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Nursing Syllabi Spring 2017

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2017

498-02 Senior Seminar

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Xavier University School of Nursing
College of Professional Sciences School of Nursing
Spring, 2017

Course Number & Title: NURS 498 Senior Seminar

Credits: 3 semester credits: 3 X 15 weeks = 45 theory hours

Prerequisites: All 300 level nursing courses

Course Description:

This seminar course to be taken in the last semester focuses on the student's transition to entry-level practice. An inspection of personal transitions within the practice of nursing are examined. This capstone course allows the student to explore the educational transition of the program and to anticipate the professional transition into practice. Leadership, management and delegation principles will be analyzed. Professional responsibilities of the holistic nurse are reviewed. Concepts emphasized relate to the nurse as an instrument of healing engaged in a transpersonal human caring process, self-care, care of the environment and the global community.

Course Objectives:

Objective	BSN Essentials	Content/Concepts
1. Evaluate nursing as a profession using professional attributes.	Essential VIII: Professionalism and Professional Values Essential IX- Baccalaureate Generalist Nursing Practice	Professionalism, leadership concepts
2. Develop a personal philosophy of nursing.	Essential VIII: Professionalism and Professional Values Essential IX- Baccalaureate Generalist Nursing Practice	Nursing paradigm
3. Debate legal and ethical issues that impact the profession and personal practice.	Essential VIII: Professionalism and Professional Values Essential IX- Baccalaureate Generalist Nursing Practice	Legal and ethical issues in nursing & in health care, organ donation, assisted suicide, DNR, informed consent
4. Demonstrates professional communication strategies within interdisciplinary teams.	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential IX- Baccalaureate Generalist Nursing Practice	Interprofessional collaboration, communication, authority gradient, conflict resolution
5. Synthesize strategies in adopting a culture of safety in healthcare institutions.	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential IX- Baccalaureate Generalist Nursing Practice	Safety in health care, error prevention, culture of safety vs. blame, risk reduction
6. Analyze effective leadership styles.	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential IX- Baccalaureate Generalist Nursing Practice	Leadership concepts, transactional vs. transformational leaders, manager vs. leader.

Time and Location: Friday, 11:00 pm-1:30 pm
Section 01 Cohen Room TBA
Section 02 Cohen Room TBA
Section 03 Cohen Room TBA

Faculty:

Section 01 Kim Toole, DNP, APRN, CNP
Cohen Center 14
Office Phone: 513-745-3095
E-mail: toolek@xavier.com
Office Hours: By appointment

Section 02 Jennifer Bradley, Ph.D., RN, AHN-BC, ACC
Cohen Center 35
Office Phone: 513-745-1915
E-mail: bradleyj10@xavier.edu
Office Hours: By appointment

Section 03 Patricia McMahon DNP, NP-C, RN
Hailstones 19
Office Phone: 513-745-3852
E-mail: mcmahonp2@xavier.edu
Office Hours: By appointment

Required Text and Resources:

- Electronic Adaptive Quizzing-Elsevier for NCLEX review.
- LaCharity LA., Kumagai CK., Bartz B. (2014) Prioritization, Delegation, and Assignment. Practice Exercises for the NCLEX Examination. 3rd edition. St. Louis, Missouri: Elsevier.
- Porter-O'Grady, T. & Malloch, K. (2016). *Leadership in nursing practice*. Burlington, MA: Jones & Bartlett.
- Nance, J. J. (2008). *Why Hospitals Should Fly*. Bozeman, MT: Second River Healthcare Press

Recommended:

- NCLEX Prep book(s) of your choice (Lippincott, Silvestri, Saunders)

Instructional Methods: Readings, class discussion, case studies, small team work/projects, simulation, NCLEX practice questions, Elsevier Electronic Adaptive Quizzing, journaling.

Attendance:

Since class is only once a week, it is an expectation that you will come to class and participate in discussion. Should circumstances prevent you from attending class, it is your responsibility to **e-mail the professor prior to class**. Fulfilling this responsibility and courtesy is professional behavior. **Absences without prior notification will be considered unexcused. There are no make-up quizzes unless absence is for a medical reason and the student supplies a physician excuse for the class missed. Work and traveling (home or away) will not be accepted as excused absences.**

Grading Criteria:

Journals	3%
Team Assignments (4)	40% (10% each)
LaCharity/Pharm Quizzes	20%
Resume	3%
Participation/Leadership	5%
Weekly NCLEX practice questions (EAQ)	15%
Post-exit HESI exam	10%
HESI pharmacy exam	4%
<hr/>	
Total	100%

Grade Scale:	94 - 100 = A
	90 - 93 = A-
	87 - 89 = B+
	84 - 86 = B
	80 - 83 = B-
	77 - 79 = C+
	75 - 76 = C
	70 - 74 = C-
	67 - 69 = D+
	64 - 66 = D
	60 - 63 = D-
	< 60 = F

Case Study/Pharm Quizzes

There will be scheduled quizzes on the assigned chapters and case studies from the LaCharity textbook and additional posted pharmacology PPTs/material. The quiz dates are listed on the course calendar.

Journals

There are three required journal entries. Students are expected to respond in a thoughtful, reflective manner to discuss relevant concepts from class and texts. Students are expected to develop their own personal philosophy of nursing based the on the four metaparadigm concepts: person, health, environment, and nursing which will be reflected in the journal entries. The journals will be used to monitor student progress this semester. Due dates are listed on the course calendar.

Resume Building

Each student will prepare a professional resume and bring a hard copy of the resume to class on the assigned date listed on calendar, as well as post on Canvas. (See Canvas for rubric and instructions.) **There will not be individual feedback on the resume from the professor. There will be peer review. The student may request an appointment with the professor for resume review.**

Team Assignments

Students will work in small assigned teams and remain on this team for the duration of the semester. Teams will work on four course assignments and will earn a team grade for this section of the course. Specific instructions and grading rubrics can be found below and on Canvas. Due dates are listed on the course calendar. **One letter grade will be deducted from the student's score for not being present for the presentation.**

Weekly EAQ questions

Students will complete weekly questions in Elsevier Adaptive Quizzing (EAQ). The number of questions required per week, 50 or 100, will be determined by the School of Nursing NCLEX Success plan (below) and first HESI score. **Students will upload to Canvas the appropriate reports (as taught by Elsevier representative) to the professor from EAQ every week.** Due dates for submission are found on the topical outline contained within this syllabus. Timeliness of completion of questions is included as part of this portion of the course grade. Each EAQ report must be printed from the EAQ site and show the student's name, the date (or week), and **total** number of questions. **No points will be awarded if the correct number of questions are not posted in Canvas.**

HESI practice exams

Students will complete the practice HESI exam prior to the first scheduled HESI testing date. The second practice HESI prior to the exit HESI is optional.

Pre-exit HESI exams and Post-exit HESI exam

Students will sit for **one pre-HESI exam** and **one post-HESI exit exam** on the dates noted on the topical outline contained within this syllabus. (See School of Nursing NCLEX success plan below) The post HESI conversion score will be calculated to equal 10 % of the course grade.

HESI pharmacology exam

Students will sit for the HESI pharmacology exit exam on the date noted on the topical outline contained within this syllabus. The conversion score will be calculated to equal 3% of the course grade.

Late Submissions

Success in this course and on the NCLEX test includes devising a personal study schedule and adhering to it. **Five points will be deducted for each day any assignment is late.**

Class Participation/Leadership/Fellowship:

The expectation is that students will attend class and participate actively on their team as well as in all class discussions. Students will elect a team leader for each project that will be responsible for organizing the team process. It is expected that all students will respond in a respectful manner to everyone in the classroom during class and small team discussions. As a part of an integrated learning process, students are expected to complete assigned readings prior to class, contribute to class discussions, and participate in team activities. Students are expected to be engaged in class. If a student has an unexcused absence for illness, work, or other reason, the student will receive zero points for the day. However, the student can write a quality summary (2-3 pages) of that week's leadership topic and what the impact will be on their nursing career. This summary is due by the following Friday, 11:00 am and is to be submitted by email or hard copy (ask your professor preference).

Academic Honesty:

As a student at Xavier University and a future member of the nursing profession, it is expected that all students will abide by honest, respectful, and ethical behavior. Any type of behavior consisting of plagiarism, cheating, unauthorized assistance on assignments or copying from other students' work will not be tolerated. No photos of quizzes or test questions are permitted. The Xavier University Catalog and School of Nursing Baccalaureate Handbook will be considered authoritative for policy and penalties attached to such behavior and will be enforced.

Professional Behavior

Respectful and professional decorum and demeanor is expected. This includes being attentive, timely, and putting forth your best efforts regarding all assignment. Cell phone or laptop use, internet use, or preparing materials for other classes, is not permitted during class time. Class may not be recorded unless permission from professor is obtained. Please feel free to eat and drink in class but do so in a way that is not disruptive to the class.

Social Media Policy

Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. On line content and behavior has the ability to enhance or undermine not only an individual but also Xavier University, and the profession of nursing. Violations may expose the offender to criminal and civil liability. It is important to avoid disclosing any HIPAA or academic protected information regarding patients, clinical sites, or peers. Any student found to have violated this policy will be subject to disciplinary action as set forth in school of nursing student handbook. For example infractions may result in utilization of the Professional Conduct Policy.

The following are taken from the American Nurses Association Social Networking Recommendations and modified to serve as a guide to students to avoid potential problems.

1. Standards of professionalism are the same on-line as in any other circumstance.
2. Never post photographs or any information gained in a nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs these boundaries.
4. Do not post inflammatory or unflattering information about peers, patients, clinical sites and/or their employees on any social media site. Make every effort to present yourself as mature, responsible, and professional.
5. Do not take photos or recordings of a patient in your clinical setting or peers in their clinical or classroom learning environment without obtaining special permission utilizing the appropriate forms.
6. Promptly report any breach of confidentiality or privacy to your faculty member.
7. Do not share any protected health information. (HIPAA)

Source: <http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit>

Please refer also to Xavier University Student Handbook:

- Respect for Others 13.3, page 19;
- Harassment Policy 19.18 page 53 & 54;
- Online Communities 20.3, page 70

<http://www.xavier.edu/deanofstudents/documents/studenthandbook.pdf>

For potential consequences of inappropriate use of social and electronic media and common myths and misunderstandings refer to the below site:

https://www.ncsbn.org/Social_media-guidlines.pdf

More information can be found at American Nurses Association Social Media /Social Networking Principles Toolkit
[HTTP://WWW.NURSINGWORLD.ORG/FUNCTIONALMENUCATEGORIES/ABOUTANA/SOCIAL-MEDIA/SOCIAL-NETWORKING-PRINCIPLES-TOOLKIT](http://www.nursingworld.org/functionalmenucategories/aboutana/social-media/social-networking-principles-toolkit)

Students With Disabilities-Learning and Testing Accommodations:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu , to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

Anyone requiring special needs for test taking must follow set procedures prior to applying to take the NCLEX. There is a time requirement so this must be attended to immediately. Please see Mrs. Gomez with questions.

Office of Student Success: The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit www.xavier.edu/student-success to learn more or visit us in the Conaton Learning Commons.

Location: 514 Conaton Learning Commons

Phone: 513-745-3036

Email: studentretention@xavier.edu

NCLEX SUCCESS PLAN FOR SENIORS: HESI COMPONENT

The NCLEX Success plan is designed to assist Baccalaureate senior nursing students at Xavier University with preparation, in their final semester of the nursing program, for the licensing exam (NCLEX). This is one component of the overall plan for enhancing senior students' NCLEX success.

- 1) The following plan will be implemented in NURS 498, Senior Seminar:
 - a. Two Comprehensive HESI Exams will be administered in NURS 498. The purpose of the 2 exams, administered at the beginning and the end of the course is to gauge progression.
 - i. 1st in January
 - ii. 2nd April
 - b. On the first HESI Exit Exam, a target score of 900 or greater is desired. Students should aim for a mastery level of 2-3 on all EAQ quizzes.
 - c. If a score of 900 or greater is achieved on the first HESI Exam:
 - i. The student must complete 50 test questions every week throughout the semester from the Evolve Adaptive Questions (EAQ).
 - ii. Students will report their progress every week. Progress reports will include the EAQ printout, the total number of questions answered, the percent correct, and the student's identification of the strengths and weaknesses of EAQ performance. The student will submit the report to NURS 498 course faculty.
 - d. If a score of 899 or less is achieved on the first HESI Exam:
 - i. The student must complete 100 test questions every week throughout the semester from the Evolve Adaptive Questions (EAQ).
 - ii. Students will report their progress every week. Progress reports will include the EAQ printout, the total number of questions answered, the percent correct, and the student's identification of the strengths and weaknesses of EAQ performance. The student will submit the report to NURS 498 course faculty.
 - e. Failure to complete the required questions will result in an "I" in the NURS 498 course.

(See the Xavier University Undergraduate Catalog, Policies and Procedures, Undergraduate Academic Policies and Regulations regarding the conversion of an "I" to an earned grade.)

- 2.) On the 2nd HESI exam, a target score of 900 or greater is required. Regardless of the score achieved on the previous HESI exam, the last exam will serve as the exam score of record. The HESI conversion score from the last exam will account for 10% of the total NURS 498 course grade.
- 3.) If a score of 899 or less is achieved on the last HESI exit exam, the student will complete the following BEFORE the conversion score will be incorporated into the NURS 498 course:

- a. Design an individualized plan for NCLEX success based on a personal analysis of results from the 2 HESI exams and any weaknesses identified through previous faculty consultation and course work. Examples of information to be included in the plan: time line for NCLEX preparation, formal review course, and review questions.
- b. This plan **MUST** include completion of 3 remediation HESI case studies (not previously completed in the program) with a score of 75% or greater on each. The selected case studies must focus on identified weaknesses. Rationale for selection of each case study must also be included in the plan.
- c. Prior to the implementation of the individualized plan, course faculty must review and approve the plan.
- d. A course grade for NURS 498 will be assigned only after successful completion of the 3 case studies and submission of the formalized plan to the professor. Failure to complete cases and to submit the individualized plan will result in an “I” in the NURS 498 course. (See the Xavier University Undergraduate Catalog, Policies and Procedures, Undergraduate Academic Policies and Regulations regarding the conversion of an “I” to an earned grade.)

Journals:

There are three required journal entries. Students are expected to respond in a thoughtful, reflective manner to discuss relevant concepts from class and texts. Students are expected to develop their own personal philosophy of nursing based on the four metaparadigm concepts: person, health, environment, and nursing which will be reflected in the journal entries. Journals will also be used to monitor student progress this semester. Due dates are listed on the course calendar.

Journal Rubric

4 = Excellent 3 = Good 2 = Average 1 = Poor

Criteria	Points Earned				Comments
Leadership concepts discussed.	4	3	2	1	
Successes identified and reflect the ability to build on new insight or skill attainment.	4	3	2	1	
Challenges identified as well as how the challenge was addressed.	4	3	2	1	
Student reflects on own personal philosophy of nursing using one or more of the four metaparadigm concepts: person, health, environment, and nursing.	4	3	2	1	
Student discusses what personal learning/insight occurred as a result of deep reflection on successes and challenges.	4	3	2	1	
Total Points = 20	/20				

Team Assignments/Projects

1. Team Project #1: Health Promotion and Maintenance- Pediatric, OB, and Women's Health Case Studies
 - a. The team will develop a comprehensive case study from the assigned OB/pediatric guide that the team will present to class. The presentation needs to engage the class in facilitated discussion around key points in the case study. The team will also give peers a "tip study sheet" that includes all OB/Peds/Women's health elements listed for the assigned team to use for NLCEX studying. The handout should be concise and 1-2 pages in length.
 - b. All students must participate in the team assignment.
 - c. The team will be graded using the following rubric:

4 = Excellent 3 = Good 2 = Average 1 = Poor

Criteria	Points Earned				Comments
Overview of case study was comprehensive yet succinct.	4	3	2	1	
Case study was based on evidence based practice and reliable data.	4	3	2	1	
Tip sheet included pediatric/OB/Women's health key areas.	4	3	2	1	
All team members demonstrated evidence of preparation; presentation is well	4	3	2	1	

organized and flows from speaker to speaker.					
Each team member participated and provided his/her perspective.	4	3	2	1	
Team facilitated class discussion in an engaging way demonstrating a clear understanding of the issues; team is responsive to audience questions.	4	3	2	1	
Total Points = 24	/24				

2. Team Project #2: Psychosocial Integrity- Ethical Case Studies

- a. Each team will be assigned an ethical case study to discuss and asked to answer the listed questions.
- b. On the assigned date, each team will facilitate a class discussion of the case study.
- c. The team will be graded using the following rubric:

4 = Excellent 3 = Good 2 = Average 1 = Poor

Criteria	Points Earned				Comments
Overview of issue was comprehensive yet succinct.	4	3	2	1	
Case study was based on evidence based practice and reliable data.	4	3	2	1	
Knowledge of ethical principles was evident.	4	3	2	1	
All team members demonstrated evidence of preparation; presentation is well and flows from speaker to speaker.	4	3	2	1	
Each team member participated and provided his/her perspective.	4	3	2	1	
Team facilitated class discussion in an engaging way demonstrating a clear understanding of the issues; team is responsive to audience questions	4	3	2	1	
Total Points = 24	/24				

3. Team Project #3: Bookclub-Safe & Effective Care

- a. Each student will read John Nance's book: "Why Hospitals Should Fly."
- b. Each team will be assigned 2-3 chapters to discuss in class by conducting a "book club" to facilitate discussion on their assigned chapters. Do not just summarize the book for the class- we all read it. Be creative.
- c. Each team needs to develop key discussion questions from their chapters and engage the class through facilitated discussion on safe and effective care.
- d. The team will be graded using the following rubric:

Bookclub-Safe & Effective Care Presentation Rubric

4 = Excellent 3 = Good 2 = Average 1 = Poor

Criteria	Points Earned				Comments
Overview of chapters was comprehensive yet succinct.	4	3	2	1	
Discussion was based on evidence based practice and reliable data.	4	3	2	1	
Knowledge of principles of safety and quality was evident.	4	3	2	1	
All team members demonstrated evidence of preparation; presentation is well and flows from speaker to speaker.	4	3	2	1	
Each team member participated and provided his/her perspective.	4	3	2	1	
Team facilitated class discussion in an engaging way demonstrating a clear understanding of the issues; team is responsive to audience questions	4	3	2	1	
Total Points = 24	/24				

4. Team Project #4: Physiologic Integrity- Medical Diagnoses Review

- a. Each small learning team/team will be assigned a medical diagnosis to develop a case study to present in class. Each team/team will also prepare a handout pertaining to the assigned diagnosis for their classmates.
- b. Each team will provide enough copies of the handout for classmates to use as a review tool for HESI and NCLEX preparation.
- c. Each handout should include the key information pertaining to the diagnosis. The handout should be concise and 1-2 pages in length at most.
- d. The team will be graded using the following rubric:

4 = Excellent 3 = Good 2 = Average 1 = Poor

Criteria: Key Information	Points Earned				Comments
Overview of case study was comprehensive yet succinct.	4	3	2	1	
Case study was based on evidence based practice and reliable data.	4	3	2	1	
Tip sheet based on evidence based practice and reliable data & included disease pathophysiology, etiology, risk/contributing factors, signs/symptoms, diagnostic/lab tests, treatment	4	3	2	1	
All team members demonstrated evidence of preparation; presentation is well organized and flows from speaker to speaker.	4	3	2	1	
Each team member participated and provided	4	3	2	1	

his/her perspective.					
Team facilitated class discussion in an engaging way demonstrating a clear understanding of the issues; team is responsive to audience questions	4	3	2	1	
Total Points = 24			/24		

2017 TOPICAL OUTLINE (COURSE CALENDAR)

Date	Topic	Assignments for Class (Homework Before Class)	Class Activities	Due Dates
Week 1 1/13	Course Overview The Capacity to Lead	Review Syllabus, NCLEX Test Success Plan, Assignments, and Calendar Porter-O'Grady & Malloch Ch. 3 read for first class	<ul style="list-style-type: none"> • Review Syllabus & Course Expectations & Assignments • Group projects; Nance book • Review NCLEX Success Plan • Elsevier Study Packets- C. Kendall • HESI/Practice Test- How to Prepare for HESI • EAQ requirements each week • Discuss KATTS model • Complete Information Questionnaire • Complete Text Anxiety Inventory • Form Sim Groups • Meet small team and discuss team assignments 	
Week 2 1/20	HESI Pre-test	Complete Practice Test on Elsevier website	<ul style="list-style-type: none"> • HESI pre-test 	Must complete Practice Test A by midnight 1/18/17
Week 3 1/27	Prioritization, Delegation, Making Assignments	EAQ questions Study Pharm PPT # 1 Read: LaCharity Part 1: Introduction: Prioritization, Delegation, & Assignment Decisions	<ul style="list-style-type: none"> • Quiz # 1 on Pharm PPT #1 • Class Discussion on delegation • Be prepared to discuss delegation questions pg. 442 & 444-445 • Explain four areas of NCLEX test questions • Work on Health Promotion & Maintenance Team 	EAQ Report Due Upload Self Study Packet from Elsevier

		Read Porter-O'Grady & Malloch Ch. 12 Review posted delegation documents	Project #1 (Pediatric & OB Case Studies) <ul style="list-style-type: none"> • NCLEX Questions if time allows 	
Week 4 2/3	Health Promotion & Maintenance- Pediatric/OB/Women's Health Review	EAQ questions Study Pharm PPT # 2 LaCharity Chapter 7 Cardiovascular	<ul style="list-style-type: none"> • Quiz # 2- Chapter 7 CV Problems & Pharm PPT #2 • Present Team Project #1 Health Promotion & Maintenance (Pediatric/OB Case Studies) 	EAQ Report Due Team Project #1 Health Promotion & Maintenance Due
Week 5 2/10 McMahon-SIM Bradley & Toole per schedule	Change and Innovation NCLEX Test Taking Strategies	EAQ questions LaCharity Chapter 6 Respiratory Problems Study Pharm # 3 Read: Porter-O'Grady & Malloch Chapter 1	<ul style="list-style-type: none"> • Quiz # 3 Chapter 6 Respiratory & Pharm PPT #3 • Be prepared to discuss leadership questions or issues from assigned readings • NCLEX Test Taking Strategies • Pharmacology Strategies 	EAQ Report Due Journal # 1 Due Pre-Sim Homework Due for McMahon
Week 6 2/17	Transitioning to the Professional Role	EAQ questions Porter-O'Grady & Malloch Ch. 2	<ul style="list-style-type: none"> • PANEL of students and managers • Bring one question on an index card that will be collected at the beginning of class to ask the managers &/or the new graduate RNs 	EAQ Report Due
Week 7 2/24	Psychosocial Integrity-Ethical Decision Making	EAQ questions LaCharity Chapter 4 Fluid & Electrolytes & Acid-Base Balance Study Pharm # 4	<ul style="list-style-type: none"> • Quiz # 4 Chapter 4 Fluid/Electrolytes/Acid-Base & Pharm PPT #4 • Present Team Project #2 Psychosocial Integrity-Ethics Case Studies 	EAQ Report Due Team Project #2 Psychosocial Integrity-Ethical Case Study Due

		Porter O'Grady & Malloch Chapter 6		Post-Sim Homework Due for McMahon
Week 8 3/3 Bradley-Sim McMahon will do week 5 Change & Innovation/NCLEX Strategies Toole-per schedule	Conflict Resolution Skills for Clinical Leaders	LaCharity Chapter 13 Review Pharm # 5 & 6 Porter O'Grady & Malloch Chapter 4	<ul style="list-style-type: none"> • QUIZ #5 LaCharity Ch 13 DM & Pharm PPT #5 & 6 • Be prepared to discuss leadership questions from assigned reading. • Bring Nance Book- Work on Team Project #3 Safe & Effective Care- "Why Hospitals Should Fly". 	EAQ Report Due Pre-Sim Homework Due for Bradley
Week 9 3/10		Spring Break!!!		
Week 10 3/17 Toole-Sim Bradley & McMahon will do week 8	Conflict Resolution Skills for Clinical Leaders	LaCharity Chapter 13 Review Pharm # 5 & 6 Porter O'Grady & Malloch Chapter 4	<ul style="list-style-type: none"> • QUIZ #5 LaCharity Ch 13 DM & Pharm PPT #5 & 6 • Be prepared to discuss leadership questions or issues from assigned readings • NCLEX Questions • Bring Nance Book- Work on Team Project #3 Safe & Effective Care- "Why Hospitals Should Fly". 	EAQ Report Due Post-Sim Homework Due for Bradley Pre-Sim Homework Due for Toole
Week 11 3/24	Policy, Legislation, Licensing, and Professional Nurse Roles	LaCharity Chapter 18 Problems in Pregnancy & Childbearing Study Pharm PPT #7 EAQ Questions Porter O'Grady & Malloch Chapter 11	<ul style="list-style-type: none"> • Quiz #6 Chapters 18 & Pharm PPT 7 • Quiz #6-Chapter 18 and Pharm PPT #7 • Be prepared to discuss leadership questions or issues from assigned readings • Peer Review of resumes • Practice interviewing, discuss cover letters & goal statements if time allows 	EAQ Report Due Resume Due on Canvas Journal #2 Due

Week 12 3/31	Accountability and Ownership: The Centerpiece of Professional Practice Team Leading/Management	LaCharity Chapter 19 Pediatric problems Review Pharm PPT #8 EAQ Questions Porter O'Grady & Malloch Chapter 14 LaCharity Chapter 19 Pediatric problem NCLEX Pharm PPT #8	<ul style="list-style-type: none"> • Quiz #7 Chapter 19 Pediatric problems & Pharm PPT #8 • Be prepared to discuss leadership questions from assigned readings • Preparing for Day of RN-NCLEX Exam- Review of Katts Model; Review Test Strategy • Review Patient Safety Goals (JCAHO)/Present case scenarios • Work on Team Project #3 and/or Team Project #4 	EAQ Report Due Post-Sim Homework Due for Toole
Week 13 4/7	Safe and Effective Care	EAQ questions	<ul style="list-style-type: none"> • Present Team Project #3- "Bookclub" • Patient Safety Goals (JCAHO)/Present case scenarios 	EAQ Report Due Team Project #3 Due
Week 14 4/14	Easter Holiday	No Class		
Week 15 4/21	Post-HESI Exit	EAQ questions		EAQ Report Due Complete Practice Test - optional
Week 16 4/28	HESI Pharm Exam	HESI Pharm Exam		EAQ Report Due Journal #3 Due
Week 17 5/5/15	Integrating Learning: Applying the Practice of Leadership	EAQ questions Porter O'Grady & Malloch Chapter 15 LaCharity Case Studies 3 & 10	<ul style="list-style-type: none"> • Quiz # 8 Case Studies 3 & 10 • Present & Share Team Projects # 4 Physiological Integrity 	EAQ Report Due Team Project #4 Physiological Integrity Due
5/12	Pinning			
5/13	Graduation			

Caveat:

The schedule and procedure in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires and room availability.