2015

NURS 850 Nursing Perspectives IV

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Course Number & Title: NURS 850 Nursing Perspective IV

Number of Credits: 3 Semester credits

Pre requisites: All previous MIDAS courses

Course Description: This course focuses on the student’s transition into the role of a professional nurse and Clinical Nurse Leader. Responsibilities and behaviors expected of a Clinical Nurse Leader are discussed. Strategies for contributing to the continued development of the profession are explored.

Course Objectives:
1. Identify personal attributes essential to be successful at the micro-system level in the CNL role.
2. Discuss the impact of the CNL on healthcare delivery.
3. Analyze advocacy and education strategies essential in the role of CNL.
4. Explore appropriate approaches for dissemination of scholarly endeavors.
5. Explore strategies for successful transition to nursing practice.

Time: Tuesdays 1:00-2:50   Location: TBA

Faculty:
Linda W. Moore PhD, RN, CNS, CNL
Office Cohen 130B, Office hours by appointment
Phone Number: 745-1008
e-mail: moore@xavier.edu

Required Texts:
All books previously used during program
NCLEX Review Book
Readings on Canvas
Evolve Adaptive Quizes (EAQ): Course ID is 152011_cmercurio5_1004.
Order at: https://evolve.elsevier.com/cs/product/9780323244954?role=student
Use above Course # to enroll in appropriate instructor course

Teaching/Learning Strategies:
Lecture
Discussion
Presentations
Attendance Policy
Attendance at all class meetings is expected. Attendance will count for 15% of the total class grade (1% per class). Students must sign the Attendance Sheet that will be at the front of the class for each class period. It is the student’s responsibility to ensure that, if present, his/her name is signed on the list. If the student’s name is not on the Attendance Sheet, he/she WILL NOT receive the 1% allotted for that class period. Students may not sign in for another student.

Should circumstances prevent a student from attending class, the student should inform the faculty prior to the class meeting (leave voice mail on office phone). This is a professional courtesy. If a student is unable to attend a class the responsibility of missed class content is the sole responsibility of the student. Written assignments may include content covered in class or in assigned readings. Refer to Attendance Policy in Graduate Student Handbook for the School of Nursing. Students missing for any reason will not receive the 1% allotted for the class period.

Evaluation Strategies:
- Attendance 15%
- Transition to Practice Scholarly Paper 35%
- CNL Topical Review Presentation 15%
- Inter-professional Presentation 15%
- NCLEX “Quick Hit” Presentation 10%
- HESI Exam 10%

Grading Scale:
- A 94-100
- A- 90-93
- B+ 87-89
- B 84-86
- B- 81-83
- C+ 78-80
- C 75-77
- F < 75

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.
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
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| January 13 | • Introduction to Course  
               • HESI Aggregate Performance                                       |
| January 20 | • Prep Strategies for NCLEX                                          |
| January 27 | • Prep Strategies for NCLEX                                          |
| February 3 | • “Think Like a Nurse”: Clinical Reasoning & Judgment                 |
| February 10| • “Think Like a Nurse”: Clinical Reasoning & Judgment                 |
| February 17| • NCLEX “Quick Hit” Topics                                           |
|            | Student Presentations                                                 |
|            | • **EAQ REPORT DUE**                                                  |
| February 24| • NCLEX “Quick Hit” Topics                                           |
|            | Student Presentations                                                 |
| March 3    | • OFF—SPRING BREAK                                                    |
| March 10   | • CNL Exam Overview & Preparation                                     |
|            | • Dissemination of Knowledge                                          |
| March 17   | • Inter-Professional Connections                                      |
|            | Student Presentations                                                 |
|            | • **EAQ REPORT DUE**                                                  |
| March 24   | • Inter-Professional Connections                                      |
|            | Student Presentations                                                 |
| March 31   | • Inter-Professional Connections                                      |
|            | Student Presentations                                                 |
| April 7    | • CNL Topical Review                                                 |
|            | Student Presentations                                                 |
|            | **Transition to Practice Paper Due**                                  |
| April 14   | • CNL Topical Review                                                 |
|            | Student Presentations                                                 |
|            | • **EAQ REPORT DUE**                                                  |
NON-MANDATORY BUT RECOMMENDED:
CNL Certification Exam (tentative date Monday April 4 pending room availability)

MANDATORY:
2nd HESI Exit Exam (tentative date Monday February 23 pending room availability)
3rd HESI Exit Exam (tentative date Monday April 20 pending room availability)

HESI EXAMS & ELSEVIER ADAPTIVE QUIZZING (EAQ)
1) The following plan will be implemented in an effort to enhance NCLEX success:
   a. Three (3) Comprehensive HESI Exit Exams will be administered. The 3 exams will be administered at the end of the Fall semester of 2nd year, at the end of February, and end of April. The testing times are selected with the intent of gauging student progression toward NCLEX success.
   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 4-5 weeks throughout the semester from the Elsevier Adaptive Quizzing (EAQ) program.
      ii. Quizzes will be individualized by each student according to their HESI Exam performance.
      iii. Students will prepare progress reports and submit every 4-5 weeks on the assigned dates. The student will submit the report during NURS 850 class time. The reporting dates are February 17, March 17, and April 14, 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 4-5 weeks throughout the semester from the Elsevier Adaptive Quizzing (EAQ) program.
      ii. Quizzes will be individualized by each student according to their HESI Exam performance.
      iii. Students will prepare progress reports and submit every 4-5 weeks on the assigned dates. Progress reports will include: 1) the EAQ printout showing quizzes taken, 2) the total number of questions answered, 3) the percent correct, and 4) the student’s identification of the strengths and weaknesses
of EAQ performance. The student will submit the report during NURS 850 class time. The reporting dates are February 17, March 17, and April 14, 2015.

e. Failure to complete the required questions will result in an “I” in the NURS 850 course. (See the Xavier University Graduate Catalog, Policies and Procedures, regarding the conversion of an “M” or Incomplete to an earned grade.)

**EAQ Progress reports will include:**

1) EAQ printout showing quizzes taken
2) A line graph documenting the percentage correct on the y (vertical) axis and the date (with # of questions beneath date) on the x (horizontal) axis
3) A table with 4 columns: date, # of questions, % of questions correctly answered, topical focus of quiz
4) A totaling of the # of questions answered column (must be clear how many questions have been answered)
5) The student’s identification of the strengths and weaknesses of EAQ performance.

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 850 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 850 course:
   a. Design an individualized plan for NCLEX success based on a personal analysis of results from all 3 HESI exams and any weaknesses identified through previous faculty consultation and course work. The plan must also include the selection of 3 HESI remediation case studies (NOT previously completed in the program). The selected case studies must focus on identified weaknesses. Rationale for selection of each case study must also be included in the plan.
   b. Submit formalized plan to NURS 850 faculty for approval.
   c. Complete 3 remediation HESI case studies with a score of 75% or greater on each.
   d. Email NURS 850 course faculty once a 75% has been achieved on ALL 3 of the selected case studies. This will enable the faculty to track student progress on the Evolve site and quickly move on reporting the course grade.
   e. A course grade for NURS 850 will be assigned only after successful completion of the 3 case studies and submission/approval of the formalized plan to the NURS 850 course faculty. Failure to complete cases and to submit the individualized plan will result in an “M” or Incomplete in NURS 850 course. (See the Xavier University Graduate Catalog, Policies and Procedures regarding the conversion of an “M” to an earned grade.)