflective practice, self-analysis, and self-care	Identifies own responsibility for reflective practice in a performance based curriculum.	Uses a structured plan to reflect on personal nursing practice.	Reflect on nursing practice and patient response to remain open to changes in the health of and stresses on the family unit and its individual members.	Propose adjustments to plan of care after reflecting on clients' level of comfort and ability to manage symptoms and symptom of distress.	Use multiple resources, including political and societal resources, in evaluating own practice as well as multiple levels of alliances for health promotion	Practice reflective strategies for complex professional and personal situations, identifying areas for improvement.
3 A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research	Learn how to seek and evaluate information to gain the nursing knowledge and skills necessary to promote health across the life span.	Utilizes reliable sources of information to support nursing care decisions.	Seek information to develop evidenced-based care that are family-centered, age- and culturally-appropriate using evidenced-based clinical guidelines.	Use evidence-based, individualized, developmentally appropriate intervention plans with accompanying rationales that are dynamic and based on changing needs of the client and family needs.	Use population-based analytic assessment skills that incorporate a variety of frameworks (social, economic, environment, etc.)	Demonstrate commitment to new and continuing learning opportunities, expanding repertoire of learning activities and experiences with other health care team members, especially those who hold different points of view.
4 A competent nurse demonstrates leadership in nursing and health care	Discuss nursing care situations that require delegation and leadership decisions.	Identify nursing care situations requiring the need for delegation and leadership.	Consult with experienced nurses regarding delegation needs for client care.	Manage the nursing care of a group of patients in the acute and community settings.	Incorporate attributes of effective leadership and partnership practices into family, community and population interventions	Regularly evaluate own leadership in client and team situations in the selected population.
5 A competent nurse collaborates as part of a health care team	Identify roles and functions of each member of the health care team.	Begin to practice in the role of professional nurse as part of the health care team	Identify roles of health care team members involved in providing care to the individual and the family unit.	Collaborate with members of the health care team to plan individualized plans of care to meet the needs of the client and their families.	Collaborate effectively with individuals, families, and in partnership with community and multinational groups to promote optimal health outcomes both locally and globally.	Promote collaborative interactions with all members of the health care team while empowering others.



Professional Competencies	Health Promotion (revised and approved by HSNC on 10/4/07)	Health and Illness I (revised and approved by HSNC on 10/4/07)	Family Health	Health and Illness III	Health & Illness in the Community and the Global Community	Clinical Immersion and Leadership Development
6 A competent nurse practices within, utilizes, and contributes to the broader health care system (including the Global Community)	Describe the components of the health care delivery system in the U.S.	Identify factors that influence access and continuity of health care	Recognize limitations of community and governmental support for family units and individual members with illness.	Assist clients to obtain available health resources within the community to expand treatment options.	Analyze impact of health care delivery system issues, policy and financing on local, national, and international health concerns.	Identify costs and benefits of resource options for client care.
7 A competent nurse practices client-centered care	<b>OPTIONS SUGGESTED, NOT YET FINALIZED:</b> Develop a mutually agreed upon plan of care with the client Discuss the elements of client centered care Develop a client-centered teaching plan	Deliver a plan of care that is client centered and based on empathy and (sensitivity)	Safely implement care plans for the family unit and its individual members based on health assessments guided by family theory and focusing on cultural and developmental aspects of the family system, making appropriate referrals to community agencies for clients and families	Evaluate effectiveness of evidence-based nursing care and accuracy of assessments and uses this data to individualize care based on client preferences.	Utilize an awareness of the impact of the culture and history of the communities, economic, and other environmental situations in developing responses to health care needs of local and global communities.	Advocate for inclusion of client/family uniqueness in all aspects of care.
8 A competent nurse communicates effectively	<b>OPTIONS SUGGESTED, NOT YET FINALIZED:</b> Practice effective communication techniques to establish a therapeutic relationship. Practice effective oral and written communication with clients, peers and faculty Practice effective communication techniques to establish a therapeutic relationship with the client and maintain communication with peers and other members of the health	Use therapeutic communication skills in the development of relationships with clients and families.	Demonstrate therapeutic communication skills in interactions and relationships with families, individuals, and other members of the health care team with attention to the identification and correction non-therapeutic communication techniques	Demonstrates sensitivity and responsiveness in interactions with clients.	Incorporate knowledge of cultural differences in population-based practice to promote communication with all clients.	Adapt communication style to promote therapeutic communication with all clients

Professional Competencies	Health Promotion (revised and approved by HSNC on 10/4/07)	Health and Illness I (revised and approved by HSNC on 10/4/07)	Family Health	Health and Illness III	Health & Illness in the Community and the Global Community	Clinical Immersion and Leadership Development
9 A competent nurse demonstrates clinical judgment / critical thinking in the delivery of care of clients while maintaining safety	Utilizes a systematic process to develop and deliver a plan of care.	<p><b>OPTIONS SUGGESTED, NOT YET FINALIZED:</b></p> <p>Develop a plan of care for clients that incorporates evidence based strategies, clinical judgments based on assessment data, child and family developmental considerations and a deep understanding of the clients perspective and illness experience.</p> <p>Deliver a client-centered plan of care based on current knowledge and the best available evidence</p> <p>Utilizes clinical judgment and critical thinking to deliver ...</p> <p>Use a systematic process to deliver ...</p> <p>Deliver individualized plan of care based on the available data</p>	Using wellness trajectories, recognize normal and identify abnormal responses and the occurrence of complications in the client's/family's responses to interventions.	Conduct in depth, evidence-based, culturally, age and developmentally appropriate assessments, interpret the data to identify appropriate evidence based interventions.	Participate in population- based program planning and policy development related to issues such as disaster preparedness, bioterrorism, and pandemics, utilizing principles of primary, secondary and tertiary prevention.	Make sound clinical judgments based on increasingly complex knowledge base and experience in care of selected populations.

# Maui Community College Allied Health Proposal

Fiscal Year 2006-2007 Proposed Budget

Last updated: 3/5/07

		Total Cost of Project	County of Maui	Matching Commitments		
				UH-MCC General Funds*	Research & Training Revolving Fund	Federal - OHI Grant **
Personnel						
Allied Health Careers Expansion						
Academic Counselor, C2-5 11 month (0.5) (fr	27,253	27,253				
Academic Counselor, C2-5 11 month (0.5)	27,253					
Nursing Career Ladder C2-10 (11month)	73,584			73,584	27,253	
Nursing Career Ladder C2-10 (fringe @ 38.6	65,712	65,712				
Nursing Career Ladder C2-10 (fringe @ 38.6	65,712	65,712				
Nursing Career Ladder C2-10 (fringe @ 22%	65,712				55,712	
Nursing Career Ladder C2-10 (fringe @ 38.6	65,712	65,712				
TLC Support, Edu Specialist (0.5) (fringe @	20,658	20,658				
Dental Assisting Faculty C2-12 11 months	0					
Clerical 1.0 (fringe @ 22%)	25,656				25,656	
Fiscal Support Specialist 1.0 (fringe @ 22%	39,000				0	39,000
Nursing Salary Retainage Adjustments	71,640			71,640		
Subtotal Personnel Costs:	547,892	245,047		145,224	118,621	39,000
Fringe Benefits	128,831	94,154		0	26,097	8,580
Total Personnel Costs:	676,723	339,201		145,224	144,718	47,580
Other Costs						
DH Self Study Consultant/Accreditation Expe	25,294	4,583			20,711	
Facilities cost at Maui Oral Health Center	115,000	100,000			15,000	
Consultant for Portable Classroom/Lab/Office	30,000	30,000				
Telephones, Copying, Printing, Binding, etc	0				0	
Operating Supplies	50,265	12,858			10,907	26,500
Operating Equipment	18,500				0	18,500
Total Other Costs:	239,059	147,441		0	46,618	45,000
Total Personnel Costs:	676,723	339,201		145,224	144,718	0
Total Direct Costs:	915,782	486,642		145,224	191,336	47,580
Modified Total Direct Costs	381,642	381,642		N/A	N/A	47,580
Total Indirect Costs @ 3.5% County	13,358	13,358		0	0	
TOTAL COSTS	929,140	500,000		145,224	191,336	47,580
MCC General Funds						
RTRF	145,224			145,224		
Federal	191,336				191,336	
Hawaii Dental Services	47,580					47,580
TOTAL MATCHING FUNDS	429,140					45,000
Budget Explanation:						

Maggie Bruck  
Maggie Bruck  
Maggie Ward  
Gayle Early  
Fely Salas  
Kathleen Hagan - MMMC  
Mary Farmer  
Not hired  
June Viera  
Judy Miller - MMMC  
Marcia Hoffman - OHI

Pending

26,500  
18,500  
45,000  
0  
45,000

Maui Community College Allied Health Proposal					
Fiscal Year 2006-2007 Proposed Budget 438202					
Last updated: 7/16/07					
	Total Cost of Project	County of Maui	UH-MCC General Funds*	Research & Training Revolving Fund	Hawaii Dental Services
<b>Personnel</b>					
Allied Health Careers Expansion					
Academic Counselor C2-5 11 month (0.5)	19,394	19,394			
Academic Counselor C2-5 11 month (0.5)	14,852		7,426	7,426	
Nursing Career Ladder C2-10 (11 month)	77,930		77,930		
Nursing Career Ladder C2-10 (fringe @ 38.60%)	69,108	69,108			
Nursing Career Ladder C2-10 (fringe @ 38.60%)	56,239	56,239			
Nursing Career Ladder C2-10 (fringe @ 38.60% / 22%)	56,239	11,938		44,301	
Nursing Career Ladder C2-10 (fringe @ 38.60%)	51,844	51,844			
IT Person (fringe @ 38.60%)	14,690	14,690			
TLC Support, Edu Specialist (0.5) (fringe @ 36.5%)	20,110	20,110			
Dental Assisting Faculty C2-12 11 months	75,792		75,792		
Clerical 1.0 (fringe @ 38.60% / 22%)	25,199	8,228		16,971	
Nursing Salary Retainage Adjustments	88,833		88,833		
Subtotal Personnel Costs:	570,230	251,551	249,981	68,898	
Fringe Benefits	147,243	96,676	35,453	15,114	
Total Personnel Costs:	717,473	348,227	285,434	83,812	
<b>Other Costs</b>					
DH Self Study Consultant/Accreditation Expenses	0	0		0	
Facilities cost at Maui Oral Health Center	84,582	84,582			
Consultant for Portable Classroom/Lab/Office	0				
Nursing Building - Design and Construction	73,754				
Operating Supplies	69,207	52,332	73,754		
Operating Equipment	20,125		12,000		
Total Other Costs:	267,568	136,914	85,754		24,875
Total Personnel Costs:	717,473	348,227	285,434	83,812	45,000
Total Direct Costs:	985,141	485,141	371,188	83,812	45,000
Modified Total Direct Costs	424,504	424,504	N/A	N/A	
Total Indirect Costs @ 3.5% County	14,859	14,859		0	
<b>TOTAL COSTS</b>	<b>1,000,000</b>	<b>500,000</b>	<b>371,188</b>	<b>83,812</b>	<b>45,000</b>
MCC General Funds	371,188		371,188		
RTRF	83,812			83,812	
Hawaii Dental Services	45,000				45,000
<b>TOTAL MATCHING FUNDS</b>	<b>500,000</b>				
Budget Explanation:					
represents any amount that changed from what has been approved.					

\*MCC General Funds are new positions allocated to Maui Community College

RTRF=Research and Training Revolving Fund Indirect cost  
Revenues generated on Federal, State, and other external grants.

Additional grants  
MOHC-Hawaii Dental Service for dental equipment and supplies \$45,000

Maui Community College Allied Health Proposal				
Year 2008 Proposed Budget				
Last updated: 7-17-07				
1/1/08 - 12/31/08				
	Total Cost of Project	County of Maui	UH-MCC General Funds*	Capital Improvement Funds from Leg.
<b>Personnel</b>				
<b>Allied Health Careers Expansion</b>				
Academic Counselor, C2-5 11 month (0.5) (fringe @ 22%)	60,000		60,000	
Nursing Career Ladder C2-10 (fringe @ 22%)	73,000		73,000	
Nursing Career Ladder C2-10 (fringe @ 22%)	72,000		72,000	
Nursing Career Ladder C2-10 (fringe @ 22%)	72,000		72,000	
Nursing Career Ladder C2-10 (fringe @ 22%)	64,000		64,000	
Nursing Career Ladder C2-10 (fringe @ 38.258%)	72,283	72,283		
Nursing Career Ladder C2-10 (fringe @ 38.258%)	72,283	72,283		
TLC Support, Edu Specialist (0.5) (fringe @ 38.258%)	20,658	20,658		
Clerical 1.0 (fringe @ 38.258%)	24,684	24,684		
Allied Health IT Specialist (fringe @ 38.258%)	35,256	35,256		
Subtotal Personnel Costs:	566,164	225,164	341,000	
Fringe Benefits	161,163	86,143	75,020	
<b>Total Personnel Costs:</b>	<b>727,327</b>	<b>311,307</b>	<b>416,020</b>	
<b>Other Costs</b>				
Facilities cost at Maui Oral Health Center *	98,805	98,805		
Allied Health new building design and construction	83,980			83,980
Allied Health Vendors**	15,000	15,000		
Operating Supplies	60,000	60,000		
Total Other Costs:	257,785	173,805	0	83,980
<b>Total Personnel Costs:</b>	<b>727,327</b>	<b>311,307</b>	<b>416,020</b>	<b>0</b>
<b>Total Direct Costs:</b>	<b>985,112</b>	<b>485,112</b>	<b>416,020</b>	<b>83,980</b>
Modified Total Direct Costs	425,363	425,363	N/A	N/A
Total Indirect Costs @ 3.5% County	14,888	14,888	0	0
<b>TOTAL COSTS</b>	<b>1,000,000</b>	<b>500,000</b>	<b>416,020</b>	<b>83,980</b>
<b>MCC General Funds</b>				
Capital Improvement Funds from Leg.	416,020		416,020	
<b>TOTAL MATCHING FUNDS</b>	<b>500,000</b>			<b>83,980</b>

**Budget Explanation:**

MCC General Funds are new positions allocated to Maui Community College

\* Facility Cost at Maui Oral Health Center = rent, building maintenance, electricity, phone and repairs to major operating equipment

\*\* Vendors for Allied Health = Shreddex, Biowaste, Alii Linens, Xerox