Carroll University Nursing Program  
NRS 432 Professional Practice Preparation  
Spring Semester, 2017

**Course Number, Title, Section, Time and Location:**  
NRS 432 Section A: Nursing Capstone Practicum: Tuesdays 9:00-10:50 Main 207, Sentry Dr. Room 111, 200, NC 01, and GA103

**Number of Credits:** One credit

**Placement/prerequisites:** NRS 415,416,417, 419. Concurrent with NRS 431.

**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: lmmuelle@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 professional practice lab experience provides opportunities for students to identify strengths and areas for improvement in their professional nursing skills. Along with faculty support, students are provided simulation experience, study group work, group review sessions, and professional practice experiences that will strengthen nursing knowledge and build confidence to practice as a nurse.

**Course Objectives:** At the end of this course the student will have demonstrated the ability to:
1. Evaluate nursing care in order to optimize delivery of care and safeguard client(s) and health care personnel to provide a patient-centered, safe environment. (III.1,2,8,9, VI.2,6, IX.1,3-5,8-12,16,17).

2. Support client(s) and members of the health care team to provide a culture of safety using evidenced based practice, and teamwork and collaboration. (II.7-8,10,III.4,5,6,VI.2,5,6, IX. 5,6,7,8,11,12).

3. Interpret client(s) health history and current medical diagnosis, using knowledge gained from previous courses, to provide education about health promotion and maintenance and prevent development of complications to achieve optimal health. (VII.1,3,5,6,10,IX. 1,3,5,6,7-12).

4. Analyze client’s illness to promote emotional, mental, and social well-being during times of stress. (IX. 18,19,22).

5. Evaluate nursing care when completing self-care activities, administering medications and parenteral therapies, and when providing care to client(s) with acute, chronic, or life threatening health conditions. (IX. 1,3,5,6,8-14,16).

6. Exemplify professional nursing through professional values and ethical behavior. (VIII.1-4,6-10,12,14, IX. 18, 21).

**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>
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The following Nursing Concepts are the focus of NRS 432:

- Patient Centered Care
- Safety
- Clinical Decision Making/Critical Thinking
- Evidence Based Practice
- NCLEX Review
- Teamwork and Collaboration
- Leadership
- Health Promotion/Disease Prevention
- Professionalism
- Informatics
Methods of Evaluation

Students will be evaluated as satisfactory or unsatisfactory in providing evidence of achievement of course objectives through successful completion of 5 simulations (including pre-work), successful completion of assigned pre-work from Lippincott’s Prep-U at the required level prior to class, completion of ATI practice and proctored tests, and active attendance/participation in NCLEX review.

Successful completion of this course requires:

- Satisfactory completion of all 5 simulations. If you are unsuccessful with any simulation, you will need to set up a time with the instructor for remediation and retesting. If you are unsatisfactory in more than 1 simulation, you may be placed on a learning contract and may receive an unsatisfactory grade in the course.
- Satisfactory completion of all assigned Prep-U pre-work before the start of class at the assigned competency level.
- Satisfactory completion of ATI comprehensive predictors and remediation templates
- Satisfactory completion of the Reflective Essay

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.

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:

- Satisfactory completion of all 5 simulations. If you are unsuccessful with any simulation, you will need to set up a time with the instructor for remediation and retesting. If you are unsatisfactory in more than 1 simulation, you will be placed on a learning contract, which puts you at risk for being unsuccessful in the course. (course objectives 1-6) (Appendix A)
- Satisfactory completion of assigned pre-work for each simulation exercise (course objectives 1-6)
- Satisfactory completion of all assigned Prep-U pre-work before the start of class (level set on Prep-U course site).
- Satisfactory completion of ATI comprehensive predictors, online practice tests, and remediation templates (course objectives 1-6) (Appendix B)

Laboratory Requirements:

- Lab requirements must be successfully met to receive a satisfactory grade in the course.
- You must wear your uniforms when you are in the laboratory for simulations.
- You must sign the Simulation Ground Rules handout (Appendix C) and turn it in to your faculty member.

Skill Practice:

1. Students must complete 5 visits to the nursing center laboratory to practice nursing skills. **One visit must be completed before your first simulation.** Three visits must be completed before midterm. This is will help you to be better prepared for capstone in the clinical setting.
and help you to be successful in the course. You will be in danger of receiving a U if this practice is not completed or receive an additional assignment.

2. A binder will be located on the front table in the labs at Sentry Dr. and Henke. You must write in ink what skill you practiced in the lab and date it. Please have your visit initialed by a BSN lab assistant.

3. You are not to interrupt a class to practice your skills.

4. Misrepresentation of practice time is a violation of the Carroll University Academic Integrity Policy. Violations of the Carroll University Academic Integrity Policy will result in a sanction as listed in the policy including the possibility of failing.

**Faculty Policies:**

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

**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 will be expected to make-up any missed course material.

**Late assignments:** Late assignments will not be accepted. Late assignments will result in a learning contract and possibly unsatisfactory grade in the 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. Unsuccessful Student Progress and Completion of Student

**Learning Contracts:** Students who are unsuccessful at mid-term (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.
Student, faculty, or patient injury/incident during laboratory hours: A Carroll University incident report form must be completed if a student or faculty person is injured in the laboratory.

All NRS 432 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.
14. **Safety** – Demonstrates and maintains safety in practice during the delivery of nursing care.
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.

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**Campus Information:**

**Writing Center at Carroll University**

The Carroll University Writing Center, located in the library Learning Commons is open Monday through Thursday from 10-6, Fridays from 10 – 1 and on Sunday evenings from 4-8. Writing Assistants are available to help with all stages of the writing process, from pre-writing to development to citation.

Assistants can be seen on a first come, first served basis, though the Center recommends making an appointment by accessing LC Online through the Learning Commons link on the student portal.

**Statement on Academic Integrity:**

The Carroll University Academic Integrity Policy is located in your student handbook. I encourage you to familiarize yourself with it. 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.

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 D

Course Schedule: See attached

Appendix A

Simulations:
Simulations are your opportunity to demonstrate safe, quality patient care in a controlled
environment. You will sign up for simulations in groups of students. Total time for simulation and
debriefing is 2 hours. There will be five complex nursing simulations. Faculty will be evaluating your
performance during the simulation. Two students may be completing a peer evaluation while the
simulation is occurring. These students will be watching a live feed of the simulation and completing a
peer evaluation of the student's participation in the simulation. Each simulation will be video and audio
recorded and watched back for discussion and debriefing after the simulation. Pre-work reading and
exercises and/or questions are to be completed prior to the simulation start time. All pre-work is to be
turned in to the faculty member prior to the simulation. If you do not come prepared to participate in
simulation, you will be sent home.
Appendix B

ATI Proctored Testing:
Each student will complete 2 proctored ATI Comprehensive Predictors (see course calendar for dates). If you score <90% predicted probability of passing NCLEX on the first try, you will need to make a study plan (On E-Learning Course Document page) and **meet with your capstone faculty member** to discuss how to improve your weak areas.

ATI Online Practice Tests and Remediation Templates:
Per the course calendar, you will need to complete two comprehensive online practice tests through ATI. After you have completed each test, you will need to submit via LMS file exchange, **3 remediation templates.** To figure out what content you should complete the remediation templates, create a focused review and select 3 areas with corresponding templates and complete 3. This will give you the appropriate templates for the topics you missed.

You will see on the course calendar that your homework is to work on focused review from your ATI results. Below is how you make a focused review.

Students can access a Focused Review by:

- Click on the MY ATI tab
- Select the IMPROVE tab
- Select the Focused Review they wish to Continue or Begin

Another great feature of the new site is that students can also access Focused Review directly from the results of an assessment:

- Click on the MY RESULTS Tab
- A Focused Review column is available next to each Proctored and Practice Assessment result and indicates the time spent on that Focused Review thus far. The Focused Review can be accessed directly from the assessment results.
Appendix C
Carroll University Nursing Program
NRS 432: Professional Practice Preparation

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. And, I agree to videotaping and audio taping of simulations for the purpose of learning to be used in the classroom only.

_________________________            __________________________
(Student Signature)               (Date)

_________________________
(Student Name Printed)
## Appendix D

### Course Calendar for NRS 431/432

<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 | 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 | 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 |
<table>
<thead>
<tr>
<th>Week 6 2/28</th>
<th>OB review</th>
<th>OB Review</th>
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<tbody>
<tr>
<td></td>
<td>• Analyze NCLEX questions focusing on obstetrics.</td>
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<tr>
<td></td>
<td>• Review care of patients through the birth process.</td>
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<tr>
<td></td>
<td>• Synthesize previous learning to answer questions regarding obstetrics. (CO 1-9)</td>
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<tr>
<td></td>
<td>Review ATI 2013 Maternal Newborn Nursing</td>
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<td></td>
<td>Complete PrepU OB Pre-work quizzes prior to class</td>
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<table>
<thead>
<tr>
<th>Week 7 3/7</th>
<th>Capstone Debriefing Session 2</th>
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<tbody>
<tr>
<td></td>
<td>• Evaluate care delivered and learning that has occurred during capstone experience.</td>
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<tr>
<td></td>
<td>• Analyze your capstone experience to identify needs.</td>
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<td></td>
<td>Review ATI 2013 Med Surg, Unit 3</td>
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<tr>
<td></td>
<td>Complete PrepU Respiratory Pre-work quiz prior to class</td>
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<td></td>
<td>Work on focused review.</td>
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</table>

| Reflection 3 Due |

| Teamwork and Collaboration Assignment Due |

| Work on focused review. |

<p>| Reflection 3 Due |</p>
<table>
<thead>
<tr>
<th>Week 8 3/14</th>
<th>Spring Break</th>
<th>Enjoy some R&amp;R 😊</th>
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<tr>
<td><strong>Spring Break</strong></td>
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<thead>
<tr>
<th>Week 9 3/21</th>
<th>Comprehensive Predictor #1 (3 hours)</th>
<th>Comprehensive Predictor #1 (3 hours)</th>
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<tr>
<td><strong>Week 9 3/21</strong></td>
<td><strong>Comprehensive Predictor #1</strong> (3 hours)</td>
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<td><strong>Comprehensive Predictor #1</strong> (3 hours)</td>
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<thead>
<tr>
<th>Week 10 3/28</th>
<th>Mutual Support from TeamSTEPPS</th>
<th>Neurological Review</th>
<th>Review ATI 2013 Med Surg, Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 10 3/28</strong></td>
<td><strong>Mutual Support from TeamSTEPPS</strong></td>
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<td><strong>Mutual Support from TeamSTEPPS</strong></td>
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</table>

- Define mutual support
- Discuss task assistance and the types of feedback

<table>
<thead>
<tr>
<th>Neurological Review</th>
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<tbody>
<tr>
<td>Analyze NCLEX questions focusing on neurological conditions.</td>
</tr>
<tr>
<td>Review care of patients with neurological conditions.</td>
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</table>

| Evidence Based Article Discussion Due |
| Work on focused review. |

**Week 10 3/28**

- Review ATI 2013 Med Surg, Unit 2
- Complete PrepU Neuro Pre-work quiz prior to class

**Week 9 3/21**

- Be prepared to take 180 questions in this 3 hour time block.

**Week 8 3/14**

- 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) (CO 1-6)
- Describe advocacy, assertion, and the Two-Challenge rule
- Discuss “CUS” and “DESC script” techniques
- Discuss common approaches to conflict resolution
- List barriers, tools, strategies, and outcomes of mutual support (CO 2,3,4,6,7,8,9)

- Synthesize previous learning to answer questions regarding neurological conditions. (CO 1-6)

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Renal/GU Review</th>
<th>Mental Health Review</th>
<th>Oncology Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>4/4</td>
<td>Analyze NCLEX questions focusing on Renal/GU Disorders.</td>
<td>Analyze NCLEX questions focusing on Mental Health Disorders.</td>
<td>Analyze NCLEX questions focusing on Oncology disorders.</td>
</tr>
<tr>
<td></td>
<td>Review care of patients with Renal/GU Disorders.</td>
<td>Review care of patients with Mental Health Disorders.</td>
<td>Review care of patients with Oncology disorders.</td>
</tr>
<tr>
<td></td>
<td>Synthesize previous learning to answer questions regarding Renal/GU disorders. (CO 1-9)</td>
<td>Synthesize previous learning to answer questions regarding Mental Health disorders. (CO 1-6)</td>
<td>Synthesize previous learning to answer questions regarding Oncology disorders.</td>
</tr>
</tbody>
</table>

- Review ATI 2013 Med Surg, Unit 8
- Review ATI 2013 Mental Health Nursing RN 9.0
- Complete PrepU Renal, GU, and Mental Health Pre-work quizzes prior to class

- Complete 2nd Comprehensive online practice (Form B) ATI test due.
- Submit 3 remediation templates via file exchange on content that needs improvement.

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Capstone Debriefing Session-3</th>
<th>Oncology Review</th>
<th>Critical Thinking Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>4/11</td>
<td>Evaluate care delivered and learning that has occurred during capstone experience.</td>
<td>Analyze NCLEX questions focusing on Oncology disorders.</td>
<td>Work on focused review.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review care of patients with Oncology conditions.</td>
<td>Critical Thinking Assignment Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Synthesize previous learning to answer questions from NRS 431 syllabus for debriefing.</td>
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<td>Complete PrepU Oncology Pre-</td>
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<tr>
<td>Week 13</td>
<td>Pediatric Review (Online Lecture and Quiz: <strong>NO FACE TO FACE MEETING</strong>)</td>
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<tr>
<td>4/18</td>
<td>• Analyze NCLEX questions focusing on pediatric conditions.</td>
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<td>• Review care of patients with pediatric conditions.</td>
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<td>• Synthesize previous learning to answer questions regarding pediatric conditions. (CO 1-9)</td>
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<td></td>
<td><strong>Pediatric Review (Online Lecture: NO FACE TO FACE MEETING)</strong></td>
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<td>• Synthesize previous learning to answer questions regarding pediatric conditions. (CO 1-9)</td>
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<td></td>
<td><strong>Review ATI 2013 edition Nursing Care of Children</strong></td>
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<td>Complete PrepU Pediatric Pre-work quizzes prior to class</td>
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<td>Online Quiz in Combined Course due on 4/21 at 5pm.</td>
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<td><strong>Work on focused review.</strong></td>
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<td>Reflection 4 Due</td>
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<thead>
<tr>
<th>Week 14</th>
<th>Cardiac and GI Review</th>
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<tr>
<td>4/25</td>
<td>• Analyze NCLEX questions focusing on Cardiac and GI conditions.</td>
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<td><strong>Cardiac/GI Review</strong></td>
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<tr>
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<td>• Analyze NCLEX questions focusing on Cardiac and GI conditions.</td>
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<td>• Review care of patients with</td>
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<td><strong>Review ATI 2013 Med Surg, Unit 4 and Unit 8</strong></td>
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<td></td>
<td>Complete PrepU Cardiac and GI Pre-work quizzes prior to class</td>
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<td><strong>Work on focused review.</strong></td>
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<td>Week 15 5/2</td>
<td>Comp. Predictor retake</td>
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<td><strong>Week 16</strong></td>
<td><strong>ATI Review</strong></td>
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<td><strong>Dates TBD</strong></td>
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<td>No Final Exam for NRS 431/432</td>
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