

2016

## 850 Nursing Perspective IV

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**XAVIER UNIVERSITY  
COLLEGE OF PROFESSIONAL SCIENCES  
SCHOOL OF NURSING**

**Spring 2016**

**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 1:00-3:30 **Location:** TBA

(A minimum of 1 hour per week will be spent completing Evolve Adaptive Quizzes)

**Faculty:**

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

**Required Texts:**

All books previously used during program  
NCLEX Review Book  
Readings on Canvas

Evolve Adaptive Quizzes (EAQ): **Course ID is course ID is 152011\_lmoore306\_1001**

**Use the above Course # to enroll in appropriate instructor course**

**Two ways to enroll in EAQ Course:**

<https://evolve.elsevier.com/cs/product/9780323244954?role=student>

**OR pay at bookstore for an access code and enroll with access code**

**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	10%
NCLEX "Quick Hit" Presentation	15%
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.

**COLLEGE OF PROFESSIONAL SCIENCES**  
**School of Nursing**  
**Nursing Perspectives IV**  
**NURS 850**

**Class Schedule Spring 2016**

Date	Topic
January 12 CLASS #1	<ul style="list-style-type: none"> <li>• INTRO TO COURSE</li> <li>• BECOMING NCLEX SAVVY: Part 1</li> <li>• TEST ANXIETY</li> </ul>
January 19 CLASS #2	<ul style="list-style-type: none"> <li>• Celia Kendall Elsevier Rep</li> <li>• BECOMING NCLEX SAVVY: Part 2</li> <li>• PRACTICE: Prioritization (Case Y, G, TA, Sit C &amp; D)</li> </ul>
January 26 CLASS #3	<ul style="list-style-type: none"> <li>• BECOMING NCLEX SAVVY: Part 3</li> <li>• PRACTICE: Prioritization (Cases 1-13)</li> </ul>
February 2 CLASS #4	<ul style="list-style-type: none"> <li>• THINK LIKE A NURSE: The Tanner Model</li> <li>• TEST SAVVY: Review of Legal“ese”</li> <li>• PRACTICE: Legal</li> </ul>
February 9 CLASS #5	<ul style="list-style-type: none"> <li>• TEST SAVVY: CNL Exam Overview &amp; Preparation</li> <li>• PRACTICE: CNL Test Questions</li> </ul>
February 16 CLASS #6	<ul style="list-style-type: none"> <li>• NCLEX “Quick Hit” Topics <i>Student Presentations</i></li> <li>• ***EAQ REPORT #1 DUE</li> </ul>
February 23 CLASS # 7	<ul style="list-style-type: none"> <li>• NCLEX “Quick Hit” Topics <i>Student Presentations</i></li> </ul>
March 1 CLASS #8	<ul style="list-style-type: none"> <li>• NCLEX “Quick Hit” Topics <i>Student Presentations</i></li> </ul>
March 8	<ul style="list-style-type: none"> <li>• <b>OFF—SPRING BREAK</b></li> </ul>
March 15 CLASS #9	<ul style="list-style-type: none"> <li>• TRANSITION TO PRACTICE: Dissemination of Knowledge</li> <li>• ***EAQ REPORT #2 DUE</li> </ul>
March 22 CLASS #10	<ul style="list-style-type: none"> <li>• TRANSITION TO PRACTICE: Inter-Professional Connections <i>Student Presentations</i></li> </ul>
March 29 CLASS #11	<ul style="list-style-type: none"> <li>• TRANSITION TO PRACTICE: Inter-Professional Connections <i>Student Presentations</i></li> </ul>
April 5	<ul style="list-style-type: none"> <li>• TRANSITION TO PRACTICE: CNL Topical Review</li> </ul>

CLASS #12	<i>Student Presentations</i> <b>**Transition to Practice Paper Due</b>
April 12 CLASS #13	<ul style="list-style-type: none"> <li>• TRANSITION TO PRACTICE: CNL Topical Review <i>Student Presentations</i></li> </ul>
April 19 CLASS #14	<ul style="list-style-type: none"> <li>• TRANSITION TO PRACTICE: CNL Topical Review <i>Student Presentations</i></li> <li>• <b>EAQ REPORT #3 DUE</b></li> </ul>
April 26 CLASS #15	<b>HESI Examination (Tentative pending room availability) 11:00-3:00) CLC Rm 27</b>

**NON-MANDATORY BUT RECOMMENDED:**

CNL Certification Exam (tentative date Monday May 2 pending room availability)

**HESI EXAMS AND ELSEVIER ADAPTIVE QUIZZING (EAQ)**

- 1) Two HESI Exit exams will be administered, one during last weeks of the fall semester (already completed) and one during the last weeks of the spring semester.
- 2) On each of the two HESI Exit Exams, a target score of 900 or greater is desired.
- 3) Elsevier Adaptive Quizzes will be used to assist in preparing for the 2<sup>nd</sup> HESI exit exam and the NCLEX exam.
- 4) **If a score of 900 or greater was achieved on the first HESI Exit Exam:**
  - a. The student must **complete 300 EAQ questions** every 4-5 weeks throughout the semester (**Dates due are Feb 16, March 15, April 19---Faculty will check EAQ to ensure that questions are completed by assigned dates**).
  - b. Throughout the semester students will design their own quizzes based on individual need (HESI results are a good place to begin). Students can select the # of questions they want per quiz in increments of 5 (e.g. 5, 10, 15, 20, etc). Students should try a variety of quiz lengths during the semester. Quizzes should be designed so that all 5 Content areas are being tested (Fundamentals, Med-Surg, Maternity, Pediatrics, Mental Health).
  - c. Students should set a goal to achieve a minimum Mastery Level of 2 in all 5 content areas by the end of the semester. A stretch goal would be to achieve a Mastery Level of 3 in all content levels. (Level 1 = beginner; Level 2 = Intermediate; Level 3 = Advanced)
- 5) **If a score of 899 or less is achieved on the first HESI Exit Exam:**
  - a. The student must **complete 400 EAQ questions** every 4-5 weeks throughout the semester (**Dates due are Feb 16, March 15, April 19**)
  - b. Throughout the semester students will design their own quizzes based on individual need (HESI results are a good place to begin). Students can select the # of questions they want per quiz in increments of 5 (e.g. 5, 10, 15, 20, etc). Students should try a variety of quiz lengths during the semester. Quizzes should be designed so that all 5 Content areas are being tested (Fundamentals, Med-Surg, Maternity, Pediatrics, Mental Health).

- c. Students should set a goal to achieve a minimum Mastery Level of 2 in all 5 content areas by the end of the semester. A stretch goal would be to achieve a Mastery Level of 3 in all content levels. (Level 1 = beginner; Level 2 = Intermediate; Level 3 = Advanced)
- 6) **Each student will submit a progress report of their EAQ performance on each of the above dates at the beginning of class. Progress reports should include:**
    - a. Name
    - b. Total # of questions answered in each of the 5 content areas with % correct (at time of report)
    - c. Mastery Level achieved in each of the 5 content areas (at time of report)
    - d. Thoughts about performance (e.g. strengths; weaknesses; comments about how you designed your quizzes; how long it has taken you to answer how many questions; beside content areas, other specific areas that you may be working on (e.g. fluid & electrolytes, nutrition); other pertinent information that you glean as you move through this process)
  - 7) **Failure to complete the required number of EAQ questions will result in an “M” (incomplete) 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.)**
  - 8) **The conversion score from the 2<sup>nd</sup> HESI Exit Exam (taken this semester) will account for 10% of the total NURS 850 course grade.**