

**Agendum
Oakland University
Board of Trustees Formal Session
December 1, 2014**

**REAL ESTATE LEASE AGREEMENT
FOCUS: HOPE**

1. **Division and Department:** Academic Affairs, School of Nursing (SON)

2. **Introduction:** The SON is currently leasing space at Focus: HOPE (FH) in Detroit to continue the education of the matriculating Practical Nursing (LPN) students who had previously attended the program at the Riverview Institute. The lease is for six months and is due to expire on December 31, 2014. The Oakland University (OU) School of Nursing (SON) proposes extending the current lease with FH (1360 Oakman Blvd., Detroit, MI 48238) to a period of five years, to commence January 1, 2015 and expire on December 31, 2020. The continuing education programs to be housed at Focus: HOPE include the Certified Nursing Assistant (CNA) program and the Licensed Practical Nursing (LPN) program. The basic proposed lease details are as follows:
 - The FH proposed space is approximately 10,350 square feet which is currently adequate for the needs of the certificate health programs
 - The proposed rent would be estimated at \$10,350 per month
 - The amount of \$25,000 is proposed for costs for the build-out to renovate space to SON needs
 - Additional benefits include the opportunity for students to utilize onsite childcare, remediation services, social services, secure parking, onsite cafeteria and career services

3. **Previous Board Action:** On May 7, 2014, the Board of Trustees approved a six months Real Estate Lease Agreement beginning July 1, 2014 through December 31, 2014 between Oakland University and FH. This contract included the potential to continue to rent this space for a period of four months.

4. **Budget Implications:** The Oakland University SON will continue to receive continuing education tuition income from approximately 200 students. SON, through continuing education funds, shall pay rent to FH for office, laboratory, and classroom space. Long distance telephone, use of copiers and facsimile machines, furniture and other office equipment, including phone instruments, are not included in the rent, and are the SON's sole responsibility.

5. **Educational Implications:** The FH location is suitable for the continuing education (CNA and LPN) programs and will provide excellent educational

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facilities for students and the opportunity to further expand community involvement and workforce development programs serving the Southeastern Michigan area.

6. **Personnel Implications:** Personnel needed for the operation of the programs will be funded through program revenues.

7. **University Reviews/Approvals:** This recommendation has been reviewed by the Interim Dean of the School of Nursing and the Senior Vice President for Academic Affairs and Provost.


8. **Recommendation:**

RESOLVED, that the Board of Trustees authorizes the Senior Vice President for Academic Affairs and Provost to execute a real estate lease agreement with Focus: HOPE; and be it further

RESOLVED, that the lease agreement be reviewed and approved by the Office of the Vice President of Legal Affairs and General Counsel prior to execution, and be in compliance with the law and University policies and regulations, and conform to legal standards and policies of the Vice President for Legal Affairs and General Counsel.

9. **Attachments:** Attachment A.

Submitted to the President
on 11/18, 2014 by



James P. Lentini, D.M.A.
Senior Vice President for
Academic Affairs and Provost

Recommended on 11/19/14, 2014
to the Board for approval by



George W. Hynd
President

**OAKLAND
UNIVERSITY™**



School of Nursing

**Proposal for
a Collaborative Partnership
between
Oakland University School of Nursing
and Focus: HOPE**

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BACKGROUND

The School of Nursing (SON) proposes a long-term agreement to relocate the Licensed Practical Nurse (LPN) program and other healthcare-related certificates and/or professional development programs to Focus: HOPE (1360 Oakman Blvd., Detroit, MI).

Focus: HOPE was founded by Father William Cunningham and Eleanor Josaitis in 1968 and was dedicated to intelligent and practical solutions to problems associated with hunger, economic disparity, inadequate education, as well as racial divisiveness. Focus: HOPE strives to achieve its mission through food programs, HOPE Village Initiative and career training programs. Their mission is:

Recognizing the dignity and beauty of every person, we pledge intelligent and practical action to overcome racism, poverty, and injustice. And to build a metropolitan community where all people may live in freedom, harmony, trust and affection. Black and white, yellow, brown and red from Detroit and its suburbs of every economic status, national origin and religious persuasion we join in this covenant. - Adopted 3/8/68

History of the (Former) Riverview Institute

The Oakland University Riverview Institute (OURI) began as a Detroit location for the School of Nursing located in the former Riverview Hospital in Detroit. The OURI was created to offer a career ladder that provided for progressive advancement in the healthcare field, with a targeted focus on the long-term care sector. This Detroit location allowed Oakland University to provide meaningful outreach by creating accessible and in-demand training and education opportunities for local residents who qualified. It also allows those trained individuals in Detroit to remain in the community and opportunity to give back to the community. These opportunities included certificate programs such as certified nursing assistant (CNA), patient care technician (PCT) and a licensed practical nursing (LPN) that would prepare students to enter the current workforce, particularly in high demand areas such as long term care settings in Detroit. To ensure the success of students enrolled in the programs, significant resources were dedicated to assessment, coaching and remediation and interventions to assist students who were not quite ready for the rigors of the training.

In 2007, a coalition of stakeholders including local foundations, hospital systems, long-term care agencies and other prospective partners began conversations, with the intention of building on neighborhood assets around the recently closed Riverview Hospital property and creating synergies to begin to address critical workforce, health, economic and social issues. St. John Health's long term planning envisioned building a healthier community by transforming the delivery of healthcare around Riverview through a collaborative model including many partners. Receipt of \$500,000 in funding from the Community Foundation for Southeast Michigan enabled the SON to begin a three-phase renovation of the physical space at the OURI, transforming the second floor of the former Riverview Hospital into a 51,199 square foot educational space. Classrooms and labs were created to accommodate as many as 100 students interested in pursuing healthcare careers. The renovation provided enough room to house all of

the aforementioned programs in addition to the Accelerated Second Degree (ASD) program which was relocated from Connor Creek to the OURI in 2008.

The St. John Health Foundation provided a grant of \$5 million to Oakland University School of Nursing that covered the cost of leasing the space for a period of five years which expired April 30, 2014). Due to the vast amount of successes, the university wants to continue to operate healthcare training programs that will remain in the city of Detroit. In addition to the great need of high quality education and training programs within the city limits, there is also a potential concern that there could be negative ramifications to the university when requesting future grants from these foundations if the School of Nursing is not able to demonstrate sustainability as well as continue offering programs in Detroit.



Proposed Solution

In February 2014, the SON was approached by a consultant for Focus: HOPE (FH); inquiring if the SON had interest in moving the healthcare-related certificate programs to FH. Nursing and healthcare-related programs are the only industries absent from the roster of training programs offered at FH. This collaboration would benefit FH, the residents of Detroit, and its surrounding communities, as well as Oakland University. A series of meetings began between SON and FH administrators. Focus: HOPE agreed that they would be able to provide adequate space for programming, along with other desirable resources for our students. This option was presented to Oakland University Board of Trustees on May 7, 2014, who voted in support of the partnership. The OU Board of Trustees approved a lease that would commence July 1, 2014 through December 31, 2014, with the understanding that the lease agreement would be evaluated in four month increments. The SON proposes extending the current lease with Focus: HOPE for a period of five years. The current continuing education programs to be housed at Focus: HOPE would include Certified Nursing Assistant (CNA) and Licensed Practical Nurse (LPN) programs. In addition to faculty and staff provided for these programs by the SON, students would have access to available workforce development and remediation services offered through Focus: HOPE.

These factors make this opportunity especially attractive:

- The FH proposed space is approximately 10,350 square feet which is currently adequate for the needs of the certificate health programs
- The proposed rent would be estimated at \$10,350 per month (this would include the build-out cost to renovate space to SON needs)
- Additional benefits include the opportunity for students to utilize onsite childcare, remediation services, social services, secure parking, onsite cafeteria and career services

Summary

The SON currently is leasing space at Focus: HOPE to continue the education of the matriculating LPNs who previously began the program at the Riverview Institute. The lease is for six months and is due to expire on December 31, 2014. The Oakland University (OU) School of Nursing (SON) proposes extending the current lease with Focus: HOPE (1360 Oakman Blvd., Detroit, MI 48238) to a period of five years, to commence January 2015 and would expire at the end of December 2020. The continuing education programs to be housed at Focus: Hope includes the Certified Nursing Assistant (CNA) program and the Licensed Practical Nursing (LPN) programs.

This relocation of the continuing education health care programs to FH in May 2014 was the result of negotiations that included two classrooms and office space, as well as practice laboratories. This lease will formally expire on December 31, 2014, with possibility of extension. The continuing education programs located at Focus: HOPE train health care workers that are in high demand in Detroit, particularly in the long term care sector, which includes long term care, rehabilitation facilities and home care agencies. According to the U.S. News and World Report and Occupational Outlook Handbook, Licensed Practical and Licensed Vocational Nurses were listed as the 23rd out of 38th best health care jobs of 2014 (Taylor, 2014). In addition, the report identifies that the median LPN salary is \$41,540, and between 2012 and 2022 there could be an expected 182,900 job openings growing at a rate of nearly 25 percent; adding that as the baby-boomer population ages, the need for healthcare services will increase. LPNs will be needed in residential care facilities and in home health environments to care for geriatric patients (2012). Many of the healthcare institutions in Detroit and southeastern Michigan area rely on CNAs and LPNs to meet their staffing needs. Some of these institutions have struggled with extremely high turnover rates due to lack of training. The LPN and CNA programs provide excellent training opportunities to allow the professionals to enter seamlessly into their new roles, saving the agencies high recruitment, orientation and training costs.

Once a student is eligible to be employed in an entry level healthcare position, earning a living, it may facilitate moving up the career ladder into BSN or MSN program(s) at Oakland.

Many of the services that were undertaken by the faculty of the LPN program while located at the Riverview Institute, including assessment, instruction, coaching, evaluation and remediation, will continue at the FH location. This will ensure that students enrolled in the programs are prepared for real world practice.

Our goal is to continue to offer the CNA and LPN programs. A career ladder is already developed for the CNA to LPN and one is being developed for the LPN to BSN. The education for these programs are offered by the SON at a very competitive rate and in a space designed to meet the current needs of the programs (CNA/LPN) which would be offered for the next five years. In addition to the space and services, having a modern, authentically replicated clinical space in which to practice will allow the delivery of cost effective, high quality healthcare programs that allow graduates to optimally prepare when hired. Without programs of this magnitude this training may not have been otherwise accessible.

By entering into the proposed five year lease with Focus: HOPE, the SON will be better able to ensure that our tuition and price structure for students will continue to be significantly less than the other schools in southeastern Michigan. This will ensure that we can continue to offer needed high quality education to Detroit residents who then can support the healthcare needs of Detroit residents.

RATIONALE

Support of University Mission

The SON maintains its vision to initiate curriculum and educational innovations to prepare greater numbers of students to enter the nursing profession to not only directly address the nursing shortage, but provide barrier-free educational opportunities for Detroit community members who want to improve their quality of life in a rewarding and in-demand field. The SON continuing educational programs and services are consistent with the role and mission of the Oakland University, which emphasize the Institutional Priorities of:

1) Creating productive student and faculty experiences

Students – focus on education quality and support services

- Gauge student success in measurable categories such as enrollment, retention, graduation rate and placement
- Increase services that support student academic achievement

Program – focus on program quality, delivery and distinction

- Offer high-quality academic programs centered on student success
- Encourage innovation in curriculum and use of high-impact educational practices to achieve the best student learning outcomes
- Commit resources to those academic programs that have the capacity to achieve distinction while maintaining a comprehensive curriculum.

Faculty – focus on recognition and support

- Promote and reward excellence in teaching and learning
- Facilitate faculty development, research, scholarship, discovery, creativity and engagement

2) Engage OU and community resources for public good

- Create an OU Portal – Window to connect OU and Community
- Use the OU Portal and connect:
 - OU to Community to enhance faculty-student experiences (research and experiential learning) that help public needs
 - Community to OU to get faculty, students and staff engaged in activities that help public needs
- Enhance OU interactions with government

Program Need

The purpose for the continuing education programs at Focus: HOPE is to provide workforce development and meet the increasing demands for health care. Career paths in nursing are expanding, and these programs will help address this growing demand. The CNA and LPN programs give individuals the ability to enter the workforce with the skills needed to be successful in an entry level profession and provide an opportunity to continue their education.

Comparison of Programs

In terms of CNA and LPN education, there are few programs available in the Metropolitan Detroit area. In comparison to programs in the surrounding areas, OU continuing education programs (CNA and LPN) are very competitive in cost, curriculum and accessibility. Some of the current funding sources available to the students are Workforce Investment Act (WIA), Trade Adjustment Assistance (TAA), Individual Training Account (ITA), State of Michigan (SOM) Nursing Scholarship Program, Private Loans and Payment Plans.

CNA Program	Total Training Hours	Program Length	Tuition	Tuition Includes:
Abcott Institute	140	6 weeks	\$1,500	Books, Certification, Supplies, Uniform
Hazy Institute	75	2 weeks	\$500	Books
Health Care Solutions & Career Group	75	2 weeks	\$575	Books
Oakland University	80	2 weeks	\$1,100	Books, Certification, Supplies
Schoolcraft College	136.5	7 weeks	\$1,545	Books

LPN Program	Total Credit Hours	Program Length	Total Cost	Financing Options
Dorsey School	42CE	12 Months	\$27,792	Federal Assistance, Pell Grants, Private Loans
Everest Institute	92CE	11 Months	\$34,583	Federal Assistance, Pell Grants, Private Loans
Oakland University	51CE	12 Months	\$15,000	Michigan Works Programs: WIA, TAA, ITA, SOM Nurse Scholarship Program, Private Loans, Payment Plans

ACADEMIC UNIT

How the Goals of SON are served by the Program

The offering of the CNA and LPN programs will help the healthcare industry recruit qualified healthcare employees trained in areas of high demand. These programs give non-traditional students an opportunity for a comprehensive education and the ability to transition into the healthcare workforce within a relatively short time frame. SON's goals encompass our desire to provide a nursing career ladder that is in compliance with the Michigan State Board of Nursing. This long term goal also reflects our desire to offer a terminal degree program which includes a LPN to BSN track. The space at Focus: HOPE allows Oakland University to offer courses for career advancement. Oakland University's continued outreach to the Detroit community and its surrounding areas will demonstrate its commitment of service and scholarship to the underserved populations.

How the Staffing Plan will support the proposed Program

The SON has charted the needed 6.25 full-time equivalents (FTE) administrative staff to support activities such as recruitment, admissions, student orientations, instruction, facility operations, formal communication and marketing.

Staffing Plan

FTE	E-CLASS	POSITION TITLE	POSITION SUMMARY
1	PF	Executive Director of Oakland University Nursing C.E. Programs	Executive leadership; oversight for academic leadership, operations management, business development.
1	PF	Director of Nursing C.E. Programs	Academic leadership with RN licensure; oversees and directs program and curriculum development, management of instructional activities for continuing education programs. (no teaching assignments -- only substitute in case of instructor absence)
1	PF	Director of Business Development, Operations and Events	Work in conjunction with the Executive Director on new business opportunities, partnership coordination, and serve as the liaison for workforce development programs. Oversight of day to day business operations of the site, budget planning and processing all of the paperwork for all of the required employees, database management, liaison to SON finance and central campus.
1	PF	Coordinator of Student Support and Services	Providing student support for activities such as advising, recruitment, admissions, student orientations, financial aid, and coordination of individuals maintaining student records.
1	CF	Office Assistant (C-8)	Responsible for clerical support such as ordering supplies; answering phone, and continuously filing and maintaining student records.
0.25	CA	Information Tech. Intern (1)	Provide faculty, staff and lab with software, hardware, network administration and other information technology support.
1	CF	Office Assistant (C-5)	Supports recruitment, admissions, answering phones and filing student records.

Faculty Qualifications

Faculty of CNA and LPN programs at FH has extensive backgrounds and training in adult education. Instructors are required to possess at minimum a Bachelor's of Science in Nursing (BSN) degree from an accredited institution. Faculty credentialing requirements are done for both full-time and part-time faculty.

Impact on Current Program/Resources

The continuing education programs at FH have the necessary staff to support the operation of the CNA and LPN programs. Ancillary/supportive services from main campus may be required, such as marketing, payroll and accounting support; however, these services should equate to 20% or less of work effort.

Accreditation

Oakland University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The School of Nursing is accredited by the American Association of Colleges of Nursing. The CNA and LPN programs are approved by the Michigan State Board of Nursing.

Planned Enrollment

The CNA program is targeting an enrollment of sixteen students in each cohort. Historically, the LPN program has consistently received twice the number of qualified applicants for the forty open seats each January, May and September. Currently, there are over 200 students on the waiting list to enroll in our continuing education programs.

Enrollment / Revenue Projections

CNA Tuition per Course	Tuition	Number of Seats Available per Session	Revenue from one course	Number of Seats Available per Year	Revenue for the Year
Six Start Times per Year	\$1,100	16	\$17,600	96	\$105,600

LPN Tuition per Semester	Tuition	Number of Seats Available	Revenue from one semester	Revenue for year (x3 start dates)
First Semester	\$5,000	35	\$175,000	\$525,000
Second Semester	\$5,000	35	\$175,000	\$525,000
Third Semester	\$5,000	35	\$175,000	\$525,000
TOTAL		105	\$525,000	\$1,575,000

Recruitment of Students

Potential applicants for CNA and LPN programs are drawn from employees at local health care organizations throughout the Detroit metropolitan area. There have been some preliminary discussions with Oakland University Public School Academies on offering CNA classes to high school seniors. Other Metropolitan Detroit organizations, such as Detroit Job Core, Hospice of Michigan and Michigan Works have referred students to both the CNA and LPN programs. Some employers in the past have monetarily supported students' tuition needs.

Recruitment Plan

- Informational Sessions: sessions for individuals seeking more information on the continuing education programs
- Open Houses: an opportunity twice a year where FH invites community neighbors and leaders to attend if they are seeking information regarding workforce development programs
- Radio: reaching out to the surrounding communities of Detroit such as Eastpointe, Inkster, Oak Park, Redford, Southfield, Taylor, etc. targeting potential students before applications are due to form new cohorts for continuing education programs
- Affiliating agencies: Executive Director and other designated staff talking with community leaders and nurse leaders of health systems in regards to educational benefits of potential partnerships
- Email Blasts: sending bulk email blasts to individuals who have an interest in program and inviting them to attend one of our information sessions.
- Newspaper and internet advertisements
- School of Nursing Webpage and Facebook
- Target eligible high school junior and/or senior students who have complete prerequisite courses/healthcare track training.

The SON has success with on-site Recruitment Open Houses where staff is available to talk to potential applicants about various continuing education programs. The SON also has information sessions where prospective students who have been referred by current student, internet, or other media venues can come and ask questions about specific programs. The SON website is another place for potential students to obtain information about various SON continuing education programs. Several healthcare employers and public school systems have also contacted the SON to develop potential partnerships for their employees/students.

Retention Plan

The Test of Essential Academic Skills (TEAS) will be administered to all students prior to program acceptance. If the student does not meet the predetermined benchmark, the student will be referred to remediation programs at Focus: HOPE or equivalent programs until predetermined benchmark is achieved.

A distinctive feature that the SON proposes for the LPN program is individualized coaching and intensive support for students. Through the potential partnership with FH, students are offered in-depth career readiness training and academic services, if required. Below is a list of potential services:

- Professional Work Skills
- Computer Literacy
- Packaged Services
 - Professional Work Skills
 - Conflict Resolution
 - Personal Brand
 - Academic Enrichment (Math, Reading, Writing, Computers)
 - Time Management
- Social Services
- Support Services (ie., clothing closet, eyeglasses, bus services)
- Fundamental→Advanced Reading
- Fundamental→Advanced Writing Processes & Practices
- Computational Math

After Students Complete Program

Students that complete CNA and LPN programs will be eligible for employment at a continuum of health care settings – long term care, rehabilitation facilities and home care agencies. In addition to services offered by FH, the SON is working on a package that would include career and placement services for students who complete programs. Some of the career and placement services graduates can look forward to experiencing are:

- Connecting students and alumni to career opportunities through on-campus job fairs and employer “meet & greet” events
- Providing referrals to internships and co-op opportunities
- Providing lifetime placement benefits

PROGRAM COSTS

Resources Needed for the Programs

CNA Program Instructional Needs (Based on 8 to 16 students)

The State of Michigan mandates certain faculty (RN) to student ratios:

- 1:20 Didactic
- 1:12 Laboratory
- 1:8 Clinical

Week 1	Week 2
1 FT CNA Instructor	1 FT CNA Instructor
2 PT Lab Assistant - RN	2 PT Lab/Clinical Instructors-RN

LPN Program Instructional Needs

Semester 1	4 Lecture Courses 1 Lab Course 2 Clinical Courses	3 PT - Lecture Instructors 1 PT -Lab Instructor 2 PT - Lab assistants 6 PT - Clinical Instructors
Semester 2	4 Lecture Courses 2 Clinical Courses	3 PT - Lecture Instructors 10 PT - Clinical Instructors
Semester 3	3 Lecture Courses 2 Clinical Courses	2 PT- Lecture Instructors 10 PT - Clinical Instructors

Classroom, Laboratory, Space, Equipment Needs

A detailed five year budget is provided in the Appendix section. The initial expenses involve facility renovations at FH to classroom, lab space and administrative offices. The budget also includes activities such as recruitment of prospective applicants, retention and student support services. Lab equipment such as beds, night stands, over bed tables, smart carts with monitors, oxygen tank, porta potty chair, task trainers, etc. were purchased at OURI and can be easily relocated and used at the FH location.

PROGRAM ASSESSMENT PLAN

In accordance with the requirement of the Michigan State Board of Nursing (SBON), program assessment must be data driven. The SON will track information through the entire lifecycle of each student from admission, enrollment, academic program delivery, graduation, credentialing, job placement and follow-up. Success of the program will be measured by achieving the outcomes described. To effectively analyze program data, a database containing student characteristics (NCLEX-PN success, course grades, demographic information, etc.) has been created. Use and analysis of this data will allow the LPN program to more effectively use statistical findings for program evaluation assessment purposes.

IMPLEMENTATION AND TIME LINE

The SON is proposing extending the lease with Focus Hope for our Continuing Education Health Care Provider programs (LPN, CNA) to include both capital improvements and access to remediation and career services as of January 2015.

<u>Time Line</u>		
<u>Date</u>	<u>Event</u>	<u>Materials Needed</u>
Dec 2014	*Review and approval of complete proposal by Academic Affairs and Board of Trustees. *Submit course/program changes to Michigan State Board of Nursing.	Completed proposal.
Jan 2015	*Facility Renovations begin. *Applications accepted for continuing programs (CNA, LPN). *Hire Staff	Completed Agreement.
May 2015	*Facility Renovations complete. *Classes start for continuing programs (CNA, LPN).	Completed Agreement.

APPENDIX A CNA PROGRAM

PROGRAM PLAN for the CNA Program

Admissions Requirements

Applicants must complete the following steps to be admitted in the **CNA program**

- High school diploma; GED; Eligible High school student at junior or senior level.
- State Criminal Background Clearance (within 6 months)
- Proof of Immunization
- TB Skin Test (within 1 year)
- Health Assessment form must be completed by a licensed health care provider, with physical exam within one year
- CNA application

Program Requirements

As of 2014, the State of Michigan mandates CNA programs to have 75 training hours and 16 hours of the 75 hours must be in clinical.

OU CNA Program = 80 hours to include CPR training

- (7) Eight hour days didactic/laboratory
- (2) Eight hour days clinical
- (1) Eight hour day: Clinical orientation (4) hours + CPR instruction (4) hours

After successfully completing the **CNA** course, the student will be able to:

1. Demonstrate professional behavior in the classroom and in the clinical setting.
2. Comprehend, comply and perform procedures as identified by OSHA, Standard Precautions and HIPAA Regulations.
3. Recognize and accurately record critical patient information.
4. Demonstrate correct performance of selected clinical procedures and diagnostic tests (such as obtaining vital signs, electrocardiography's and specimen collection.)
5. Demonstrate correct personal body mechanics, as well as safe patient preparation and positioning.
6. Perform a variety of patient education sessions, such as pre-and post-procedure instruction.

7. Perform within ethical and legal standards of the vocation.
8. Recognize and respond (verbally and non-verbally) to variations in the psychosocial developmental stages, and cultural values of various patient populations.
9. Explain and exhibit professional, ethical, and legal behavior in classroom and clinical setting required for vocation.
10. Apply knowledge of anatomy and physiology, medical terminology, and common pathology to clinical assessments, diagnostic procedures, and treatments.
11. Identify and perform necessary procedures for medical emergencies.
12. Demonstrate with accuracy the collection for processing of laboratory specimens to include capillary puncture, and microbiological.
13. Instruct the patient in pre- and post-collection techniques including clean-catch mid-stream urine.
14. Comprehend and demonstrate Standard Precautions and aseptic and sterile techniques.

Curriculum Overview

WEEK ONE				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Theory: <ul style="list-style-type: none"> Introduction State & Federal Laws Nurse Practice Act The Omnibus Budget Reconciliation Act of 1978 Patient Rights: Abuse and Neglect Confidentiality CNA Role Health Care Today Key Terms 	Theory: <ul style="list-style-type: none"> Communication with the Health Care Team Communication & Interpersonal Skills The Whole Person and Basic Needs/Growth and Development Death and Dying Standard Precautions Hand Washing Infection Prevention 	Theory: <ul style="list-style-type: none"> Safety: Environmental Falls Restraints Care of the Seizing, Unconscious, Bleeding and Burned Patient Heimlich Maneuver Fire Preparedness 	Theory: <ul style="list-style-type: none"> Patient Care/Personal Hygiene Skills: Oral Hygiene Minimal and Total Assistance Nail/Foot Care Shaving Bathing Perineal Care Skin Care/Inspection Dressing 	Theory: <ul style="list-style-type: none"> Vital Signs Patient Hydration and Nutrition Feeding Techniques
Lab: <ul style="list-style-type: none"> Nurse Assistant CD ROM 	Lab: <ul style="list-style-type: none"> Hand Washing, Glove, Gown, Goggle and mask Technique Isolation Precautions: Airborne, Droplet and Contact Post Mortem Care 	Lab: <ul style="list-style-type: none"> Fall Prevention Techniques Ambulation, Positioning, Turning of Patients Range of Motion Mechanical Lift Techniques Use of Wheelchair, Cane, Walker and Prosthetic Devices Application of Restraints 	Lab: <ul style="list-style-type: none"> Body Mechanics Patient Care Skills Toileting Bed Pan/Urinal Use Catheter Care Bed Making and Operation 	Lab: <ul style="list-style-type: none"> Take/Record: Temperature Pulse Respirations Height Weight Pulse Oximetry Proper Feeding Techniques Intake/Output
Clinical: None	Clinical: None	Clinical: None	Clinical: None	Clinical: None
8 Hours	8 Hours	8 Hours	8 Hours	8 Hours
WEEK TWO				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Theory: <ul style="list-style-type: none"> Professionalism Long Term Care (LTC) Environment 	Theory: None	Theory: None	Theory: None	Theory: <ul style="list-style-type: none"> CPR Training Program Testing and Evaluation
Lab: <ul style="list-style-type: none"> Simulation Day Patient Care Scenario/Putting it all Together: Implementation and review of CNA Skills 	Lab: None	Lab: None	Lab: None	Lab: <ul style="list-style-type: none"> CPR Training Return Demonstration of Skills/Remediation
Clinical: None	Clinical:	Clinical:	Clinical:	Clinical: None
8 Hours	8 Hours	8 Hours	8 Hours	8 Hours

CNA Curriculum

The 2014 State of Michigan CNA Requirements from the Department of Licensing and Regulatory Affairs Certified Nurse Aides Federal Rules & Regulations mandate the following curriculum (https://www.michigan.gov/documents/mdch_na_train_curr_model_123067_7.pdf):

***Please note that the required CNA TASK(s) are enumerated by the State of Michigan beginning at TASK 6-1**

- TASK 6-1: Handwashing
- TASK 6-2: Standard Precautions
- TASK 7-1: Assisting the Resident who Falls
- TASK 7-2: Assisting the Resident Having a Seizure
- TASK 7-3: Assisting an Unconscious Resident
- TASK 7-4: Assisting the Resident who is Burned
- TASK 7-5: Assisting the Resident who is Bleeding
- TASK 7-6: Heimlich Maneuver
- TASK 7-7: Fire preparedness
- TASK 8-1: Denture Care
- TASK 8-2: Oral Hygiene (minimal and total assistance)
- TASK 8-3: Oral Hygiene/ Unconscious Resident with Teeth or without Teeth or Dentures
- TASK 8-4: Fingernails/Cleaning and Trimming
- TASK 8-5: Foot Care
- TASK 8-6: Shampoo in Bed
- TASK 8-7: Hair Care- Styling (comb and brush)
- TASK 8-8: Shaving- Blade or Electric Razor
- TASK 8-9: Perineal Care – Male
- TASK 8-10: Perineal Care – Female
- TASK 8-11: Bathing/ Tub – Shower
- TASK 8-12: Bathing – Bed-Bath
- TASK 8-13: Skin Care/Inspection
- TASK 8-14: Dressing
- TASK 9-1: Bed Operation
- TASK 9-2: Making an Unoccupied Bed
- TASK 9-3: Making an Occupied Bed
- TASK 11-1: Application of Restraint Alternatives and a Waist Restraint
- TASK 12-1: Measure and Record Temperature (Oral, Axillary, Rectal, Aural)
- TASK 12-2: Take/Record Pulse
- TASK 12-3: Take/Record Respiration
- TASK 12-4: Take/Record Blood Pressure (one-step method)
- TASK 12-5: Take/Record Height and Weight
- TASK 13-1: Providing Hydration and Nutrition for Resident in Bed and Record Intake
- TASK 13-2: Measure/Record Intake and Output
- TASK 14-1: Assist with Bedpan and Urinal
- TASK 14-2: Assist with bedside commode
- TASK 14-3: Catheter Care
- TASK 14-4: Urine/Stool Specimen Collection

TASK 15-1: Proper Body Mechanics
TASK 15-2: Ambulate Resident
TASK 15-3: Transfer Resident from Bed to Wheelchair
TASK 15-4: Position Resident on Side in Bed
TASK 15-5: Turn Resident in Bed
TASK 15-6: Mechanical Lift
TASK 15-7: Range of motion upper and lower extremity
TASK 15-8: Walker Assistance
TASK 15-9: Cane Assistance
TASK 15-10: Wheelchair Assistance
TASK 18-1: Postmortem Care

APPENDIX B LPN PROGRAM

PROGRAM PLAN for the LPN Program

Admissions Requirements

Applicants must complete the following items to be considered for the **LPN program**

- Earned High School Diploma or GED
- LPN application
- Goal Statement
- College transcripts (if applicable)
- Two (2) letters of recommendation (one personal, one professional)
- Resume
- Any certifications, including Certified Nurse Assistant (if applicable)
- ACT testing scores (Composite score of at least 17)
ACT testing scores can be waived if you have more than 25 college credit hours, with a cumulative GPA of 2.5 or higher or an Associate or higher level degree with GPA of 2.0. You may schedule to take the ACT test in your local community (links are available on our website) and have your scores sent directly to Oakland University (school code #230700). You are required to take the basic ACT test only; the writing portion is not required.
- Successful completion of the TEAS.

Final admission into the program is contingent upon satisfying the following requirements prior to the first day of class:

- Criminal Background Check and Drug Screen – American DataBank
- TB Skin Test (within 1 year)
- Proof of Immunizations
- Current CPR BLS certification (within 2 years)
- Health Assessment form must be completed by a licensed health care provider, with physical exam within one year
- Completion of required prerequisites with a minimum grade of 2.5 (Anatomy & Physiology, Nutrition and Lifespan Development)
- Seat Deposit of \$175.00

Program Requirements

Upon successful completion of the **LPN program** requirements, students will have completed 45 continuing education credits and earn a Certificate of Completion. The individual will be eligible to sit for the NCLEX-PN licensure examination. The following are the terminal objectives of the program:

1. Demonstrate synthesis of knowledge in the application of the nursing process to the collaborative practice of nursing under the supervision of a registered nurse, physician or dentist.
2. Apply ethically grounded clinical judgment supported by policies and procedures in making decisions about the provision of nursing care.
3. Demonstrate effective communication skills and proficiency in information management and technology by delivering safe, effective, and cost efficient nursing care based on current best practices.
4. Demonstrate adherence to the Michigan Licensed Practical Nursing Association (MLPNA) Standards of Practice when delivering nursing care across the life span to diverse client populations in a wide variety of settings.
5. Be a role model to the community by exhibiting preventive and healthy living.
6. Successfully pass the NCLEX-PN Exam.

LPN Semester Outline

SEMESTER	ONE (14 WEEKS)	TWO (14 WEEKS)	THREE (14 WEEKS)
COURSES: 1st Seven Weeks	1). Transitions to Health Careers 2). Fundamentals of Nursing-Lecture 3). Fundamentals of Nursing- Lab 4). Fundamentals of Nursing- Clinical	1). Multicultural Nursing Concepts 2). Advanced Medical-Surgical Nursing-Lecture 3). Advanced Medical-Surgical Nursing-Clinical	1). Pediatric Nursing-Lecture 2). Pediatric Nursing-Clinical OR 3) Maternal Nursing –Lecture 4). Maternal Nursing-Clinical
COURSES: 2nd Seven Weeks	1). Math/Pharmacology 2). Beginning Medical-Surgical Nursing-Lecture 3). Beginning Medical-Surgical Nursing-Clinical	1). Gerontology Nursing-Lecture 2). Pediatric Nursing-Lecture 3). Pediatric Nursing-Clinical OR 4) Maternal Nursing –Lecture 5). Maternal Nursing-Clinical	1). Leadership & Role Transition in Practical Nursing-Lecture 2). Leadership & Role Transition in Practical Nursing-Clinical 3). NCLEX-PN Review
Total CE's = 45			

LPN Curriculum

CEPN XXXXX (PNS XXX) Math & Pharmacology (3CE)

Reviews drug calculation techniques. Presents pharmacological interventions in health and illness. Includes nursing implications for specific drugs and drug classes.

Pre Requisites: xxxx

Co Requisites: PNS XXX

CEPN 10500 (PNS 105) Transitions to Health Careers (2CE)

This course offers a thorough introduction to Practical/Vocational Nursing as required of the 21st century nurse. Primary course objectives are to raise the students' reading, writing, math, and study skills/habits to support the student in meeting the course requirements within the core nursing curriculum. Prerequisite: Acceptance into the program.

Pre Requisites: xxxx

Co Requisites: PNS 111, PNS 112,
PNS 113, PNS 121, PNS 123.

CEPN 10700 (PNS 107) Multicultural Nursing Concepts (2CE)

Surveys ethnic health beliefs and explores eastern medicine and alternative treatments. Examines race, ethnicity, religion, gender, socioeconomic environmental circumstances, and developmental status.

Pre Requisites: xxxx

Co Requisites: PNS 131, PNS 133, PNS 151, PNS 153.

CEPN 10900 (PNS 109) NCLEX-PN Review (1CE)

This course is designed to aid the student in preparation for the National Council Licensure Examination. Review of test taking skills required for successful completion of the exam.

Pre Requisites: xxxx

Co Requisites: PNS141, PNS 143, PNS 192, PNS 193.

CEPN 11100 (PNS 111) Fundamentals of Nursing- Lecture (4CE)

Introduction to nursing and to the basic therapeutic intervention and skills of nursing practice. Emphasis is placed on communication skills and health education.

Pre Requisites: xxxx

Co Requisites: PNS 105, PNS 112, PNS 113, PNS 121, PNS 123.

CEPN 11200 (PNS 112) Fundamentals of Nursing- Skills Lab (1CE)

Application in the laboratory setting of basic theoretical principles and therapeutic skills used in nursing practice such as: infection precautions, vital sign assessment, hygiene, body mechanic and specimen collection.

Pre Requisites: xxxx

Co Requisites: PNS 105, PNS 111, PNS 113, PNS 121, PNS 123

CEPN 11300 (PNS 113) Fundamentals of Nursing-Clinical (2CE)

Introduces students to the long-term care clinical setting. Students work with CNAs under the supervision of a nurse to provide basic nursing care to patients for eight, eight hour shifts.

Pre Requisites: xxxx

Co Requisites: PNS 105, PNS 111, PNS 112, PNS 121, PNS 123.

CEPN 12100 (PNS 121) Beginning Medical-Surgical Nursing (4CE)

Integrates theory, rationale, and specific nursing interventions for acutely ill clients of all ages and their families. Emphasizes on nurse's role in medical & surgical settings.

Pre Requisites: xxxx

Co Requisites: PNS 105, PNS 111, PNS 112, PNS 113, PNS 123.

CEPN 12300 (PNS 123) Beginning Medical-Surgical Nursing-Clinical (2CE)

Application of principles, concepts and client care skills in the clinical setting. Students work with nurses to provide care to medical & surgical patients for eight, eight hour shifts.

Pre Requisites: xxxx.

Co Requisites: PNS 105, PNS 111, PNS 112, PNS 113, PNS 121.

CEPN 11300 (PNS 113) Fundamentals of Nursing-Clinical (2CE)

Introduces students to the long-term care clinical setting. Students work with CNAs under the supervision of a nurse to provide basic nursing care to patients for eight, eight hour shifts.

Pre Requisites: xxxx.

Co Requisites: PNS 105, PNS 111, PNS 112, PNS 121, PNS 123.

CEPN 12100 (PNS 121) Beginning Medical-Surgical Nursing (4CE)

Integrates theory, rationale, and specific nursing interventions for acutely ill clients of all ages and their families. Emphasizes on nurse's role in medical & surgical settings.

Pre Requisites: xxxx.

Co Requisites: PNS 105, PNS 111, PNS 112, PNS 113, PNS 123.

CEPN 12300 (PNS 123) Beginning Medical-Surgical Nursing-Clinical (2CE)

Application of principles, concepts and client care skills in the clinical setting. Students work with nurses to provide care to medical & surgical patients for eight, eight hour shifts.

Pre Requisites: xxxx

Co Requisites: PNS 105, PNS 111, PNS 112, PNS 113, PNS 121.

CEPN 13100 (PNS 131) Maternal-Infant Nursing-Lecture (4CE)

This course focuses on nursing competencies in assessment and management of childbearing families through integration of theory, rational, and specific nursing interventions.

Pre Requisites: xxxx

Co Requisite: PNS 107, PNS 133, PNS 151, PNS 153.

CEPN 13300 (PNS 133) Maternal-Infant Nursing-Clinical (2CE)

Hospital and outpatient settings will be utilized for clinical practice experiences with emphasis on sociocultural, economic, political, and ethical factors that impact on health promotion, disease prevention and risk reduction for the childbearing and female clients.

Pre Requisites: xxxx

Co Requisite: PNS 107, PNS 131, PNS 151, PNS 153.

CEPN 14100 (PNS 141) Pediatric Nursing (4CE)

The course focuses on nursing competencies for assessment and management of children and their families through integration of theory, rationale, and specific nursing interventions. Didactic content emphasizes health assessment, health promotion, and disease prevention for pediatric clients.

Pre Requisites: xxxx

Co Requisite: PNS 143, PNS 192, PNS 193, PNS 109.

CEPN 14300 (PNS 143) Pediatric Nursing-Clinical (2CE)

Hospital settings will be utilized for clinical practice experiences with emphasis on health assessment, health promotion, and disease prevention for pediatric clients.

Pre Requisites: xxxx

Co Requisite: PNS 141, PNS 192, PNS 193, PNS 109.

CEPN 15100 (PNS 151) Advanced Medical-Surgical Nursing-Lecture (4CE)

Integrates theory, rationale, and specific nursing interventions for acutely ill clients of all ages and their families. Emphasizes on the nurse's role in complex or intensive care settings.

Pre Requisites: xxxx

Co Requisite: PNS 107, PNS 131, PNS 133, PNS 153.

CEPN 15300 (PNS 153) Advanced Medical-Surgical Nursing-Clinical (2CE)

Application of principles, concepts, and client care skills in the clinical setting. Students work with nurses to provide nursing care to clients in complex or intensive care settings.

Pre Requisites: xxxx

Co Requisite: PNS 107, PNS 131, PNS 133, PNS 151.

CEPN 19200 (PNS 192) Leadership & Role Transition in Practical Nursing (2CE)

This course is designed to prepare the student for transition into nursing practice as a graduate practical nurse. Emphasis is placed on the knowledge and skills necessary to make the transition from student to LPN practitioner. Professional responsibilities, leadership skills and concepts, and professional accountability are covered.

Pre Requisites: xxxx

Co Requisites: PNS 141, PNS 143, PNS 193, PNS 109.

CEPN 19300 (PNS 193) Leadership-Clinical (2CE)

Preceptor clinical experiences apply knowledge gained from previous courses to provide nursing care to patients.

Pre Requisites: xxxx

Co Requisites: PNS 141, PNS 143, PNS 192, PNS 109

CEPN XXXXX (PNS XXX) Gerontology (2CE)

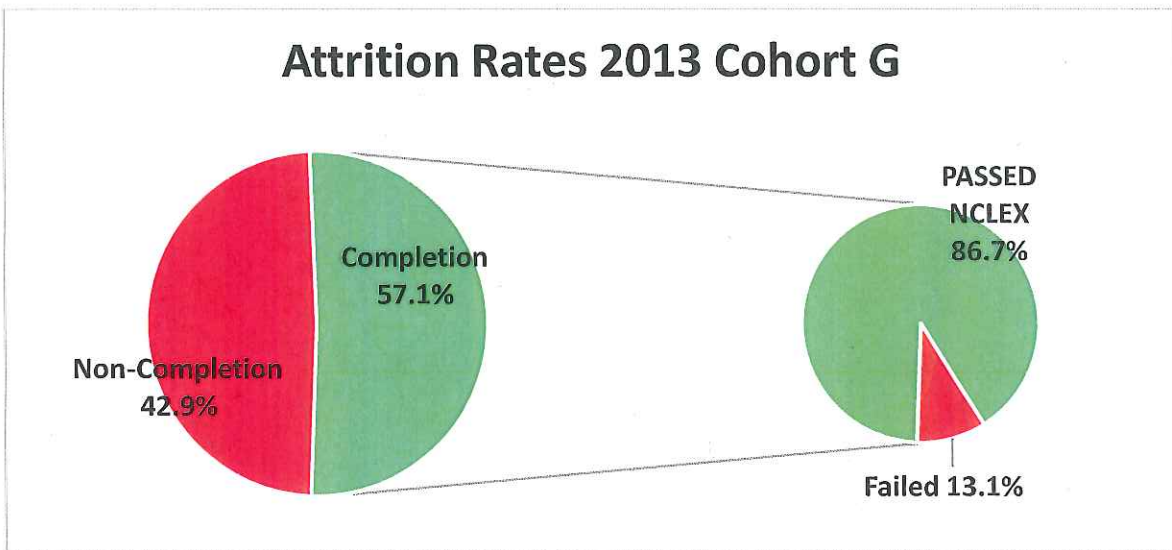
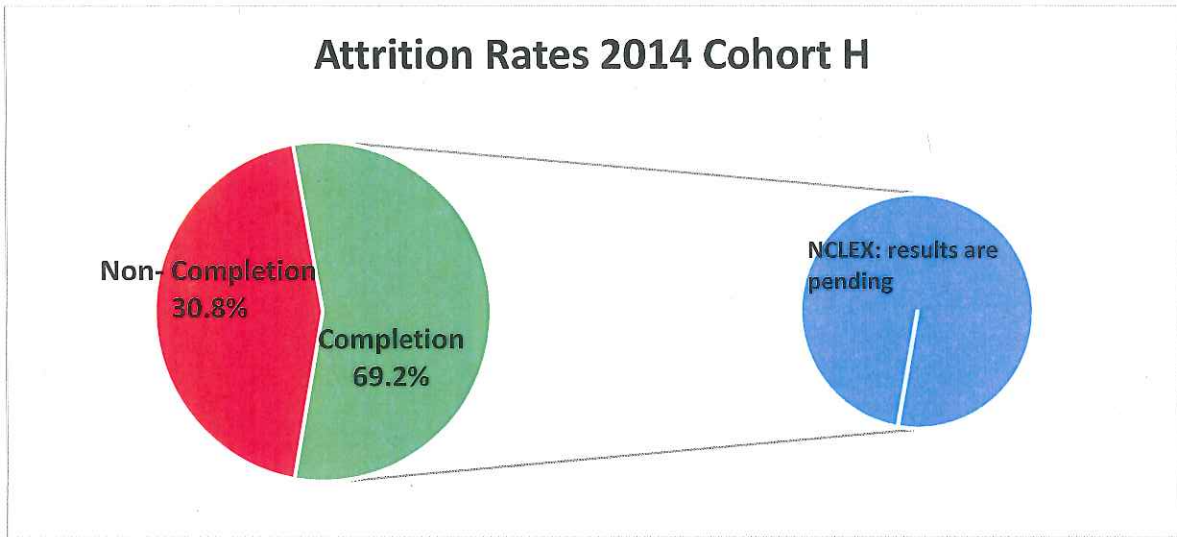
Focuses on the theories and concepts of aging, the physiologic and psychosocial changes and problems associated with the process, and appropriate nursing interventions. Emphasis will be focused on care of the elderly, cultural considerations, Alzheimer's disease, home health care, and the aging Baby Boomer Generation. Key features include complementary and alternative therapies as well as patient teaching within role constraints.

Pre Requisites: xxxx

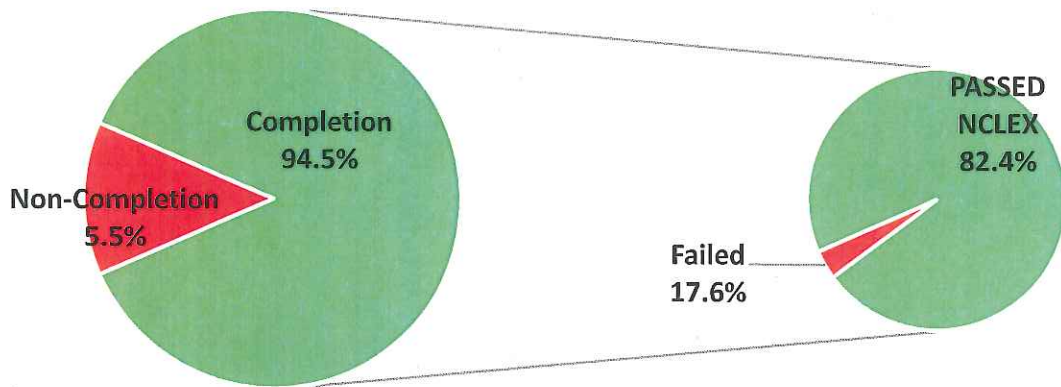
Co Requisites: PNS XXX

APPENDIX C LPN PROGRAM STATISTICS

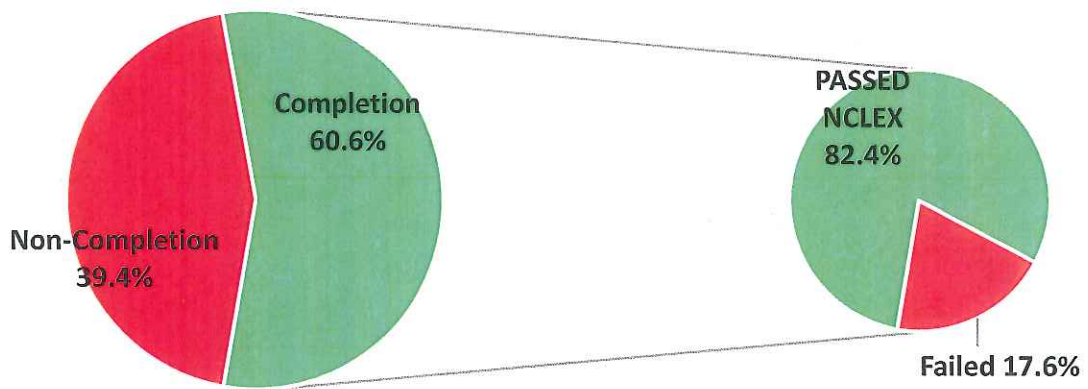
Pass Rate Summary Current to 2010



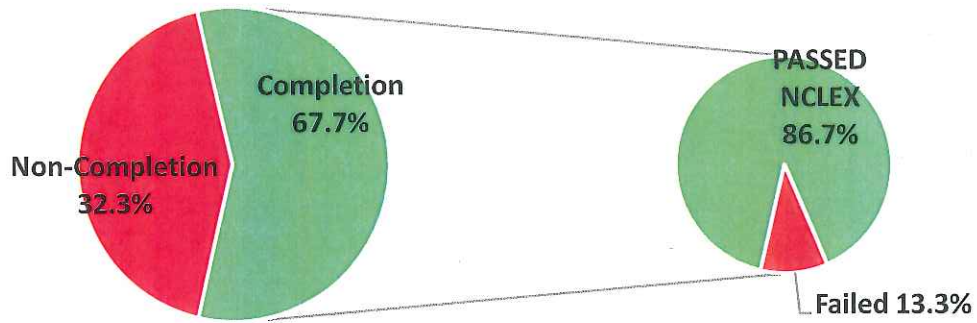
Attrition Rates 2012 Cohort F



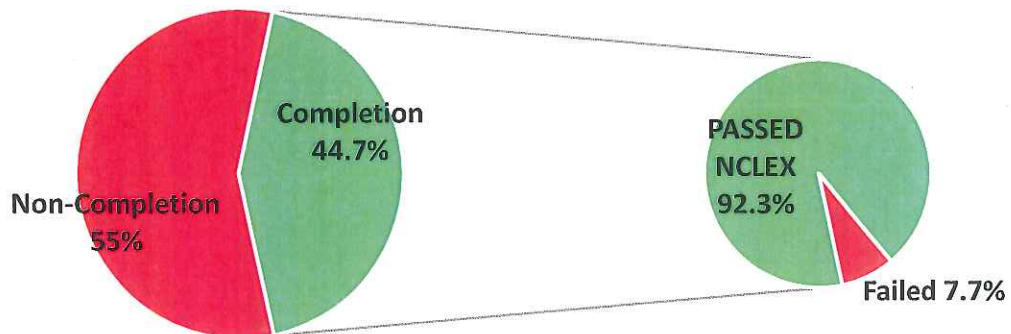
Attrition Rates 2012 Cohort E



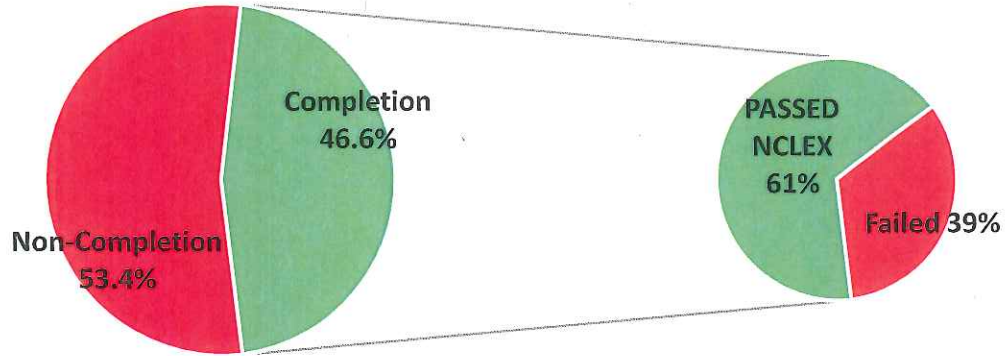
Attrition Rates 2011 Cohort D



Attrition Rates 2011 Cohort C



Attrition Rates 2010 Cohort B



Attrition Rates 2010 Cohort A



APPENDIX D

Abbreviated Faculty Vitae

Lynda Poly-Droulard

Executive Director of Continuing Education Programs at Focus Hope

Certification

Registered Nurse (RN) 1983 - Current

American Heart Association Advanced Cardiovascular Life Support (ACLS), 1986 - Current

Indiana University Simulation Certificate Program, 2012 - Current

Certified Nurse Educator, 2014

Insurance

Nurse Service Organization, 0264622253-8

Educational Background

Oakland University

Dates Attended: 1979 - 1983

Rochester, MI

B.S.N.

Wayne State University

Dates Attended: 1986 – 1990

Detroit, MI

M.Ed.

Oakland University

Dates Attended: 2009 – 2011

Rochester, MI

M.S.N.

Major Area of Concentration in Practice

Accelerated second degree nursing (ASDN) program, simulation, cardiac care, cardiac rehabilitation, emergency care nursing, medical/surgical nursing, nursing leadership

Affiliations

Sigma Theta Tau: Theta Psi Chapter, 2005 – Present

Awards

Excellence in Teaching Award Nomination
Oakland University, Rochester, MI
2009, 2011, 2013

Oakland University School of Nursing
Accelerated Second Degree Pinning (Keynote Speaker)
2012

Recognized in School of Nursing Journal, Pulse
2012 – 2013

Poly-Droulard, L. (2013). Innovative Pedagogy for Adult Learner: Flipped Classroom. Oakland University Innovation in Teaching Grant from the Center for Excellence in Teaching and Learning Grant. Awarded \$3,000.

Professional Experience

Oakland University, Rochester, MI
Lecturer, Lab/Clinical Instructor, Visiting Instructor
2002 - 2006

Oakland University, Rochester, MI
Visiting Instructor, FOR, Clinical Instructor, Lab Manager Riverview Institute
2009 - 2011

Oakland University, Rochester, MI
Adjunct Instructor, FOR, Clinical Instructor, Lab Manager Riverview Institute
2011 - 2013

Oakland University, Rochester, MI
Adjunct Instructor, FOR, Director of Nursing Laboratories, Riverview Institute
2013 - 2014

Oakland University, Rochester, MI
Adjunct Instructor, Executive Director of Continuing Education at Focus: HOPE
2014 - Current

Employment Record (Professional & Management other than Teaching Experience)

Providence Hospital, Southfield, MI
Intermediate Cardiac Care Unit
1983 – 1986

Providence Hospital, Southfield, MI
Staff Nurse: Emergency Department
1986 - 1988

Providence Hospital, Southfield, MI
Staff Nurse: Intermediate Cardiac Care Unit
1988 - 1990

Providence Hospital, Southfield, MI
Operations Manager: Cardiac Rehabilitation, Including Research, Development and
Implementation of Phase II Cardiac Rehabilitation
1990 - 1992

Providence Hospital, Southfield, MI
Director: Cardiac Rehabilitation, Endoscopy, Chest Pain, Emergency Department, Including
Final Development and Implementation of Michigan's First Chest Pain Comprehensive
Emergency Department
1992 - 1993

Providence Hospital, Southfield, MI
Staff Nurse: Cardiac Rehabilitation
1994 - 1996

Providence Hospital, Southfield, MI
Staff Nurse: Urgent Care
1996 - 1998

Providence Hospital, Southfield, MI
Staff Nurse: Community Education
1998 - 2006

APPENDIX D

Abbreviated Faculty Vitae

Jenaye Lisbon, MSN, RN
Director of Licensed Practical Nurse Program

License and Certifications

Registered Nurse - State of Michigan # 4704238010
BLS- Basic Life Support/
Advanced Cardiac Life Support (ACLS)

Educational Background

Walden University

Expected Graduation: 8/2015

Minneapolis, Minnesota

Nursing/MSN-Family Nurse Practitioner Program

Related Coursework Completed: Advanced Pathophysiology, Advanced Health Assessment,
Advanced Pharmacology,

Walden University

Graduated: 8/2012

Minneapolis, Minnesota

Nursing/MSN-Education Concentration

Related Coursework Completed: Student-Centered Learning In Nursing Education, Teaching
Strategies In Nursing Education, Integrating Technology In Nursing Education, Curriculum
Development And Assessment, The Nurse Educator Role.

Oakland Community College

Graduated: 12/2002

Bloomfield Hills, Michigan

Nursing-Registered

Associate Applied Science-Nursing

Completed LPN-RN program

JTPA School of Practical Nursing

Graduated: 6/1988

Detroit, Michigan, United States

Practical Nursing-LPN

Practical Nurse Certificate

North Side High School

Graduated: 6/1986

Fort Wayne, Indiana, United States

College Preparatory

High School Diploma

Affiliations

American Nurses Association (ANA)

Michigan Nurse Association (MRNA)

Sigma Theta Tau International Honor Society in Nursing

Awards

2009 Nursing Excellence Award/Critical Care- Providence Park Hospital

Professional Experience

Director of LPN Program

February 2014 to Current

Oakland University: 2200 North Squirrel Road, Rochester, Michigan 48309

Oversee the operation of the Practical Nursing program which includes, hiring of faculty, overseeing that the curriculum is implemented in accord with the rules and regulations of the State Board of Nursing ("SBON") and responding to the SBON as required. Assisting with orienting new faculty and working with clinical agencies for student placements. Supporting students in the Practical Nursing program and assisting them with academic advising. Lecturer for Medical-Surgical Nursing and Leadership courses.

Clinical Nurse Educator

August 2012 to Current

Oakland University: 2200 North Squirrel Road, Rochester, Michigan 48309

Clinical nursing instructor for BSN and Second Degree Nursing students. Responsible for the clinical supervision of assigned group(s) of students in the clinical setting. Responsible for selecting appropriate learning experiences for the assigned student group(s), i.e., client/patient assignments, planning clinical conferences, and facilitating post clinical discussions involving the application of the nursing process. Responsible for observation and evaluation of the students' performance, guidance of the students' performance, review of procedures and principles as required.

Clinical Nurse Educator

February 2012 to July 2012

Vibra Hospital: 26400 Outer Dr. Lincoln Park, Michigan 48146

Clinical nurse educator for long term acute care facility. Responsible for planning, implementing, and evaluating educational needs for nursing and non-nursing employees. Developed and implemented orientation plan for nurses new to organization. Developed and

implemented preceptor program for registered nurses within facility. Developed and implemented graduate nurse externship for graduate nurses new to organization.

Contracted Staff Nurse-RN

August 2009 to Current

A-Line Staffing Solutions: 7400 Triangle, Ste. B, Sterling Heights, Michigan 48314

Contract staff nurse for Vascular Surgery, General Surgery, and Pulmonary clinics. Responsible for primary care, case management, telephonic triage, and medication management. Assisted patients with multiple chronic diagnoses including Diabetes, COPD, CHF, Stroke and Asthma. Developed patient care plans, including assessments, evaluations, and nursing diagnoses. Ensured efficacy of treatments through monitoring of treatment regimens. Evaluated patient care needs, prioritized treatment, and maintained clinic flow. Participated in unit based Quality Assurance Program. Contributed substantially to successful department JCAHO accreditation.

RN Staff Nurse-Preceptor

August 2008 to March 2010

St. John Health System-Providence Park Hospital – 47601 Grand River, Novi, Michigan

Staff nurse for intensive care unit. Preceptor for novice nurses to the intensive care unit. Responsible for assessment, hemodynamic monitoring interventions, medications, electronic documentation and evaluation of critically ill, often ventilator dependent adults. Provided care and education for patients with chronic and acute health problems (MI, Diabetes, CHF, COPD, and Pneumonia). Acted as patient advocate and implemented total patient care through a team nursing process covering 1-2 high acuity patients per shift. Partnered with team of Registered Nurses to ensure over all well-being of all patients. Provided the novice nurse with education and a competent, professional role model.

Supplemental Staff Nurse

July 2006 to July 2008

Medical Staffing Network – 23100 Providence Dr., Southfield, Michigan 48075

Supplemental staff nurse for hospitals, clinics, LTAC's. Provided patient care, responsible for assessments, medications, treatments and documentation for adults experiencing acute and chronic illness. Utilized strong assessment skills to determine necessary patient care. Liaised between patients and physicians to ensure patient comprehension of treatment plans. Provided necessary health education training for patients. Delegated staff nurse duties. Supervised CENA's and MA's.

RN Staff Nurse- Emergency / Critical Care/ Pre-Post-Operative Units

May 2003 to June 2007

St. John Health System- Riverview Hospital – 7733 East Jefferson, Detroit, Michigan 48214

Staff nurse for emergency, critical care and the pre and post-operative units. Responsible for assessment, intervention, medications, treatments and documentation for adults experiencing acute and chronic illness. Acted as patient advocate and implemented total patient care through a team nursing process covering 6-8 high acuity patients per shift. Managed care for post-operative patients through discharge. Provided patient education. Instructed patients and family members on proper discharge care. Contributed substantially to successful department JCAHO accreditation.

APPENDIX E BUDGET AND BUDGET JUSTIFICATION

	1st Year Jan 2015 ~ Jun 2015	2nd Year Jul 2015 ~ Jun 2016	3rd Year Jul 2016 ~ Jun 2017	4th Year Jul 2017 ~ Jun 2018	5th Year Jul 2018 ~ Jun 2019	TOTAL
Revenue Variables:						
Headcount	67	201	201	201	201	871
Headcount Per Program						
CNA	32	96	96	96	96	416
LPN	35	105	105	105	105	455
Tuition Rate Per Program:						
CNA	\$1,100.00	\$1,100.00	\$1,100.00	\$1,100.00	\$1,100.00	
LPN	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	
Revenue:						
Tuition	\$210,200	\$1,505,600	\$1,680,600	\$1,680,600	\$1,680,600	\$6,757,600
Other Income	\$73,000	\$0	\$0	\$0	\$0	\$73,000
Total Revenue	\$283,200	\$1,505,600	\$1,680,600	\$1,680,600	\$1,680,600	\$6,830,600
Compensation Expenses:						
<i>Salaries</i>						
<i>Faculty</i>	\$8,000	\$0	\$0	\$0	\$0	\$8,000
CE Faculty	\$39,200	\$357,920	\$402,840	\$402,840	\$402,840	\$1,605,640
Administrative Professionals	\$151,505	\$303,010	\$312,100	\$321,463	\$331,107	\$1,419,186
Clerical	\$0	\$79,952	\$81,551	\$83,998	\$86,517	\$332,018
Wages	\$14,820	\$0	\$0	\$0	\$0	\$14,820
Total Salary Expenses	\$213,525	\$740,882	\$796,491	\$808,301	\$820,465	\$3,379,664
Fringe Benefits	\$79,957	\$223,796	\$232,793	\$238,810	\$245,008	\$1,020,364
Total Fringe Benefits	\$79,957	\$223,796	\$232,793	\$238,810	\$245,008	\$1,020,364
Total Compensation	\$293,482	\$964,678	\$1,029,284	\$1,047,111	\$1,065,472	\$4,400,028
Operating Expenses:						
Facility	\$62,100	\$124,200	\$124,200	\$124,200	\$124,200	\$558,900
Supplies and Services	\$30,000	\$88,890	\$123,015	\$123,015	\$123,015	\$487,935
Travel	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Telephone	\$6,000	\$12,000	\$12,000	\$12,000	\$12,000	\$54,000
Equipment	\$5,000	\$15,000	\$15,000	\$15,000	\$15,000	\$65,000
Total Operating Expenses	\$108,100	\$245,090	\$279,215	\$279,215	\$279,215	\$1,190,835
TOTAL EXPENSES	\$401,582	\$1,209,768	\$1,308,499	\$1,326,326	\$1,344,687	\$5,590,863
Net Income/Loss	(\$118,382)	\$295,832	\$372,101	\$354,274	\$335,913	\$1,239,737

A. HEADCOUNT

The CNA program in the first year will be able to do two cohorts of 16 resulting into 32 students. The second year and each year after will average 96 students per year. In the first year of LPN program, 35 students will enter their first semester of the program. The second year of the LPN program, semester 1 will have 70 students; semester 2 will have 105 students; semester 3 will have 105 students. The third and each year after, the LPN program will run at full capacity 105 students each semester.

B. TUITION

The CNA program student tuition will be \$1,100 and the LPN program student tuition will be \$5,000 per semester resulting in \$15,000 for program.

C. REVENUE

The CNA program in its first year will generate \$35,200. In the second year and each year going forward, the revenue generated will be \$105,600. The revenue for the first year of the LPN program will be \$175,000. The second year revenue for LPN will increase to \$1,400,000. The LPN revenue for third year and after will be \$1,575,000.

D. OTHER INCOME

Estimated revenue projection generated from old LPN program of Cohort H and Cohort I from Summer 2014 and Fall 2014.

E. FACULTY

The current Faculty Executive Director position will transition to an administrative position in 2015.

F. CE FACULTY

The program utilizes several continuing education faculty that work to teach didactic and clinical content of the courses.

G. STAFF

The School of Nursing will need four full-time School of Nursing administrative professional staff to perform student services, financial and other administrative duties. Two office assistants will be hired to perform clerical support duties. The Executive Director of Nursing CE Programs will be responsible for oversight of the partnership, community outreach and administrative structure. The Director of Nursing CE Programs' responsibilities will include coordination of program faculty, curriculum development and assuring the program is in compliance with current academic standards and regulations of the Michigan State Board of Nursing.

H. WAGES

One casual office assistant that works 19 hour per week to initially assist with filing, copying, typing, order supplies, answering phones, admission activities, maintaining student files and other administrative activities.

I. FRINGES

Computation is based on the employment category of the individual employed. Rates were obtained from the University Office of Budget and Financial Planning.

J. FACILITY

All courses are proposed to be held at Focus HOPE in Detroit, Michigan. The rent is estimated to be \$10,350 per month for 10,350 of renovated space. The build-out is estimated to cost approximately \$200,000 and is included in the rent payment over the five year lease contract. Build-out activities include carpeting, painting, tile, toilets, sinks, headwalls and other renovations to make practice areas similar to hospital /long-term care settings.

K. SUPPLIES AND SERVICES

Supplies include paper, printer ink and instructional materials, testing materials and other lab/teaching supplies. Moving costs associated with moving equipment from storage in Novi, Michigan to Focus HOPE located in Detroit. The School of Nursing owns several pieces of equipment that have special handling instructions along with project coordination services. This will also include costs some new furnishings to make classrooms clean, fresh and easy to maintain. Monies allotted for maintenance contracts for simulators and other computerized lab equipment.

L. TELEPHONE

Charges associated with telephone system and internet services at the Focus: HOPE location.

M. TRAVEL

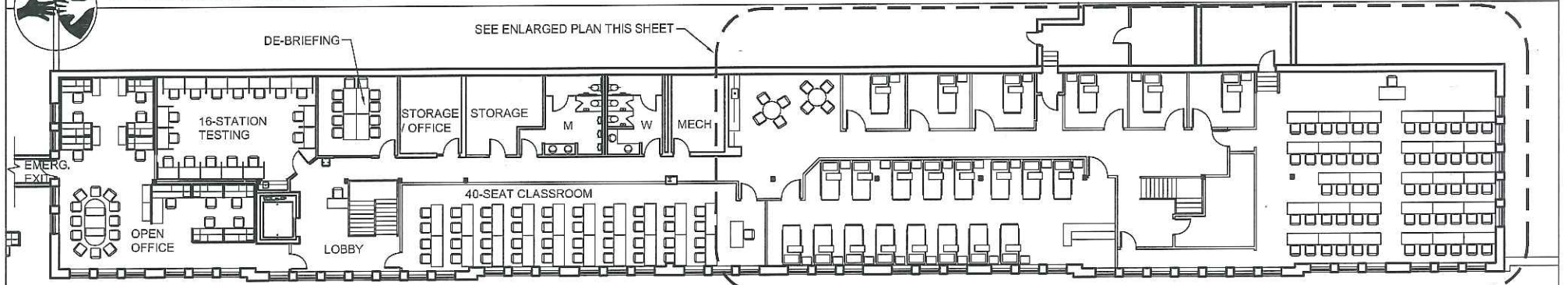
Costs include faculty and staff travel from Focus: HOPE's Detroit location to main campus in Rochester, Michigan for meetings, errands, meeting with potential clinic sites, healthcare organizations, etc.

N. EQUIPMENT

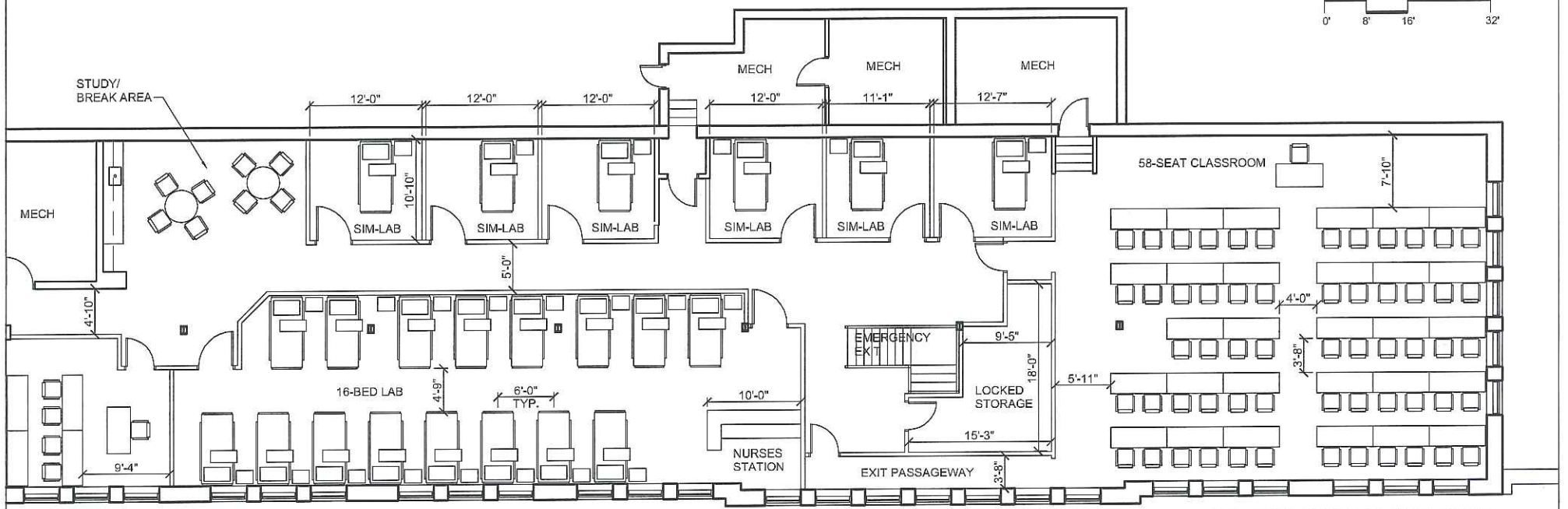
Equipment such as video projectors needed for instruction classrooms. Funds needed to upgrade computers, printers and other equipment for FH to further continuing education programs.



Focus: HOPE



2ND FLOOR PLAN
SCALE
0' 8' 16' 32'



ENLARGED 2ND FLOOR EAST
SCALE
0' 4' 8' 16'



September 25, 2014

Board of Trustees
Oakland University
2200 N. Squirrel Road
Rochester, Michigan 48309-4401

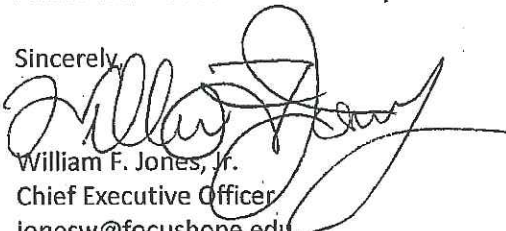
Dear Trustees:

Please accept this letter as Focus: HOPE's statement of support for the Oakland University Licensed Practical Nurse (LPN) and Competency Evaluated Nursing Assistant (CENA) programs.

Established in 1968, Focus: HOPE is dedicated to the pursuit of "intelligent and practical action to overcome racism, poverty, and injustice." We offer programs in three overlapping areas of focus: workforce development and education; food and basic needs assistance; and comprehensive neighborhood revitalization. While Focus: HOPE has offered training in machining and manufacturing since 1981, engineering since 1993, and information technologies since 1999, it has not been able to consistently offer training in the medical and nursing fields. Prospective students of ours are particularly interested in these fields and they represent growing and in-demand sectors of the labor market.

Through a successful partnership with Oakland University, we have been able to help open doors of opportunity for residents of southeastern Michigan to gain the skills needed to be successful in entry-level positions in these fields and to continue their education and experience such that they can advance in a career. I urge you to continue to support these important and needed programs. Please feel free to contact me if you have any questions or would like to discuss further.

Sincerely,



William F. Jones, Jr.
Chief Executive Officer
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