

2016

498-02 Senior Seminar

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Xavier University School of Nursing
College of Social Sciences, Health and Education School of Nursing
Spring, 2016

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.

Course Objectives:

Objective	Essentials
1. Evaluate nursing as a profession using professional attributes.	Essential VIII: Professionalism and Professional Values
2. Develop a personal philosophy of nursing.	Essential VIII: Professionalism and Professional Values
3. Debate legal and ethical issues that impact the profession and personal practice.	Essential VIII: Professionalism and Professional Values
4. Demonstrates professional communication strategies within interdisciplinary teams.	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
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
6. Analyze effective leadership styles.	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

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

Faculty:

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

Section 02 Jennifer Bradley, Ph.D., RN. GPCC
Cohen Center 124
Office Phone: 513-745-1915
E-mail: bradleyj10@xavier.edu
Office Hours: By appointment

Required Text and Resources:

- 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. (2013). *Leadership in nursing practice*. Burlington, MA: Jones & Bartlett.
- Electronic Adaptive Quizzing-Elsevier for NCLEX review.

Recommended:

- NCLEX Prep book of your choice.

Instructional Methods: Readings, class discussion, case studies, small group work, 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 (i.e. attendance is mandatory). 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 will be a deduction of 1.0% of the final grade for each unexcused absence.**

** There will be no penalties for an **excused** absence due to illness. An excused absence requires e-mailing the professor prior to the start of class. It is anticipated students will not have more than one excused absence per semester.

Grading Criteria:

Journals	10%
Group Assignments (4)	20% (5% each)
LaCharity/Pharm Quizzes	15%
Tests	20%
Resume	5%
Weekly NCLEX practice questions (EAQ)	15%
Post-exit HESI exam	10%
HESI pharmacy exam	5%
<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 a total of seven required journal entries. Students are expected to respond in a thoughtful, reflective manner to each question or statement. If the responses are thorough and complete, student will receive maximum credit. Due dates are listed on the course calendar.

Tests

There will be two written examinations on course content. Tests will be comprised of multiple choice NCLEX style questions.

Resume Building

Each student will prepare a professional resume and cover letter and bring to class on the assigned date listed on calendar, as well as post on Canvas. (See Canvas for rubric and instructions.)

Group Assignments

Students will form small groups on the first day of class and remain in the group for the duration of the semester. Groups will work on four course assignments and will earn a group grade for

this section of the course. Specific instructions and grading rubrics can be found on Canvas. Due dates are listed on the course calendar.

Weekly NCLEX test 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 submit reports 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.

HESI practice exams

Students will complete the practice HESI exam prior to the first scheduled HESI testing date (Due by 1/20/2016). The practice HESI prior to the April 22 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 2.5 % 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 a journal or any other assignment is late. Two percentage points will be deducted from the EAQ portion of the grade (10%) if the minimum number of assigned EAQ questions are not completed by the required submission dates.**

Class Participation:

The expectation is that students will participate actively in their small 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 complete assigned readings prior to class, contribute to class discussions, and participate in group activities. Students need to be engaged in class.

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 use, internet use and 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.
 - 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.)

Group Assignments/Projects

1. Health Promotion & Maintenance- Pediatric & OB Review
 - a. The group will answer selected pediatric-OB-Gyn questions as a content review.
 - b. The group will receive full credit for a complete and thorough job.

2. Psychosocial Integrity- Ethical Case Studies
 - a. Each group will be assigned an ethical case study to discuss and answer the listed questions.
 - b. On the assigned date, each group will facilitate a class discussion of the case study.
 - c. The group 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	
Position of team was based on credible data.	4	3	2	1	
Knowledge of ethical principles was evident.	4	3	2	1	
All team members demonstrated evidence of preparation and collaboration for the presentation and discussion.	4	3	2	1	
Each team member provided his/her perspective.	4	3	2	1	
Facilitated class discussion & demonstrated a clear understanding of the issue in regards to questions of audience.	4	3	2	1	
Total Points = 24	/24				

3. Safe & Effective Care Environment- Philosophical Model
 - a. This assignment is for each group to develop a personal belief model about nursing for a new nurse-run clinic or health facility. The group needs to articulate beliefs, assumptions, and values related to the four metaparadigm concepts (person, health, environment and nursing) that will relate to the clinic.
 - b. Each group needs to develop or “build” a model and write a summary to turn in and to present in class. Limit ideas to two pages.
 - c. The group will be graded using the following rubric:

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

Criteria	Points Earned				Comments
The conceptual model is professional in appearance, well done, and easy to understand, & is a creative representation of the group's nursing philosophy	4	3	2	1	
The presentation and model covers the following:					
1. Nursing Metaparadigm: health, person, nursing, environment	4	3	2	1	
2. Safety and quality in health care	4	3	2	1	
3. Includes beliefs, assumptions, and values	4	3	2	1	
4. Includes clinical examples	4	3	2	1	
The presenters are professional in appearance and in presenting, and speak loud and clear.	4	3	2	1	
Total Points= 24	/24				

4. Physiologic Integrity- Medical Diagnoses Review

- a. Each small learning group/team will be assigned a medical diagnosis. Each group/team will prepare a handout pertaining to the assigned diagnosis.
- b. Each group 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 group will be graded using the following rubric:

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

Criteria: Key Information	Points Earned				Comments
Definition of Pathology/Condition & Etiology	4	3	2	1	
Risk &/or Contributing Factors	4	3	2	1	
Signs/Symptoms &/ or Defining Characteristics	4	3	2	1	
Pathophysiology/Effects on various body systems	4	3	2	1	
Key Terms &/or misc. information as applicable	4	3	2	1	
Usual treatment & objectives of treatment	4	3	2	1	
Labs: Expected abnormalities & expected labs to be monitored as applicable	4	3	2	1	
Nursing Implications/Nursing Care	4	3	2	1	
Creative appearance and ease of use of tip sheet	4	3	2	1	
Total Points = 36	/36				

2016 TOPICAL OUTLINE (COURSE CALENDAR)

Date	Topic	Assignments for Class	Class Activities	Due Dates
Week 1 1/15/16	Course Overview	Review Syllabus and NCLEX Test Success Plan	<ul style="list-style-type: none"> • Review Syllabus & Course Expectations & Assignments • Complete Information Questionnaire • Review NCLEX Success Plan • Elsevier Study Packets • EAQ requirements each week • Discuss KATTS model • Complete Text Anxiety Inventory • Discuss leadership goals & group assignments • HESI/Practice Test-How to Prepare for HESI • Form small groups 	
Week 2 1/22	HESI Pre-test	Complete Practice Test on Elsevier website	<ul style="list-style-type: none"> • HESI pre-test 	EAQ Report Due Complete Practice Test A by midnight 1/20/16
Week 3 1/29	Prioritization, Delegation, Making Assignments	EAQ questions Study Pharm PPT # 1 Read: LaCharity pgs. 1- 9 and Porter-O'Grady & Malloch Ch. 12 Review delegation documents	<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 • Four areas of NCLEX test questions • Introduce Health Promotion & Maintenance Group Project #1 	EAQ Report Due Journal # 1 Due Upload Self Study Packet from Elsevier

<p>Week 4 2/5</p>	<p>NCLEX Test Taking Strategies</p> <p>Transitioning to Professional Role</p>	<p>EAQ questions</p> <p>Study Pharm PPT # 2</p> <p>LaCharity Chapter 7 Cardiovascular</p> <p>Porter-O'Grady & Malloch Ch. 1</p>	<ul style="list-style-type: none"> • Quiz # 2- Chapter 7 CV Problems and Pharm PPT #2 • NCLEX Test Taking Strategies • Pharmacology Strategies • Be prepared to discuss leadership questions or examples from assigned readings 	<p>EAQ Report Due</p>
<p>Week 5 2/12</p>	<p>Transitioning to the Professional Role</p>	<p>EAQ questions</p> <p>LaCharity Chapter 6 Respiratory Problems</p> <p>Study Pharm # 3</p>	<ul style="list-style-type: none"> • PANEL of students and managers 	<p>EAQ Report Due</p> <p>Journal # 2 Due</p>
<p>Week 6 2/19</p> <p>JB-SIM KT-per schedule</p>	<p>Change and Innovation</p> <p>The Person of the Leader: The Capacity to Lead</p>	<p>EAQ questions</p> <p>LaCharity Chapter 6 Respiratory Problems</p> <p>Study Pharm # 3</p> <p>Read: Porter-O'Grady & Malloch Chapter 2 & 3</p>	<ul style="list-style-type: none"> • Quiz # 3 Chapter 6 Respiratory and Pharm PPT #3 • Leadership- change & leadership. Be prepared to discuss leadership questions or issues from assigned readings • Introduce & work on Group Project # 2 Psychosocial-Ethics Case Studies 	<p>EAQ Report Due</p>
<p>Week 7 2/26</p> <p>KT-Sim JB-per schedule</p>	<p>Change and Innovation</p> <p>The Person of the Leader: The Capacity to Lead</p>	<p>EAQ questions</p> <p>LaCharity Chapter 6 Respiratory Problems</p> <p>Study Pharm # 3</p> <p>Porter-O'Grady & Malloch Chapter 2 & 3</p>	<ul style="list-style-type: none"> • Quiz # 3 Chapter 6 Respiratory and Pharm PPT #3 • Leadership- change & leadership. Be prepared to discuss leadership questions from assigned readings • Introduce & work on Group Project #2 Psychosocial Integrity-Ethics Case Studies 	<p>EAQ Report Due</p> <p>Test # 1 On-Line- Due 2/26</p> <p>Group Project #1 Health Promotion & Maintenance Due</p>

Week 8 3/4	Resume Building and Interviewing	Resume and Cover letter-bring to class LaCharity Chapter 4 Fluid, Electrolyte, and Acid-Base Balance Review Pharm # 4	<ul style="list-style-type: none"> • QUIZ #4 Fluids/lytes and Pharm PPT #4 • Peer Review of Resumes • Practice Interviewing 	EAQ Report Due Journal #3 Due Resume & Cover letter Due- Also bring hard copy to class
Week 9 3/11/15		Spring Break!!!	Spring Break!!!	
Week 10 3/18	Conflict Resolution Skills for Clinical Leaders	EAQ questions LaCharity Chapters 12 and 13 Diabetes Study Pharm PPTs #5 & 6 Porter O'Grady & Malloch Chapter 4	<ul style="list-style-type: none"> • Quiz #5 Chapters 12 & 13 DM & Pharm PPTs #5 & 6 • Leadership- Conflict Resolution. Be prepared to discuss leadership questions or issues from assigned readings • Present Group Project # 2 Psychosocial Integrity-Ethical Case Study • Introduce Group Project #3 Safe & Effective Care-Philosophical Model 	EAQ Report Due Journal #4 Due Group Project # 2 Psychosocial Integrity-Ethical Case Study Due
Week 11 3/25	Easter Holiday	No Class		
Week 12 4/1	Policy, Legislation, Licensing, and Professional Nurse Roles	EAQ Questions Porter O'Grady & Malloch Chapter 11 LaCharity Chapter 18 Problems in Pregnancy and Childbearing Review Pharm PPT #7	<ul style="list-style-type: none"> • Quiz #6-Chapter 18 and Pharm PPT #7 • Leadership- Policy, Legislation, Licensing, and Professional Nurse Roles. Be prepared to discuss leadership questions or issues from assigned readings 	EAQ Report Due Journal # 5 Due

Week 13 4/8	Accountability and Ownership: The Centerpiece of Professional Practice Team Leading/Management	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 and Pharm PPT #8 • Be prepared to discuss leadership questions from assigned readings • Review Test Strategy • Introduce Group Project #4 Physiological Integrity 	EAQ Report Due
Week 14 4/15	Post-HESI Exit	EAQ questions		EAQ Report Due Complete Practice Test - optional
Week 15 4/22	Safe and Effective Care	EAQ questions	<ul style="list-style-type: none"> • Presentations of Philosophical Models- Group Project #3 • Work on Group Project #4 	EAQ Report Due Test 2 On-Line Due April 22 Journal # 6 Due Group Project #3- Philosophical Model Due
Week 16 4/29	Integrating Learning: Applying the Practice of Leadership	EAQ questions Porter O'Grady & Malloch Chapter 15 LaCharity Case Studies 3 and 10	<ul style="list-style-type: none"> • Quiz # 8 Case Studies 3 and 10 • Leadership Ch. 15- Be prepared to discuss leadership questions from assigned readings • Present & Share Group Projects # 4 Physiological Integrity • Preparing for Day of RN-NCLEX Exam- Review of Katts Model 	EAQ Report Due Journal # 7 Due Group Project #4 Physiological Integrity Due

Week 17 5/6/15	HESI Pharm Exam	HESI Pharm Exam		EAQ Report Due
5/13	Pinning			
5/14	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.