2015

NURS 498-01 Senior Seminar

Kim Toole
toolek@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/nursing_syllabi_spring_2015

Recommended Citation
http://www.exhibit.xavier.edu/nursing_syllabi_spring_2015/11

This Restricted-Access Syllabus is brought to you for free and open access by the Nursing Syllabi 2015 at Exhibit. It has been accepted for inclusion in Nursing Syllabi Spring 2015 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Xavier University School of Nursing  
College of Social Sciences, Health and Education  
Spring, 2015

Course Number & Title:  NURS 498 Senior Seminar

Credits:    3

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.

Objectives:

1. Evaluate nursing as a profession using professional attributes.
2. Develop a personal philosophy of nursing.
3. Debate legal and ethical issues that impact the profession, personal practice.
4. Demonstrates professional communication strategies within interdisciplinary teams.
5. Synthesize strategies in adopting a culture of safety in healthcare institutions.
6. Analyze effective leadership styles.

Time and Location:  Friday, 11:00 pm-1:30 pm, Cohen Center
Section 01 Room 110
Section 02 Room 35
Section 03 Room 14

Faculty:
Section 03  Jennifer Bradley, Ph.D., RN. GPCC  
Cohen Center 124  
Office Phone:  513-745-1915  
E-mail: bradleyj10@xavier.edu  
Office Hours:  By appointment

Section 02  Cheryl A. McCracken, RN, MSN  
Office Number:  745-4321  
Cell Number: (513) 659-2145 (primary)  
E-mail: mccrackenc@xavier.edu  
Office hours: by appointment

Section 01  Kim Toole, DNP, APRN, CPNP  
Cohen Center 105  
Office Phone:  513-745-3095  
E-mail: toolek@xavier.com  
Office Hours:  By appointment
Required Text and Resources:


Electronic Adaptive Quizzing-Elsevier.

Learning and Study Strategies Inventory (LASSI). Access tickets should be purchased at the bookstore ($8.00)

Recommended Text:
NCLEX Prep book of your choice.

Instructional Methods: Readings, class discussion, case studies, small group work, simulation, NCLEX practice questions, Elsevier Electronic Adaptive Quizzing, Journal.

Attendance:
It is my expectation that you will come to class. Just as a nurse would call in sick, should circumstances prevent you from attending class, it is your responsibility to inform me prior to class. Fulfilling this responsibility and courtesy is professional behavior and one the professional world unequivocally expects to occur. Absences without prior notification will be deemed unexcused.

** There will be no penalties for an excused absence. An excused absence requires e-mailing me at least one hour prior to the start of class or clearing the anticipated absence with me prior to class. I do not expect more than one excused absence per semester. There will be a deduction of 1.5% of the final grade for each unexcused absence.

Grading Criteria:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study/Pharm Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Journal</td>
<td>10%</td>
</tr>
<tr>
<td>Leadership Text Reflective Questions</td>
<td>10%</td>
</tr>
<tr>
<td>Test 1</td>
<td>10%</td>
</tr>
<tr>
<td>Test 2</td>
<td>10%</td>
</tr>
<tr>
<td>Resume building</td>
<td>5%</td>
</tr>
<tr>
<td>Group Assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly NCLEX practice questions (EAQ)</td>
<td>10%</td>
</tr>
<tr>
<td>Pre-exit HESI exam Practice Test completion</td>
<td>5%</td>
</tr>
<tr>
<td>Post-exit HESI exam</td>
<td>10%</td>
</tr>
<tr>
<td>HESI pharmacy exam</td>
<td>5%</td>
</tr>
<tr>
<td>Peer Review</td>
<td>5%</td>
</tr>
</tbody>
</table>
| Total                                                        | 100% (2.5 per each practice exam)
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 (10% of grade)  
There will be a total of 9 scheduled quizzes on the assigned chapters and case studies from the LaCharity book and pharmacology material. Pharmacology information will be uploaded in advance weekly so students can adequately prepare.

Journal (10% of grade)  
Weekly journal entry and submission. (See Canvas for rubric and instructions.)

Reflective Questions (10% of grade)  
Weekly submission of assigned reflective questions pertaining to Porter-O’Grady assigned chapter readings. (See Canvas for rubric and instructions.)

Tests (20% of grade)  
There will be two written examinations on course content. Each test is worth 10% of the course grade. A guide for test preparation will be supplied in advance of each test. Tests will be comprised of multiple choice NCLEX style questions.

Resume Building (5% of grade)  
Each student will prepare a professional resume and cover letter. (See Canvas for rubric and instructions.)

Group Assignments (10% of grade)  
Students will form small family groups on the first day of class and remain in the group for the duration of the semester. Groups will work on selected course assignments and will earn a group grade for this section of the course evaluation total. Specific instructions and rubric will be provided in class as well as posted on Canvas as needed.

Weekly NCLEX test questions (10% of grade)  
Students will complete weekly questions in Elsevier Adaptive Quizzing (EAQ). The number of questions required per week will be determined by the School of Nursing NCLEX Success plan (below). Students will submit reports from EAQ every 5 weeks. 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.

HESI practice exams (5% of grade)  
Students will complete three practice HESI exams prior to each of the scheduled testing dates. Failure to complete the practice exam prior to the scheduled HESI exam will result in non-admittance to the HESI testing site.
Pre-exit HESI exams and Post-exit HESI exam (Post-HESI = 10 % of grade)
Students will sit for two pre-HESI exams 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 (5 % of grade)
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 5 % of the course grade.

Peer Review submission (5 % of grade)
Each student will complete a peer review submission evaluating themselves and their small family group members individually. The total of all submission scores for each student will be calculated to equal 5 % of the course grade.

Late Submissions
Success in this course and on the NCLEX test include devising a schedule and sticking to it. Late submissions should be avoided. Two percentage points will be deducted for each day a journal or reflective question assignment is late. Two percentage points will be deducted from the EAQ portion of the grade (10%) if the number of assigned EAQ questions are not completed by the submission dates of 2/13/15, 3/27/15 and 5/1/15.

Class Participation:
Participation makes the learning experience come alive, resulting in deeper learning. The expectation is that students will participate actively in their small family group as well as in all class discussions. It is expected that all students will respond in a respectful manner to everyone in the classroom during class and small group discussions. As a part of an integrated learning process, students are expected to preview assigned readings, contribute to class discussions, and participate in group activities. Although they are not accounted for in the final course grade, indicators of your participation will be noted and may influence borderline grades.

Learning and Testing Accommodations:
Any student who feels he/she may need an accommodation based on the impact of a documented disability should contact me personally to discuss your specific needs. Please also contact the Learning Assistance Center at 513-745-3280 on the Fifth Floor of the Conaton Learning Commons to coordinate reasonable accommodations.

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 attended to immediately. Please see Mrs. Gomez with questions.

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. 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 use, internet use and preparing materials for other classes, is not permitted during class time. 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
**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. Three (3) Comprehensive HESI Exit Exams will be administered in NURS 498. The purpose of the 3 exams, administered at the beginning, middle, and end of the course, is to gauge progression.
      i. 1st in January (January 23)
      ii. 2nd March (March 13th)
      iii. 3rd April (April 24th)
   b. On each of the 1st two HESI Exit Exams, a target score of 900 or greater is desired.
   c. If a score of 900 or greater is achieved on either of the first two HESI Exit Exams:
      i. The student must complete 250 test questions every 5 weeks throughout the semester from the Evolve Adaptive Questions (EAQ).
      ii. Students will report their progress every 5 weeks. 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. NURS 498 course faculty will share progress reports with the Associate Director, Undergraduate Program (Dr. King). The five week reporting dates are February 13, March 27, and May 1, 2015.
   d. If a score of 899 or less is achieved on either of the first two HESI Exit Exams:
      i. The student must complete 500 test questions every 5 weeks throughout the semester from the Evolve Adaptive Questions (EAQ).
      ii. Students will report their progress every 5 weeks. 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. NURS 498 course faculty will share progress reports with the Associate Director, Undergraduate Program (Dr. King). The five week reporting dates are February 13, March 27, and May 1, 2015.
   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 3rd HESI exam, a target score of 900 or greater is desired. Regardless of scores achieved on the previous 2 HESI exams, the 3rd exam will serve as the exam score of record. The HESI conversion score from the 3rd exam will account for 10% of the total NURS 498 course grade.

3.) If a score of 899 or less is achieved on the 3rd 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 3 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, the Associate Director, Undergraduate Program (Dr. King) and 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 Associate Director, Undergraduate Program (Dr. King). 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.)

NOTE: The above stated NCLEX Success Plan for Seniors: HESI Component must be stated verbatim in the NURS 498 course syllabus effective 2015.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
<th>Class Activities</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16/15</td>
<td>Course Overview</td>
<td>Review NCLEX Test Plan</td>
<td>**Complete Information Questionnaire **Elsevier Study Packets **Discuss KATTA model and course design **Complete Text Anxiety Inventory **Discuss NCLEX test plan **LASSI instructions **Class discussion re: baseline assessment **Form small groups **Group activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Syllabus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/23/15</td>
<td>HESI Pre-test # 1</td>
<td>Complete Practice Test on Elsevier website</td>
<td>HESI pre-test # 1</td>
<td>Journal # 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete Practice Test A by midnight 1/22/15</td>
</tr>
<tr>
<td>1/30/15</td>
<td>Prioritization, Delegation, Assignments</td>
<td>EAQ questions</td>
<td>**Quiz # 1 Pharm **Delegation PP with practice questions **Class Discussion-Leadership **Anxiety/Stress/Time Management **NCLEX tip of the day **Group Project #1 Safe and Effective Care Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CM-SIM</td>
<td>Complete LASSI on-line</td>
<td></td>
<td>Upload Self Study Packet from Elsevier</td>
</tr>
<tr>
<td></td>
<td>JB-per schedule</td>
<td>Read: LaCharity pgs 1-9</td>
<td></td>
<td>Reflective questions PO Chap 12</td>
</tr>
<tr>
<td></td>
<td>KT-per schedule</td>
<td>Read: Porter O’Grady Chapter 12</td>
<td></td>
<td>Journal # 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review delegation documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Pharm # 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/6/15</td>
<td>Resume Building and Interviewing</td>
<td>EAQ questions</td>
<td>**NCLEX Test Taking Strategies-Cheryl Leksan **Peer review of Resumes **Videos on Interviewing or Guest Speaker **Quiz # 2 Chapter 7 CV Problems and Pharm 2 **Group Project #1 Safe and Effective Care Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prepare Resume and Cover letter</td>
<td></td>
<td>Resume and Cover letter-bring to class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LaCharity Chapter 7 Cardiovascular Problems</td>
<td></td>
<td>Journal # 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Pharm # 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/13/15</td>
<td>Transitioning to the Professional Role.</td>
<td>EAQ questions</td>
<td>**Quiz # 3 Chapter 6 Resp and Pharm 3 **Class Discussion-Leadership **Anxiety/Stress/Time management **NCLEX tip of the day **Group Project # 2 Safe and Effective Care Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change and Innovation</td>
<td>Read: Porter-O’Grady Chapters 1 &amp; 2</td>
<td></td>
<td>Reflective questions PO Chaps 1 and 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LaCharity Chapter 6 Respiratory Problems</td>
<td></td>
<td>Journal # 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Pharm # 3</td>
<td></td>
<td>Group Project # 1 Safe and Effective Care Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>EAQ Report Due</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignments</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td></td>
</tr>
<tr>
<td>2/20/15</td>
<td><strong>Junior Seminar</strong> 2015 - JB-SIM CM-Delegation (see 1/30) KT-per schedule</td>
<td>The Person of the Leader: The Capacity to Lead</td>
<td>Reflective questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EAQ questions</strong></td>
<td><strong>EAQ questions</strong></td>
<td>PO Chap 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Porter-O’Grady Chapter 3</td>
<td><strong>Class Discussion-Leadership</strong></td>
<td>Journal # 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LaCharity Chapter 4 Fluid, Electrolyte, and Acid-Base Balance</td>
<td><strong>Anxiety/Stress/Time management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Pharm # 4</td>
<td><strong>NCELEX tip of the day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Group Project # 2</strong></td>
<td>Health Promotion and Maintenance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/27/15</td>
<td><strong>Junior Seminar</strong> 2015 - KT-Sim CM-per schedule JB-per schedule</td>
<td>The Person of the Leader: The Capacity to Lead</td>
<td>Reflective questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>EAQ questions</strong></td>
<td><strong>EAQ questions</strong></td>
<td>PO Chap 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Porter-O’Grady Chapter 3</td>
<td><strong>Class Discussion-Leadership</strong></td>
<td>Journal # 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LaCharity Chapter 4 Fluid, Electrolyte, and Acid-Base Balance</td>
<td><strong>Anxiety/Stress/Time management</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Pharm # 4</td>
<td><strong>NCELEX tip of the day</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Group Project # 3</strong></td>
<td>Psychosocial Integrity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/6/15</td>
<td><strong>Spring Break!!!</strong></td>
<td><strong>Spring Break!!!</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/13/15</td>
<td><strong>2nd Pre-HESI exit</strong></td>
<td>Practice exam # 2</td>
<td>Complete HESI practice exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>by midnight 3/12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/20/15</td>
<td><strong>Conflict Skills for Clinical Leaders</strong></td>
<td>EAQ questions</td>
<td>Reflective questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Leadership: The Foundation of Practice Effectiveness</td>
<td><strong>EAQ questions</strong></td>
<td>PO Chaps 4 and 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Porter O’Grady Chapters 4 and 7</td>
<td>Journal # 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LaCharity Chapters 12 and 13 Diabetes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Pharm #s 5 &amp; 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3/27/15</td>
<td><strong>Policy, Legislation, Licensing, and Professional Nurse Roles</strong></td>
<td>EAQ Questions</td>
<td>Reflective questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>EAQ questions</strong></td>
<td>PO Chap 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Porter O’Grady Chapter 11</td>
<td>Journal # 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>LaCharity Chapter 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problems in Pregnancy and Childbearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Pharm # 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/3/15</td>
<td><strong>EASTER</strong></td>
<td><strong>EAQ Report Due</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NO CLASS</strong></td>
<td><strong>Group Project # 3 Psychosocial Integrity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td></td>
</tr>
</tbody>
</table>
| 4/10/15 | Accountability and Ownership: The Centerpiece of Professional Practice | EAQ Questions  
Porter O’Grady Chapter 14  
LaCharity Chapter 19  
pediatric problem  
NCLEX Pharm # 8 | **Quiz # 7 Chapter 19 and Pharm 8  
**Class Discussion-Leadership  
**Anxiety/Stress/Time management  
**NCLEX tip of the day  
**Group Project # 3  
Physiological Integrity | Reflective questions  
PO Chap 14  
Journal # 10 |
| 4/17/15 | TEST 2                                                               | EAQ questions  
TEST 2-In class | Group project # 4 Physiological Integrity as time allows. | Journal # 11 |
| 4/24/15 | Post-HESI Exit                                                       | EAQ questions  
Post-HESI Exit |  | Complete Practice Test by midnight  
4/23/15  
Journal # 12 |
| 5/1/15  | Integrating Learning: Applying the Practice of Leadership          | EAQ questions  
Porter O’Grady Chapter 15  
LaCharity Case Studies 3 and 10 | **Quiz # 8 Case Studies 3 and 10  
**Preparing for Day of RN-NCLEX Exam  
*NCLEX Tip of the day  
**Group projects # 4  
Physiological Integrity | Reflective questions  
PO Chap 15  
Journal # 13  
EAQ Report  
Group Project # 4  
Physiological Integrity |
| 5/8/15  | HESI Pharm Exam                                                      | HESI Pharm Exam  
Complete LASSI assessment # 2 |  | Submit Peer Review |
| 5/15/15 | Pinning                                                             |  |  |  |
| 5/16/15 | 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.