Course Number, Title, Section, Time and Location:
NRS 431 Section A: Nursing Capstone Practicum: Tuesdays 8:00-8:50 Main 207, Sentry Dr. Room 111, 200, NC 01, and GA103

Number of Credits: Four credits


Faculty:
Lisa Green, MSN, RN, Senior Level Coordinator
Clinical Assistant Professor of Nursing
Office: NC 06
Office Phone: (262) 650-4925; Cell: (414) 687-5161
Email: greenl@carrollu.edu
Office Hours: Tuesdays 1-3, Thursdays 9-11 or by appointment

Lisa Brandt, BA, BSN, RN
Clinical Assistant Professor of Nursing
Office: NC 11
Cell: 414-243-6991
Email: immuelle@carrollu.edu
Office hours: Wednesday 09-1300

Nicole Mattson, MS, RN, CNS-BC
Clinical Assistant Professor in Nursing
Office: NC 08
Office phone: (262) 951-3131, Cell: (414) 248-6016
Email: nmattson@carrollu.edu
Office hours: Monday 12:30-2:30pm and Wednesday 1-3pm

Ashley Kwasinski, MSN, APNP, CNE
Adjunct Faculty Nursing
Cell: 920-960-8691
Email: awessing@carrollu.edu
Office hours by appointment

Amy Driscoll, DNP, RN, GCNS-BC
Adjunct Faculty Nursing
Cell: 262-719-3021
Email: ashockle@carrollu.edu
Office hours by appointment

Course Description: The course provides an opportunity for the student to synthesize knowledge from all previous course work and clinical experiences. The student will be provided with the opportunity to practice professionally through delegation of tasks, supervision of non-professional staff, and management of patient groups. Students will provide direct patient care for clients and families with complex health needs. Capstone students will apply critical and creative thinking skills to synthesize and integrate nursing knowledge into an oral and/or written presentation of a project.

Course Objectives: At the end of this course the student will have demonstrated the ability to:
1. Integrate nursing knowledge with knowledge from liberal studies as a means to inform professional nursing practice. (I.1-9, III.1-4, VII.8-9, VIII.5-10, VIII.13-14, IX.3, IX.13, IX.17).

2. Integrate client and family preferences, interprofessional perspectives, and nursing evidence when planning, implementing, and evaluating outcomes of care. (Ess. III.5-8, IV. 9, V.6, VII.5-6, IX.1, IX.5-6, IX.8-9).

3. Use information management and patient care technologies to communicate, support decision-making, and promote safety in the healthcare environment. (Ess. IV.1, IV.3-8, IX.11).

4. Establish positive patient and professional working relationships through the integration of professional communication, values, and ethics. (Ess. V.7, VI.2-3, VI.5, VIII.1-4, IX.4, IX.21).

5. Appraise and evaluate health promotion, risk reduction, and disease prevention strategies when caring for clients and families. (Ess. VII.1-4, VII.10-13, IX.2)

6. Provides appropriate patient-centered teaching that reflects developmental stage, age, culture, spirituality, and health literacy to foster patient engagement in their care. (Ess. VII.5, IX.7, IX.10, IX.18)

7. Organize and manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner's workload. (Ess. IX.1-15, IX.19)

8. Create and advocate for a safe care environment with high quality outcomes using clinical judgment and accountability when delegating to, supervising, or as a member of the healthcare team. (Ess. II.7-8, II.10-11, III.9, IV. 2, IV.10, V.12, VI.6, IX.12, IX.14, IX.20).

9. Demonstrate leadership to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional team. (Ess. II.1-2, II.5-6, II.9, VII.7, VIII.11).

**Required/recommended Textbooks and necessary materials:**

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Publisher</th>
<th>(Pub yr.) ISBN</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosby</td>
<td>Mosby's Dictionary of Medicine, Nursing and Health Professionals</td>
<td>Mosby</td>
<td>(2009) 9780323049375</td>
<td>8th</td>
</tr>
</tbody>
</table>
The following Nursing Concepts are the focus of NRS 431:

- Patient Centered Care
- Safety
- Clinical Decision Making/Critical Thinking
- Evidence Based Practice
- Teamwork and Collaboration
- Leadership
- Quality Improvement
- Health Promotion/Disease Prevention
- Professionalism
- Informatics

Methods of Evaluation

Students will be evaluated as satisfactory or unsatisfactory in the course. Students must provide evidence of achieving course objectives through faculty and preceptor evaluation, written assignments, log of hours, and overall quality of written work. Final evaluations will be scheduled with your faculty member. Clinical faculty and students will fill out the evaluation tool at the end of their clinical hours using the NRS 431 Clinical Evaluation form. Every
other week faculty and/or students will solicit feedback from preceptors about student performance and may follow up with students if there are concerns.

Successful completion of this course requires:

- A score of 90% on the Math Competency Test per Carroll University policy.
- Satisfactory completion of 160 precepted/supervised clinical hours as evidenced by submission of your Clinical Evaluation Form. Upon completion of your clinical hours you will need to submit your log of hours (Appendix C) to your capstone faculty member.
- Satisfactory completion of written assignments, which demonstrate a high level of critical thinking, reflection, and integration of knowledge from the liberal arts as well as the sciences.
  - Individual written assignments must be completed with a score of 80%, any assignment not completed at 80% will need to be revised and resubmitted. You will receive a 0 on an assignment if you submit it late without prior authorization.

Assignments:
It is the student's responsibility to follow all directions, both verbal and written, in order to successfully complete assignments. Related course documents are posted on the Carroll University E Learning site. To obtain credit for your work, all written assignments require word processing and APA format.

The following requirements must be successfully completed to achieve the course objectives:

- Math Competency (course objectives 1, 2, 3, 7, 8) (See LMS, Appendix A)
- Written Assignments: 4 Guided Reflections, Teamwork and Collaboration Experience, Evidenced Based Article Discussion, Critical Thinking Analysis (course objectives 1, 2, 3, 4, 5, 6, 7, 8, 9) (Appendix B)
- Clinical Hours Log (course objective 4) (Appendix C)
- Debriefing Sessions (course objectives 1, 2, 3, 4, 7, 8, 9) (Appendix D)
- Reflective Essay (culmination of all 4 years of learning at Carroll University) (Appendix E)

Final Exam:
This course is a practicum course and it is graded Satisfactory or Unsatisfactory. There is no final exam scheduled as part of this course.

Certain nursing courses within the Carroll University Nursing Program require additional classroom time outside of the scheduled hours. It is the responsibility of the student to work with the Nursing Faculty if there is a scheduling conflict with other courses. Do not assume you can skip another course for a nursing course.

Email etiquette: As the Carroll University environment is considered a professional setting, any email correspondence between you and the professor must be written in a professional manner. More specifically, your emails should be: composed clearly and articulately; use formal, professional language; include relevant subject heading and what class you are in (e.g., Question about Project for NRS 236); and use proper spelling, grammar, and punctuation. Emails that do not meet these standards may not receive a response.

In general, email will be answered during standard business hours: 9am-5pm Monday through Friday. Do not assume that emails sent outside of those hours, or on weekends, will be returned until the resumption of standard business hours.

Faculty Policies Regarding Clinical Precepted Hours:

1. Preceptors are experienced nurses. Student schedules are to be arranged according to their preceptors work schedule, not the student’s school schedule! This is considered your job. If you set up a schedule with your nurse you are expected to follow this schedule as your work schedule.
2. Students are required to schedule and complete 160 hours of clinical practice, over the course of the semester, under the supervision of their clinical preceptor. The 160 hours of clinical practice is to be spread out over at least 12 calendar weeks. Students will not be allowed to increase weekly practice hours in order to decrease the total number of required work weeks.
3. Nursing shifts range from 8-12 hours; full shifts must be worked; **half shifts are not allowed**. Lunch/mealtime is not counted towards clinical hours.

4. Student may only work with their assigned clinical preceptor, unless otherwise designated with 2 preceptors. If the preceptor is ill and does not work, the student does **NOT** work on that day and must notify faculty member of change in schedule.

5. As developing professionals, students are encouraged to attend and participate in professional nursing seminars. Through attendance and participation of an approved course, students may earn a maximum of 4 hours credit toward the required 160 hours of clinical practice hours. All courses and/or activities outside of the clinical practicum **MUST BE PREAUTHORIZED** by the student’s clinical faculty member.

6. Park in designated areas at the clinical agency or on the street.

7. Complete necessary education required by the clinical agency or as indicated by the instructor.

8. Complete Appendix F and turn in to your instructor at the end of the first class.

9. If an incident report is filed at your facility due to student or patient injury/incident during clinical hours, students **must contact their faculty member by phone immediately**. A Carroll University incident report form must also be completed if a student or patient is injured at the clinical site.

10. You must wear your Carroll uniform unless otherwise specified by the organization.

**Cell Phones:** Phones are not permitted at clinical. Cell phones are not to be used during class time unless instructed to do so by your faculty member.

**Classroom Attendance:** Students are expected to attend and participate in all classes. Any absence will need to be made up at a designated time with the instructor. More than one missed class may result in a learning contract and possible unsatisfactory in the course. You are expected to make-up any missed course material.

**Capstone Attendance:** If you are unable to attend a shift scheduled with your preceptor, you **MUST contact your faculty member as soon as possible to let him/her know of your schedule change.** If you do not notify your faculty member of changes to your capstone schedule, those clinical hours will not count towards your 160 hours. If a student consistently changes his/her schedule and does not notify the faculty member, it may result in an unsatisfactory grade in the course.

**Late assignments:** Late assignments will not be accepted. Late assignments will result in a score of 0 on that assignment. A learning contract will be initiated and more than one late assignment may result in an unsatisfactory grade in the course.

**Unsuccessful Student Progress and Completion of Student Learning Contracts:** Students who are unsuccessful at midterm (or any other point in semester per faculty determination) will be required to collaborate with faculty to develop a student learning contract as a means to plan learning strategies that can promote and support student success. Learning activities, objectives, explicit measures and due dates will be identified and documented on the student learning contract. Students must successfully complete their learning contract in order to successfully complete the course.

Excessive, inappropriate absence, inability to communicate clearly and in a timely fashion regarding missed deadlines, etc is evidence that the student lacks the attitude and skill necessary to think critically and assume accountability as required by course objectives. Course objectives must be met if the student is to successfully complete the course.

All NRS 431 students are held accountable for consistent demonstration of appropriate standards of professional conduct and safety in clinical practice, identified below.

**Professional Conduct of the Student:**

**The student:**

1. **Attendance** – Attends all required classroom, clinical, nursing program, and university activities.

2. **Attentiveness** – Demonstrates alertness, attentiveness, and active participation in all required classroom, clinical, nursing program and university activities.

3. **Authority** – Demonstrates respect for all those placed in authority.

4. **Communication** – Demonstrates effective communication in all written, verbal, and nonverbal communication with patients, families, professional colleagues, faculty, administrators, and peers.

5. **Cooperation** – Demonstrates the ability to effectively collaborate with others, giving and accepting freely the exchange of information and constructive criticism.
6. Demeanor – Demonstrates a positive, open attitude towards peers, teachers, and others during the course of study; maintains a professional and respectful manner in interpersonal relations; functions in a supportive, constructive, and responsive manner, in all situations.
7. Ethics – Conducts self in compliance with the ANA Code of Ethics.
8. Inquisitiveness – Demonstrates the spirit of inquiry.
9. Judgment – Engages in decision-making that reflects the integration of personal, professional and academic conduct.
10. Maturity – Functions as a responsible, ethical, law-abiding adult.
11. Personal Appearance – Demonstrates personal hygiene and dress that reflects the standards expected of a professional nurse.
12. Professional Role – Conducts self as a professional role model in compliance with ANA Standards of Practice and the Wisconsin State Board of Nursing Rules and Regulations.
13. Responsibility – Demonstrates accountability for knowing, following, and meeting expectations in classroom, laboratory, and clinical settings; nursing school performance is the primary commitment.
15. Timeliness – Demonstrates accountability in meeting professional and academic deadlines; arrives and is prepared to participate at the start of scheduled course, laboratory, and clinical times.

Safety in Clinical Practice Statement:

Safety in practice is basic to the delivery of nursing care. Therefore, to pass this course a student must consistently demonstrate safe practice. **If in the professional opinion of the professor, a student's performance in the clinical area is unsafe or indicates poor judgment, the student will not pass the course, regardless of the level of achievement in other areas being evaluated.**

The nursing professors of nursing of Carroll University recognize that student learning in the clinical setting is a dynamic process that requires commitment on the part of students and instructors. At all levels of clinical practice from novice to expert, professional nursing practice reflects developing analytical and problem-solving skills; application of antecedent and developing nursing knowledge; and increasing opportunities for practice. Concurrently, we recognize that the concept of non-malfeasance, "the duty to do no harm," is an ethical standard integral to professional nursing practice. In keeping with our commitment to support and promote professional nursing practice we have developed the following policy for response to nursing-student failure to protect patient safety in the clinical setting:

**First offense:**

If a student demonstrates unsafe practice in the clinical setting, she or he may have one or more of the following consequences upon the discretion of the clinical instructor:

1. The student may be instructed to leave the clinical setting immediately and to schedule a meeting with the professor to develop a specific plan for evidencing course outcomes. The student will not be allowed to return to clinical until the plan is established, documented and agreed upon by both the professor and the student. Primarily, the plan will entail skills remediation in the nursing lab on campus. Time missed from clinical must be made-up per program policy.
2. The student may be instructed to write a professional journal reflecting on the unsafe practice cited. The journal should demonstrate critical thinking, accurate self-assessment and corrective actions to be taken by the student that will prevent future unsafe nursing practice.
3. The student may be required to conduct a review of the literature on a topic of the professor's choice. The student will then demonstrate increased nursing knowledge through a written paper. The paper should evidence synthesis of nursing knowledge acquired through their ROL and integration of professional nursing ethics including non-malfeasance.
4. If the student denies the citation of unsafe practice, and presents a supporting argument, at the discretion of the level clinical coordinator, the student may be offered one opportunity to be observed in the clinical setting by a second Carroll University professor. After observation, this professor will formally document her or his observations and make professional recommendations regarding the student's progression in the nursing curriculum. Recommendation that the student be dismissed from the nursing program is one possible outcome.
5. If as a result of unsafe student-nursing practice any patient is emotionally or physically harmed to a degree that the patient requires increased observation, related medical treatment and/or the patient experiences temporary or permanent disability, the student will be dismissed from the nursing program. If as a result of unsafe student-
nursing practice any patient experiences injury that is temporary, permanent or fatal, the student may be dismissed from the nursing program

Second offense:
If a student demonstrates unsafe practice in the clinical setting for a second time in any given semester, any of the consequences of a first offense may be imposed for a second offense, and at the discretion of the professor, the student may not be allowed to return to clinical and will not pass the course.

Campus Information:

Writing Assistants at Carroll University
The Carroll University Writing Center, located in the library Learning Commons is open from 10-6, Monday through Friday, and from 4-8 on Sundays. Writing assistants are available to help you through all stages of your writing assignments, from developing a thesis to citing your paper correctly. You may call (262) 524-7313 to make an appointment, or walk in during our open hours. All Writing Center services are offered free of charge to any member of the Carroll community. You can access writing center information at http://www.carrollu.edu/learningcommons/writingcenter.asp?nav=5790

Statement on Academic Integrity:
The Carroll University Academic Integrity Policy is located in your student handbook, which can be accessed at https://my.carrollu.edu/ICS/Departments/Office_of_Student_Conduct/. I encourage you to familiarize yourself with Academic Integrity Policy. If a student violates this policy in any way, I reserve the right to impose a sanction of failure on the assignment/assessment or failure in the course. If you have questions about appropriate citations, please ask. The following is a description of Academic Integrity violations from the AY15-16 University Student Handbook, p. 44.

Descriptions of Violations – The following is a list of some, but not all, acts of academic misconduct:
1. Committing plagiarism, is seeking to claim credit for the work or effort of another without authorization or citation. This includes both appropriation and imitation of another person’s writings or ideas. For example, using another person’s ideas, words, or research and presenting it as one’s own by not properly crediting the originator. This applies to materials obtained through both traditional and electronic means.
2. Using unauthorized materials such as a programmable calculator in an exam or obtaining previous examinations of course materials when such use is not allowed. Collaboration that is contrary to the stated rules of the course, or handing in the same paper for two courses without permission of the instructors involved.
3. Fabricating or changing data in any academic exercise.
4. Forging or falsifying academic documents or records such as altering a transcript, signing another person’s name to an attendance sheet or forging an instructor’s signature.
5. Intentionally impeding or damaging the academic work of others such as hiding a book knowing that another student needs it to prepare an assignment.
6. Engaging in conduct aimed at making false representation of student’s academic performance such as copying another student’s paper during an examination or in-class exercise.
7. Illicitly or maliciously accessing, altering, copying, using or damaging computer software or files, or any other academic violation of the Information Technology Acceptable Use Policy as stated in the Student Handbook.

Accommodation for Disabilities:
Students with documented disabilities who may need accommodations, or any student considering obtaining documentation, should make an appointment with Ms. Martha Bledsoe, the Carroll University disabilities coordinator, no later than the first week of class. Mrs. Bledsoe may be reached by calling 524-7335 or contacting her via e-mail – mbledsoe@carrollu.edu.

Modifications to the syllabus:
The instructor and the University reserve the right to modify, amend, or change the syllabus (schedule, course requirements, grading policy, etc.) as the curriculum and/or program require(s).

Weekly Student Learning Outcomes: See Appendix G

Course Schedule: See attached
Appendix A

Medication Math Mania Policy and Procedures

Purpose
To assure an environment of safety in medication calculation and administration

Procedures for Theory Courses:
Med Math Mania (MMM) will occur in selected nursing didactic course(s) each semester of the nursing program.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort A</td>
<td>NRS 100</td>
<td>NRS 230</td>
<td>NRS 233</td>
<td>Independent</td>
<td>NRS 320</td>
<td>NRS 316</td>
<td>NRS 417</td>
<td>-</td>
</tr>
<tr>
<td>Cohort B</td>
<td>-</td>
<td>NRS 100</td>
<td>NRS 230</td>
<td>NRS 233</td>
<td>NRS 312</td>
<td>NRS 316</td>
<td>NRS 417</td>
<td>-</td>
</tr>
</tbody>
</table>

1. Quizzes:
   a. Two quizzes will occur during the semester. Course Faculty will schedule Quiz #1 between weeks 4-7; Quiz #2 will be scheduled between weeks 9-14 in the semester.
      i. The Midterm Quiz is 1% of total test/quiz points.
      ii. Final Quiz is worth 1% of total Test/Quiz point
      iii. Each quiz will have 10 questions. Students must achieve a 90% on the MMM quiz to earn full test/quiz "points" in the course. (Less than 90% = 0 points)
      iv. Each Quiz will consist of 2 questions from each of the 5 identified categories: (1) weight based medication, (2) injectable medication, (3) oral medications, (4) parenteral (IV) medication, (5) powdered medication to equal the 10 quiz questions.
      v. Grading will follow the MMM policy outlined below. (i.e errors in rounding)
      vi. MAT 101 will be strongly recommended for students who score below a 90% on the final Math Quiz.

   b. If a student does not achieve the 90% on the "midterm" math quiz he/she will remediate with the MMM tutor for at least 1 hour in order to be eligible to take the final quiz.
      i. Nursing: Math Mania tutor hours are posted in the learning commons under subject tutoring – http://www.carrollu.edu/learningcommons/subjecttutor.asp?nav=5788
      ii. Math tutors will be required to sign the student's MMM remediation log.
      iii. Submit Remediation log to course faculty
1. Failure to complete remediation as outlined above will result in a zero of mid-term quiz and the inability to take the final MMM quiz, which will result in an additional zero.

2. Practice Problems
   a. Select theory course(s) will include a minimum of 6 weeks of MMM practice problems, as directed by course faculty.
   b. MMM practice will consist of 5 problems from one each of the 5 identified categories: (1) weight based medication, (2) injectable medication, (3) oral medications, (4) parenteral (IV) medication, (5) powdered medication
   c. MMM weekly practice problems are not awarded course points.
   d. MMM problems will include corresponding textbook chapter as a reference for student learning.
   e. Students will keep a weekly log of their math problems and the percent correct (sample log below).
   f. Corrected problems and logs will be returned to students on a weekly basis.
   g. Math problems will include weight medication, injectable medications, oral medications, parenteral (IV) medication problems, and powdered medications math problems.
   h. Students need to achieve a 78%. (4 or 5 correct)
      i. Students that achieve less than 78% (2 or more incorrect) must follow the math support procedure below:
         i. Remediation in the math commons for a minimum of 1 hour
         ii. Nursing: Math Mania tutor hours are posted in the learning commons under subject tutoring –
             http://www.carrollu.edu/learningcommons/subjecttutor.asp?nav=5788
         iii. Math tutors will be required to sign the student's MMM Remediation.
         iv. MMM Remediation problems submitted in theory course the following week.
   j. Sophomore Cohort A students:
      i. To ensure continued practice with medication problems, Spring semester of year two of the program, students will be required to do independent (not associated with a specific class) MMM practice problems.
      ii. Students will complete MMM practice problems that are uploaded to the eLearning site for NRS 236. Students will receive 2 weeks of homework assignments at a time via the elearning site. Due dates will be listed on the homework assignments.
      iii. Students will review answers with a Math Mania tutor over three separate sessions throughout the semester. Students that achieve less than 78% on homework assignments must follow the math support procedure outlined above.
      iv. Math tutors will be required to collect homework problems and sign the student's MMM practice log and verify that they stopped at the tutor 3 times during the course of the semester.
      v. MMM practice log will be submitted to NRS 320 instructor on first day of class in Fall Semester year 3 of program.
      vi. Failure to submit completed problems and remediation as outlined above will result in a zero of mid-term quiz in NRS 320.

Procedure for Clinical Courses –
All students will be tested on math medication calculations for safe medication administration at the beginning of each clinical nursing course.
   a. NRS 234 will test during the first week of the off campus clinical experience.
   b. Junior and senior level clinical courses will test during the first two weeks.

2. Each clinical math competency will have 20 questions.

3. Students must score a 90% to pass the math competency.
   a. If a student fails to achieve a 90% he/she must remediate in the learning commons for a minimum of 1 hour
   b. Nursing: Math Mania tutor hours are posted in the learning commons under subject tutoring –
      http://www.carrollu.edu/learningcommons/subjecttutor.asp?nav=5788
   c. Math tutors will be required to sign the student's MMM Remediation.
d. A math retest is scheduled within 7 days of the first math competency.
e. Students cannot administer medications in the clinical setting until they achieve a 90% on the math competency.
f. Students that are unsuccessful on the initial and second math competency are not allowed to participate in clinical at health care facilities.
  i. Students who are unable to participate in clinical will be graded unsuccessful in the course.

Medication Math Calculation Rules and Accepted Abbreviations
1. Rounding with parenteral and Intravenous (IV) medications – See Pharmacology ATI book for more information and examples about rounding.
   • When the problem requires the nurse to draw medication up in a syringe:
     1. The student must round their answer to the nearest tenth:
        if the total volume to be administered is \( \geq \) 1 ml (i.e. 3.2ml's)
        This is appropriate because syringes are graduated in 10ths.
     or
     2. The student must round their answer to the nearest hundredth:
        if the total volume to be administered is < 1ml.
        This is appropriate because 1ml syringes are demarcated in 100ths and this is the size syringe you would choose to draw up a volume of < 1ml (i.e. 0.25ml)
   • When the final answer has a decimal number (i.e. 3.68) \( \geq \) 5, round up to the next nearest number. Example: 3.68 = 3.7
   • When the final answer is a decimal number (i.e. 3.24) \( \leq \) 4, keep the original number. Example: 3.24 = 3.2
   • When the problem requires the nurse to calculate the rate of infusion of an IV medication or Intravenous fluid (IVF) that will be delivered via an electronic pump, the student must round their answer to the nearest tenth (33.34ml/hr = 33.3ml/hr).
   • When the problem requires the nurse to calculate the rate of infusion of an IV medication or IVF that will be delivered via gravity flow, the student must round their answer to a whole number (33.34ml/hr = 33ml/hr)

2. Rounding with Oral and Enteral Medication Administration (nasogastric(NG), gastrostomy tube (G-Tube, etc.)
   • Administration of \( \frac{1}{2} \) tablets or \( \frac{1}{4} \) tablets is appropriate. Therefore, answers for problems requiring administration of oral tablets must be rounded to the nearest \( \frac{1}{4} \) tablet.
   • When administering oral medications via a dropper or oral syringe, round to the nearest tenth. Example: Lasix is available at 40mg/5ml, you are to administer 100mg per g-tube. Total administrated dose is 12.5ml.

Calculator use -
• Student may use a basic (non-graphing) calculator for math competency testing.
• Students are expected to bring their own calculator and not share during examination.
• Cell phones or other hand help devices (ipad) will not be allowed in lieu of a calculator.
• Students must show their work on the written test form in order to earn credit for the problem.

Answers-
• All answers must include the appropriate unit of measurement and all answers must be circled in order to earn credit for their answer.
• Rounding will be implemented at the final answer if the problem has multiple steps. (i.e. the problem requires you to first convert pounds to kilograms, then calculate the concentrations, and finally use the kg and concentration results to calculate the final dose. Rounding would be done when you calculate the final dose and not in the previous steps.

Conversions-
All nursing students must memorize the following conversion equivalents. The conversion equivalents listed below are the units of measure used in math calculations related to medication preparation on math competency tests. For example, a problem requiring an answer in tsp must be calculated using the 5ml equivalent. No reference notes or conversion charts will be allowed during math quiz.
**Liquids:**
1 tsp = 5 ml
3 tsp = 1 tbs or 1 T
8 oz = 1 cup
16 oz = 1 lb
2 pints = 1 quart
4 quarts = 1 gallon
1 oz = 30 ml
1 ml = 1 cc
1000 ml = 1 liter

**Weight:**
1 kg = 2.2 lb
milli = one thousandth (0.001)
micro = one millionth (0.000001)
1 mg = 1000 mcg
1000 mg = 1 gram
1000 grams = 1 kilogram
1 grain = 60 mg
1 gram = 15 grains
1 oz = 30 gram

**Abbreviations –**

- The following abbreviations must be memorized by all Carroll University nursing students. Students are responsible for all the abbreviations below including the "do not use" list as mandated by the Joint Commission (JC) and those abbreviations that have been adopted by some institutions as part of a more extensive "do not use" list. No Carroll University nursing student will be allowed to use a reference list for math quiz.

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Unit</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>q</td>
<td>IVPB</td>
<td>L</td>
</tr>
<tr>
<td>b.i.d</td>
<td></td>
<td>mg</td>
</tr>
<tr>
<td>t.i.d.</td>
<td></td>
<td>mcg</td>
</tr>
<tr>
<td>q.i.d.</td>
<td></td>
<td>mEq</td>
</tr>
<tr>
<td>ac</td>
<td></td>
<td>tsp</td>
</tr>
<tr>
<td>pc</td>
<td></td>
<td>Tbs</td>
</tr>
<tr>
<td>po</td>
<td></td>
<td>Tab</td>
</tr>
<tr>
<td>IM</td>
<td></td>
<td>Stat</td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IVP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U</td>
<td>Unit</td>
<td>international units</td>
</tr>
<tr>
<td>IU</td>
<td></td>
<td>daily</td>
</tr>
<tr>
<td>Q.D., QD, q.d., or qd</td>
<td></td>
<td>every other day</td>
</tr>
<tr>
<td>Q.O.D., QOD, q.o.d., or qod</td>
<td></td>
<td>morphine sulfate</td>
</tr>
<tr>
<td>MS, or MSO₄</td>
<td></td>
<td>magnesium sulfate</td>
</tr>
<tr>
<td>MgSO₄</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trailing zeroes (X.0 mg)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DO NOT USE abbreviations**

- Unit
  - write "unit"
- international units
  - write "international units"
- daily
  - write "daily"
- every other day
  - write "every other day"
- morphine sulfate
  - write "morphine sulfate"
- magnesium sulfate
  - write "magnesium sulfate"
- X mg
  - write "X mg"
Many institutions also have adopted a more extensive DO NOT USE list, some examples are listed below. The nurse should write out the terms fully.

- AS (left ear)
- AD (right ear)
- AU (both ears)
- HS (bedtime or half strength)
- SC and SQ (subcutaneous)
- D/C (discharge or discontinue)
- µ (means micrograms but can be mistaken for mg: write "mcg" or "micrograms")
- @ can be mistaken for the number "2": write "at"
- cc can be mistaken for a "u" if poorly written: write "ml" or "milliliter"
- KVO (Keep vein open)
- TKO (To keep open (vein))
- q1h, q2h, q3h, q4h etc. (every hour, every 2 hours, every three hours, every 4 hours)
- ad lib (as desired)
- fl (fluid)
- gtt/min (drops per minute)
- gr (grain)
Appendix B
Written Assignments

Guided Reflections (Graded S or U)
You will need to complete a total of 4 Guided Reflections over the semester as it relates to your capstone experiences. Reflections should be 2-3 pages double spaced, size 10-12 Font word processed papers in APA format. Each reflection will be graded S or U. Save your reflection as last name_reflection 1,2,3,or 4 and upload to the E-Learning Site.

1. Reflection 1 (Required): Write a 1 to 2 page paper that outlines components of your ideal nursing practice. What qualities will define your ideal nursing practice? How will these ideals reveal your core motivation for entering the profession of nursing? What will your patients and their families learn about you as a person from these qualities?

2. Reflection (Required): You may pick when to write this reflection based on your experience in clinical. Write about a time that you observed a miss or near miss during clinical? Discuss what occurred and the events that occurred before, during, and after the event? Do you feel that your clinical site supports a just culture, why/why not? What could be done to support a just culture environment at this location? (This does not have to be Reflection 2, but needs to be discussed as one of the 4 reflections).

3. Reflections 3-4: Use one of the topics below to answer reflections 3-4.

Possible topics of discussion
- Tell me about your top three priorities for your nursing practice? What are the barriers you are encountering in your clinical rotation to these priorities?
- How do you describe your style of caring at the bedside?
- Can you tell me about an experience from your clinical rotation that really affirmed your decision to enter nursing?
- What was a notable experience from your clinical rotation this week? Why do you think it was an important experience for you?
- Have you noticed similarities among those individuals that you consider positive role models? Negative role models?
- Or write about an experience at clinical that was significant to you, explain why.

Teamwork and Collaboration Experience (20 points)
In APA format discuss your examples of teamwork and collaboration making sure to answer all questions listed below. Upload your paper to E-Learning by the due date. Paper should be 3-5 pages in length.

1. Describe one example of communication between you and your preceptor about a patient situation. (Include all details of interaction. What you were thinking, what your preceptor thought, what was the outcome?) (8 pts)

2. One other example of teamwork/collaboration with other member of the healthcare team. (Include all details of the interactions) Why was this necessary, what was said, what was the outcome? (8 pts)
3. What did you learn from each discussion with a member of the health care team? Would you change any of your communication, if so how? (4 pts)

**Evidenced Based Article Discussion** (25 points)
In APA format discuss the questions below. Upload your paper to E-Learning by the due date. Paper should be 3-5 pages in length.
1. Select 1 peer-reviewed evidenced based article that relates to a concern or skill you have encountered during your clinical experience. (3 pts)
2. Discuss how this article relates to a client/patient's plan of care or the care you provide to a client/patient. (6 pts)
3. Compare what you learned in the article with the care that is being provided at your agency/health system. What is different about the article compared to what you/the staff completed? What is the same? (8 pts)
4. How will the evidence change the care you provide? What suggestions for quality improvement will you suggest for this concern? How will you suggest this to management at your facility? (8 pts)

**Critical Thinking Analysis** (20 points: 10 points per example)
Give 2 examples of critical thinking you have done in clinical taking into consideration diagnosis, medications, diagnostics, labs, communication, and/or safety. If you are not in a hospital setting, discuss with your faculty member if you need ideas. Incentive Spirometry use is not an example of critical thinking at this level. (Bullets below are ideas to help you verify your critical thinking). The analysis should be in APA format and be 3-6 pages in length. Upload to E-Learning by the due date.

- Provide evidence of recognizing changes in patient status-takes appropriate action.
- Recognizes missing information; focuses assessment as indicated.
- Concludes what is known and unknown in regards to patient diagnosis/problem; draws reasonable conclusions and gives evidence to support them.
- Examines and challenges assumptions/statements/ideas that underlie thoughts and behavior
- Evaluate the credibility of sources to justify beliefs
- Prioritizes effectively distinguishing relevant from irrelevant, important from not insignificant
- Seeks out and supplies evidence to support your thinking
Clinical Hours Log:

All students are to maintain the clinical hours log form and it must be signed in ink by the student on a weekly basis. The logged hours must accurately reflect the actual hours the student is in clinical practice over 12 weeks. **Clinical hours do not include time spent: traveling to and from clinical settings or conferences; lunch time; dressing (i.e., changing into and out of surgical scrubs prior to or at end of a shift); completing requisite training at clinical institution (i.e., clinical orientation or computer charting systems training); or participation at education fairs, conferences, or seminars without pre-authorization.** All clinical hours logs will be reviewed by clinical faculty at mid-term, end-of semester and as requested. Students must document any schedule changes in the clinical hours log and notify clinical faculty by telephone of any planned changes within 24 hours of scheduled clinical start time for approval. Unplanned absences require students to notify both clinical faculty and clinical agency by telephone as directed. Completed log of clinical hours will be placed in your file for the university by your instructor to demonstrate achievement of clinical hours. Faculty will review this document at their discretion. **Please complete in ink.**

### NRS 431 Clinical Hours Log

**Spring 2017**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Start Time:</th>
<th>End Time:</th>
<th>Daily total hours:</th>
<th>Total hours to date:</th>
<th>Student Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
<td>Column 4</td>
<td>Column 5</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student signature below signifies that all clinical hours are accurately documented above.

Student Signature: _____________________________
Appendix D

Capstone Debriefing Sessions
Throughout the semester we will spend time discussing clinical experiences. Some questions to think about for debriefing include:

1. What have you learned at your clinical experience?
2. What has your preceptor done to help or hinder your learning?
3. What have your patients' and other health care providers taught you about nursing?
4. What kinds of quality improvement projects are occurring or should be occurring since you have been working there?
5. What has helped or hindered your capstone experience?
6. How have information management systems helped or hindered your clinical experience?
Appendix E

Carroll University Nursing Program
Guidelines for Reflective Essay for Capstone Course

Reflective Essay- Written requirement for graduating seniors:

This reflective essay is an opportunity for you to look back on all of your hard work as an undergraduate college student. In short, it is a personal reflection on where you were as a freshman and where you are now as a graduating senior and how much you have gleaned from your college experience. This essay will be a narrative, or a story, that tells about your feelings and experiences as you participated in your college education, linking personal knowledge and practice to your own learning achievements. The length of this essay should be between 3-5 pages long. You may use the questions provided to assist you in the reflective process. All graduating seniors are to upload their reflective essay to their capstone faculty via E-Learning per course calendar.

This essay should contain, but is not limited to, the following:

- An assessment of how the undergraduate college experience as a whole—course work, participation in extracurricular activities, membership in campus organizations, internship, fieldtrip, and work experiences, faculty and peer interactions, and community service—contributed to growth and leadership development.

- A reflection on how the major and/or minor area(s) of preparation contributed to preparation for employment and personal development.
  - Was this the outcome you expected? Why is it, or why is it not, what you anticipated?
  - Are you satisfied with how things turned out?
  - Are you satisfied with your growth?
  - Do you feel empowered? Why? Why not?

- A personal statement on how the undergraduate college experience developed the four pillars in preparing you to achieve your full potential – integrated knowledge, lifelong skills, gateway experiences, and enduring values.
  - What skill do you think you have developed during these college years that will be most beneficial to you in the future?
  - What objective related to the four pillars was hardest for you to accomplish?
  - What objective related to the four pillars was the easiest for you to accomplish?

- A commentary with specific supporting examples on how the college experience developed any or all of the following in your life: leadership, self-assessment, creativity, problem-solving, interpersonal relationships, values and ethics, commitment to community, or skill development.
  - What did you learn about yourself during these four years? Did any of those things surprise you?
  - What would you do differently now that you can look back on your experiences?

- A concluding statement on how you see yourself developing and contributing to society in the years to come.
  - What are your feelings about the future?
  - What questions do you still have about your future?
  - Do you feel you have a basic understanding about yourself and your goals?
  - What would you like to be doing, or have achieved, in the next five years
Read and initial each of the following. Then sign and date below:

<table>
<thead>
<tr>
<th>I understand that my primary job is nursing student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read the course syllabus and I understand that it is my responsibility to follow the information provided in the course syllabus.</td>
</tr>
<tr>
<td>I understand that the course objectives set the standards in this course and that I am responsible for reviewing the objectives and monitoring my own learning.</td>
</tr>
<tr>
<td>I understand that I am responsible to develop the ability to assess my own work, using the objectives provided for the course.</td>
</tr>
<tr>
<td>I understand that I will be documenting patient care according to criteria provided in class and in the clinical agency, on my assigned patients.</td>
</tr>
<tr>
<td>I understand that I am to use the lab time to practice and improve my abilities in nursing care skills.</td>
</tr>
<tr>
<td>I understand this course requires continued practice of the skills that are presented; it is my responsibility to schedule practice time in the lab per course requirements and extra time in the lab if I need it. I understand that it is my responsibility to be well-practiced and thus fully prepared to demonstrate competency of clinical skills prior to attempting to do so before an evaluator in the clinical lab.</td>
</tr>
<tr>
<td>I understand that, if at any time during the first two-thirds of the semester, I am unsure of my abilities to achieve the objectives for this course, I may request an assessment from my faculty instructor.</td>
</tr>
<tr>
<td>I understand that the work of the course requires consistent classroom attendance and active clinical participation.</td>
</tr>
<tr>
<td>I understand that the grades I receive on exams and learning activities in the classroom, clinical lab and clinical practicum are my responsibility.</td>
</tr>
<tr>
<td>I understand that for the final clinical grade the professor will consider all of my clinical work and match my work as a whole against the criteria provided in clinical evaluation forms, which are driven by the course objectives.</td>
</tr>
<tr>
<td>I understand that I am held to professional standards of behavior. Therefore, I understand that unprofessional conduct on my part, which is recognized by patients, families, agency staff and/or faculty, will result in consequences up to and including dismissal from the nursing program. This includes the use of personal electronic devices during class time, clinical time, or laboratory time, unless directed by faculty.</td>
</tr>
<tr>
<td>I understand publishing, duplicating, and disseminating course materials on websites is considered academic dishonesty.</td>
</tr>
</tbody>
</table>

Student signature: ____________________________ Date: ____________

Course(s): ___________________________________
Clinical Simulation Ground Rules

1. The Nursing Laboratory and classroom is a safe, learning environment. They are a place where students can learn, mistakes can occur, and no one is harmed in the process. As a participant in simulation, it is expected that students demonstrate the same level of respect and seriousness of intention that would be demonstrated in a clinical setting.

2. What happens in the Nursing Laboratory and classroom stays in the Nursing Laboratory and classroom. There is NO discussion of scenarios, events, errors, etc. outside of this environment. Students will be required to sign the Simulation Agreement below regarding this.

3. Students are expected to be prepared to participate in the clinical simulation. Students will be in proper uniform and bring necessary prep resources to the simulation experience. Some reference material may be available. Students who are not prepared will be asked to leave and required to make-up the clinical simulation at a time that is convenient for the faculty and student.

4. The human patient simulator behaves and responds as a patient would to the care students deliver. Students will be able to interact, perform nursing skills, and integrate theory with the clinical scenarios presented. This is your opportunity to flourish in this teaching environment.

5. Simulations are routinely video and audio recorded for debriefing and evaluation of student performance. Videos may be used to show students what to expect during simulation. Videos may also be shown to faculty or organizations to demonstrate how simulation is utilized at Carroll.

Please sign the following statement, and return it to your faculty member.

Clinical Simulation Agreement
I understand that confidentiality is essential to the learning process with clinical simulation. Therefore I agree not to discuss the events of clinical simulation or debriefing with anyone other than the students and faculty who directly participated in the simulation. I agree to video and audio recording of simulations as described above.

(Student Signature)         (Date)

(Student Name Printed)
## Appendix G

### Combined Course Calendars for NRS 431 and NRS 432

<table>
<thead>
<tr>
<th>Week or Date</th>
<th>NRS 431 Content and Learning Outcomes</th>
<th>NRS 432 Content and Learning Outcomes</th>
<th>Preparation for Class</th>
<th>Assignments and Quizzes/Exams</th>
</tr>
</thead>
</table>
| Week 1 1/24  | Review Syllabus and Course Requirements  
  • Articulate the course objectives necessary for successful completion of NRS 431 and 432. | Simulation Orientation and Math review | Review Syllabus  
  Complete Math Practice Worksheet for review in class | Math Practice Due. |
| Week 2 1/31  | Math Test  
  • Calculate prescribed doses and rates of medications for adults and pediatric patients with 90% competency. (CO 1, 2,3,7,8) | Fluid/Electrolyte Review  
  • Analyze NCLEX questions focusing on Fluid/Electrolyte Imbalance  
  • Review care of patients with Fluid/Electrolyte problems.  
  • Synthesize previous learning to answer questions regarding Fluids and Electrolytes. (CO 1-6) | Read Candidate Bulletin link on LMS under bookmarks  
  Review ATI 2013 edition Med Surgical, Unit 6  
  Complete PrepU Fluid/Electrolyte Pre-work prior to class | 1st Comprehensive online practice Form A ATI test due. Develop a focused review on areas where score is <65%.  
  Submit 3 remediation templates via file exchange on content that needs improvement.  
  Math Test |
| Week 3 2/7   | Introduction to TeamSTEPPS framework  
  • Describe the TeamSTEPPS training initiative  
  • Describe the impact of errors and why they occur  
  • Describe the TeamSTEPPS framework | ABG Review  
  • Analyze NCLEX questions focusing on Arterial Blood gases.  
  • Review care of patients with abnormal ABG’s.  
  • Synthesize previous learning to answer questions regarding ABG’s. (CO 1-6) | Review ATI 2013 edition Med Surgical, Unit 6  
  Watch ABG analysis video on E-Learning under course videos prior to class.  
  Complete PrepU ABG Pre-work quiz prior to class | Work on focused review.  
  Reflection 1 Due |
| Week 4  
2/14 | Capstone Debriefing Session-1  
| • Evaluate care delivered and learning that has occurred during capstone experience.  
• Analyze your capstone experience to identify needs.  
• Compare and contrast preceptor styles to promote student learning.  
• Participate in the evaluation of information systems in the practice setting. (CO 1, 3, 4, 7, 8) | Endocrine Review  
• Analyze NCLEX questions focusing on Endocrine disorders.  
• Review care of patients with Endocrine conditions.  
• Synthesize previous learning to answer questions regarding Endocrine disorders. (CO 1-6) | Review ATI 2013 Med Surg, Unit 12  
Review debriefing questions from NRS 431 syllabus.  
Complete PrepU Endocrine Pre-work quiz prior to class | Work on focused review. |

| Week 5  
2/21 | Situation Monitoring Module from TeamSTEPPS  
• Define situation monitoring  
• Define cross monitoring  
• Discuss the components of the STEP process  
• Define situation awareness (SA), and identify conditions | Pharmacology Review  
• Analyze NCLEX questions focusing on Pharmacology.  
• Synthesize previous learning to answer questions regarding pharmacology. (CO 1-6) | Review ATI 2013 Pharmacology edition  
Complete PrepU Pharmacology Pre-work quiz prior to class | Midsemester eval (completed by preceptor) due to capstone faculty member around 70 hours completed.  
Work on focused review.  
Reflection 2 Due |
that undermine SA
- Discuss the importance of a shared mental model
- Discuss when to share information
- Recognize the barriers, tools, strategies, and outcomes of situation monitoring
  (CO 2,3,4,6,7,8,9)

<table>
<thead>
<tr>
<th>Week 6 2/28</th>
<th>OB review</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OB Review</td>
</tr>
<tr>
<td></td>
<td>Review ATI 2013 Maternal Newborn Nursing</td>
</tr>
<tr>
<td></td>
<td>Complete PrepU OB Pre-work quizzes prior to class</td>
</tr>
<tr>
<td></td>
<td>Work on focused review.</td>
</tr>
<tr>
<td></td>
<td>Teamwork and Collaboration Assignment Due</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7 3/7</th>
<th>Capstone Debriefing Session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respiratory Review</td>
</tr>
<tr>
<td></td>
<td>Review ATI 2013 Med Surg, Unit 3</td>
</tr>
<tr>
<td></td>
<td>Prepare to answer questions from NRS 431 syllabus for debriefing.</td>
</tr>
<tr>
<td></td>
<td>Complete PrepU Respiratory Pre-work quiz prior to class</td>
</tr>
<tr>
<td></td>
<td>Work on focused review.</td>
</tr>
<tr>
<td></td>
<td>Reflection 3 Due</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
</tr>
<tr>
<td>Week 8</td>
<td>3/14</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>3/21</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>3/28</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>• Analyze NCLEX questions focusing on Renal/GU Disorders.</td>
</tr>
<tr>
<td></td>
<td>• Review care of patients with Renal/GU Disorders.</td>
</tr>
<tr>
<td></td>
<td>• Synthesize previous learning to answer questions regarding Renal/GU disorders. (CO 1-9)</td>
</tr>
<tr>
<td>Week 12 4/11</td>
<td>Capstone Debriefing Session-3</td>
</tr>
<tr>
<td></td>
<td>• Evaluate care delivered and learning that has occurred during capstone experience.</td>
</tr>
<tr>
<td></td>
<td>• Analyze your capstone experience to identify needs.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Week 13 4/18 | Pediatric Review (Online Lecture and Quiz: NO FACE TO FACE MEETING)  
- Analyze NCLEX questions focusing on pediatric conditions.  
- Review care of patients with pediatric conditions.  
- Synthesize previous learning to answer questions regarding pediatric conditions. (CO 1-9) | Pediatric Review (Online Lecture: NO FACE TO FACE MEETING)  
- Analyze NCLEX questions focusing on pediatric conditions.  
- Review care of patients with pediatric conditions.  
- Synthesize previous learning to answer questions regarding pediatric conditions. (CO 1-9) | Review ATI 2013 edition Nursing Care of Children  
Complete PrepU Pediatric Pre-work quizzes prior to class  
Online Quiz in Combined Course due on 4/21 at 5pm. | Work on focused review.  
Reflection 4 Due |
| --- | --- | --- | --- | --- |
| Week 14 4/25 | Cardiac and GI Review  
- Analyze NCLEX questions focusing on Cardiac and GI conditions.  
- Review care of patients with Cardiac and GI conditions.  
- Synthesize previous learning to answer questions regarding Cardiac and GI conditions. | Cardiac/GI Review  
- Analyze NCLEX questions focusing on Cardiac and GI conditions.  
- Review care of patients with Cardiac and GI conditions.  
- Synthesize previous learning to answer questions regarding Cardiac and GI conditions. | Review ATI 2013 Med Surg, Unit 4 and Unit 8  
Complete PrepU Cardiac and GI Pre-work quizzes prior to class | Work on focused review. |
| Week 15 5/2 | Comp. Predictor retake | Comp. Predictor retake (3 hours) *(All sections meet in Sentry 111).* | Study for retake Comp. Predictor | Final self-evaluation due by final eval meeting with faculty member. Reflective Essay Due. |
| Week 16 Dates TBD | **ATI Review** This is a 3 day 8 hours a day comprehensive review. It is **required.** | **ATI Review** | | |
| No Final Exam for NRS 431/432 | | | | |