COURSE INFO

Course Title: TRANSITION TO HOLISTIC NURSING PRACTICE

Course Number: NURS 4655 Spring 2016

Course Description: This six-credit course (2.5 theory/0.5 lab/3.0 clinical) hrs. provides the student the opportunity to integrate, improve, and evaluate their level of preparation for beginning practice as a graduate nurse. Through independent study, computerized testing practice, and targeted professional assistance, students will integrate the nursing competencies tested by NCLEX that are essential for the safe practice of nursing. Students will further refine competencies in the delivery of holistic nursing care in a chosen clinical setting with the guidance of a clinical preceptor. Students will apply holistic nursing principles to the assessment of the clinical setting as a healing environment and propose a plan for enhancement of the setting’s healing potential.

Placement: Undergraduate

Prerequisite(s): All nursing prerequisites and courses in the nursing major

Corequisite: NURS 4356 Holistic Nursing: Foundation for Clinical Leadership

Credit Hours: 6 Hours (2.5 theory/0.5 lab/3.0 clinical) (37.5hrs. = 2.5 hrs. /week for classes; 22.5 lab; 135 hrs. = 10 [12 hr. shifts & 12 post conference hours])

Course Schedule: Found on course calendar and on Blackboard

Course Withdrawal “W” Date: The last day to drop course with a “W” is April 23, 2016.

FACULTY INFORMATION:

Course Coordinator: Dr. Lucindra Campbell-Law, PhD, ANP, PMHNP, BC
<table>
<thead>
<tr>
<th>Clinical Faculty:</th>
<th>Dr. Kelly Vandenberg</th>
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<tbody>
<tr>
<td>E-mail:</td>
<td><a href="mailto:vandenk@stthom.edu">vandenk@stthom.edu</a></td>
</tr>
<tr>
<td>Office:</td>
<td>713-831-7286</td>
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<tr>
<td>Cell:</td>
<td>713-446-5966</td>
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<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
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<tr>
<th>Clinical Faculty:</th>
<th>Dr. Marilyn Haupt</th>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:hautpm@stthom.edu">hautpm@stthom.edu</a></td>
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<tr>
<td>Cell:</td>
<td>409-739-4574</td>
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<tr>
<th>Clinical Faculty:</th>
<th>Dr. Faisal Aboul-Enein</th>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:aboulef@stthom.edu">aboulef@stthom.edu</a></td>
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<td>Cell:</td>
<td>832-731-5398</td>
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<tr>
<th>Clinical Faculty:</th>
<th>Ms. LaDonna Christy</th>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:christly@stthom.edu">christly@stthom.edu</a></td>
</tr>
<tr>
<td>Cell:</td>
<td>281-889-6257</td>
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<tr>
<td>Office Hours:</td>
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<tr>
<th>Clinical Faculty:</th>
<th>Ms. Eddie Gradney</th>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:emgrad12@comcast.net">emgrad12@comcast.net</a></td>
</tr>
<tr>
<td>Cell:</td>
<td>713-298-6654</td>
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<td>Office Hours:</td>
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<tr>
<th>Faculty Coach:</th>
<th>Dr. Lucinda Campbell-Law, PhD, ANP, PMHNP, BC.</th>
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<tbody>
<tr>
<td>Office:</td>
<td>SON, 1208 Colquitt, #205</td>
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<tr>
<td>E-mail:</td>
<td><a href="mailto:campbel1@stthom.edu">campbel1@stthom.edu</a></td>
</tr>
<tr>
<td>Office:</td>
<td></td>
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<tr>
<td>Cell:</td>
<td>832-370-3529</td>
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<td>Office Hours:</td>
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<td>409-739-4574</td>
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**REQUIRED COURSE RESOURCES**


HESI (2014), *HESI Comprehensive Review for the NCLEX-RN Examination (4th ed.)*, Elsevier,
RECOMMENDED RESOURCES


National Council State Boards of Nursing:

- [https://www.ncsbn.org/1287.htm](https://www.ncsbn.org/1287.htm)
- [https://www.ncsbn.org/nclex.htm](https://www.ncsbn.org/nclex.htm)
- [https://www.ncsbn.org/2321.htm](https://www.ncsbn.org/2321.htm)
- Texas Board of Nurse Examiners: [www.bne.state.tx.us/](http://www.bne.state.tx.us/)

LEARNING OUTCOMES

Course Goals & Objectives:

This course will provide students the opportunity to achieve the following learning outcomes:

1. Deliver relationship-centered care that is reflective of nursing as a healing ministry focusing on mind, body, and spirit.
2. Refine:
   a. Use of holistic nursing theory to inform nursing practice and assess nursing competencies and test-taking strategies in preparation for NCLEX & HESI exam
   b. Holistic health assessment skills
   c. Therapeutic communication skills
   d. Skill in providing health education
3. Synthesize knowledge and skills in the following competency areas identified as essential by the Institute of Medicine in addressing clinical situations:
   a. Patient-centered care
   b. Teamwork and collaboration
   c. Evidence-based practice
   d. Quality improvement
   e. Safety
   f. Information technology
4. Competently use information technology.
5. Integrate behavioral and community concepts in the delivery of care.
6. Demonstrate culturally competent care.
7. Demonstrate advanced-beginner level clinical reasoning skill in application of the nursing process.
8. Integrate professional values into the delivery of care.
9. Solidify delegation and supervision skills.
10. Reflect on professional development needs in the process of transition from student to graduate nurse.

PRINCIPAL UNITS OF THE COURSE
I. Classroom Seminar HESI and NCLEX Prep: Evaluate test-taking strategies and study habits in preparation for the NCLEX exam
3. Simulation & Skills: Reinforcement of Clinical skills, interactive Simulation, case studies and critical thinking exercises
4. Clinical Practicum in medical surgical and acute care clinical settings

METHOD OF ASSESSMENT

Methods of Instruction

- Assigned readings from required textbook
- Online instruction and activities via Blackboard, HESI, and Evolve
- Class discussion
- Reflective journals
- Clinical rotations
- Customized HESI exam
- HESI CAT
- Simulations
- Exit HESI exam

Methods of Evaluation

Every student will have an individualized (ISP) based on their study plan based on their readiness. The ISP will be monitored by the Director of the NSC and adapted as needed.

Customized HESI and HESI-RN-Exit Exam Policies

Customized Foundations / Med-Surgical HESI Exam: Students are required to take a HESI Customized Exam in the NURS 4655 Transition course to further assess individual readiness for taking the HESI Exit Exam.

Everyone will have an opportunity to take the Exit HESI exam during the Transition course. However, the results of your HESI Customized Foundations/Med-Surg Exam will help determine the amount and type of remediation that you will need to complete before you are scheduled to take the HESI Exit Exam. All students will do remediation activities and take a HESI Exit Exam based on their Customized HESI Exam scores as per the table below:

| Customized Med-Surgical/Foundations HESI: 850 or above scores | • Individualized remediation based on these scores.  
| • Sit for HESI-RN- Exit Exam #1A |
| Customized Med-Surgical/Foundations HESI: 700 - 849 scores | • Individualized remediation based on these scores.  
| • Sit for HESI-RN- Exit Exam #1B |
The HESI Customized Med-Surgical/Foundations exam will be administered during the second week of the Transitions course. The exam will constitute 10% of the Transition course grade. To prepare for the exam, please study Foundations and Medical-Surgical information based on your current Individualized Study Plan from the NSC. A test blue print will be send to you in early January prior to the exam date to assist you with studying for this exam. Please refer to course calendar for date, time and location for the exam.

**HESI-RN- Exit Exam:** Students are required to take the HESI Exit Exam as part of the NURS 4655 Transition course. The HESI Exit exam will be given according to the schedule in the course schedule (see class calendar). Students who score less than 900 on the HESI-RN-Exit Exam #1 must complete a remediation activities specified in their NCLEX Prep for Success – Individualized Study Plan before being allowed to take the HESI-RN-Exit # 2. Students will not be eligible for admission into the HESI-RN-Exit # 2 unless they complete the individualized study plan and the specified remediation activities.

**Grading:** Students have two opportunities to score \( \geq 900 \). Failure to score \( \geq 900 \) will result in a course grade of “Incomplete”. Students who do **NOT** achieve a grade of 900 or greater on the HESI-RN- Exit Exam will receive a course grade of I (incomplete) for the course. Students will have one regular semester to complete the requirements of the course.

**HESI Case Studies:** Each student will complete three (3) case studies identified for this course. Students will have three (3) possible attempts for each case study to make a score of 85 or greater. A score of 85 or greater = a grade of 100 will be seen in BB grade book (Score of less than 85 = the actual numerical score will be seen in the BB grade book).

**Simulations:** Students will be required to participate in case simulations in order to demonstrate their ability to use sound clinical reasoning and judgment in clinical situations. The overall goal is that students demonstrate their ability to practice safely. Students who do not perform at an acceptable level during the simulation, based on the grading criteria, must go through a facilitated remediation with course faculty. Students will **ONLY** be able to receive a grade of **Acceptable** upon completion of the remediation.

<table>
<thead>
<tr>
<th>Clinical Experience and Clinical Evaluation</th>
<th>Pass/Fail</th>
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<tbody>
<tr>
<td>Customized Med-Surgical/Foundations HESI Exam (Conversion Score)</td>
<td>10%</td>
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<tr>
<td>Individualized Study Plan (ISP) with the Director of NSC</td>
<td>5%</td>
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<tr>
<td>Clinical Simulation Assessment</td>
<td>20%</td>
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<td>Reflective Journals (2)</td>
<td>20%</td>
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<tr>
<td>Evolve Case Studies (Complete 3 with a score of ( \geq 75 ) on each)</td>
<td>15%</td>
</tr>
<tr>
<td>HESI RN Exit Exam – (Conversion Score)</td>
<td>30%</td>
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**Course Grading Rules**

Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<td>A</td>
<td>95 - 100</td>
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<tr>
<td>A-</td>
<td>90 - 94</td>
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<tr>
<td>B+</td>
<td>87 - 89</td>
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<tr>
<td>B</td>
<td>84 - 86</td>
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<tr>
<td>B-</td>
<td>81 - 83</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 80</td>
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<tr>
<td>C</td>
<td>75 - 77</td>
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<tr>
<td>C-</td>
<td>72 - 74</td>
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<tr>
<td>D+</td>
<td>69 - 71</td>
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<tr>
<td>D</td>
<td>65 - 68</td>
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<tr>
<td>F</td>
<td>&lt; 65</td>
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**Testing Average**

Students must receive a 75% weighted average or above on all evaluative items in order to receive a passing score for the course.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC) and to the Director of the Nursing Success Center (NSC). The NSC director will initiate the student into the SON Academic Retention Program. Students may review their exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

**Missed Assignments and Missed Exams**

**Missed Tests/Quizzes:** Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.

**Incomplete Grades:** The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

**Late Work:** Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day; this includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.

**Testing Policies**

**Exam Regulations**

1. UST-SON Classroom Exam Agreements
   - All bags are placed outside of classroom on cart.
   - All personal items (including phones) are placed outside classroom.
   - All phones MUST be off or silenced.
   - No bottles or food on desks at any time.
   - Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
   - Scrap paper will be provided by faculty.
• Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
• Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
• Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
• Students must exit the classroom quietly immediately after completing the exam.

2. Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.
3. Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

METHODS OF BLENDED LEARNING

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:

• The Syllabus which has key information for the course along with course guidelines and expectations.
• Grading Rubrics which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.
• Course Content Outline /Calendar which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

Some Helpful Information

• Access to internet – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

• Learning is not a spectator sport – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.
• **Use of new technologies** – Online tutorials on the use of Bb tools are located at http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512. Training on how to use other required technologies will be provided to students by the faculty as needed.

• **Student resources**: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

• **Library Link** – Nursing Section

• **Student computing services** – [Call the UST Help Desk at 713-525-6900](tel:7135256900) or email Ithelp@stthom.edu. Available services are detailed on their website.

• **Nursing Success Center (NSC)** – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.

**COURSE POLICIES**

**Attendance /Punctuality/Participation**

**Attendance**: Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.

**Absence and Tardy Policies**: Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an incomplete. Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses. Refer to the SON Student Handbook.

**Dropping a Class**: **YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE**. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar’s Office. This includes students who may have never actually attended class or who may never have completed payment of tuition and fees for each course.

**Computer Use Policy**: Students may use their own personal electronic devices to take notes or refer to class materials in class but **NOT** during quizzes or exams. Students will be told to turn off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

**Mobile Electronic Devices**: All personal electronic mobile devices will be kept on vibrate or silent mode. No texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

**Netiquette**: Refers to the generally accepted rules of behavior for communicating in an online environment.
Please follow these guidelines in all your online responses and discussion groups.

RESPECT. We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.

PRIVACY. Keep in mind not only your own privacy rights but others' as well. Do not reveal any information that you deem private.

BE CONSIDERATE of grammatical/spelling errors.

REMEMBER that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

BE SUPPORTIVE. We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

Integrity of Student Work

Academic Integrity: UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor system is a serious violation of integrity and may result in failure of the course. The UST Student Handbook and Planner is located in Bb under My Organizations, then SON Student Resources.

The SON Student Handbook contains detailed information on plagiarism and related policies. The SON Student Handbook is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies. Turn It In software may be used routinely to help address insufficient documentation; this software detects plagiarism.

Policy on Written Assignments

The Publication Manual of the American Psychological Association (most current edition) is the required style manual that must be used in writing papers in the UST School of Nursing.

Academic Policies and Procedures

ADA Student Accommodations: In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need special accommodations. Students must contact personnel in the Office of Counseling and
Disability Services (2\textsuperscript{nd} floor of Crooker Center). This office is open Monday through Friday, 8 am – 5 pm. The compliance officer will ask for proof of disability and specific accommodations that are needed by students. Academic Accommodations must be applied for in writing \textbf{EACH} semester. Students with special needs should inform the instructor within the first two weeks of class EVERY semester. Students should be aware of and take into consideration if their accommodations conflict with the AACN (2001) \textit{Nursing Essential Functions} as identified in the \textit{SON Student Handbook}.

\textit{If academic accommodations are approved, the student provides the Letter of Accommodations to the Course Coordinator.} Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. All information will be kept confidential.

\textbf{Course and Instructor Evaluations:} There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

\textbf{CLINICAL EXPECTATIONS AND GUIDELINES}
Clinical objectives for this course are listed above in this syllabus under Clinical Course Goals & Objectives. The clinical component of this course is graded as Pass or Fail. This clinical experience meets the requirement for the Texas Board of Nurses. The student will demonstrate skills and knowledge learned in the classroom and simulation laboratory during supervised clinical experiences.

\textbf{Successful completion of a nursing clinical course is defined as follows:}
\begin{enumerate}
  \item A score of >900 on the Exit HESI
  \item A score of >850 on Med Surg HESI
  \item Completion of all course assignments, simulations and tests.
  \item Completion and submission of clinical assignments and written work.
  \item Achievement of an average grade of C (75) or higher on all course evaluative work.
  \item Achievement of a final course grade of C or higher \textbf{and}
  \item A satisfactory clinical evaluation.
\end{enumerate}

\textbf{Clinical Failing Behaviors:} Clinical failing behaviors are based on the Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12 (\url{http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf}). A list of clinical failing behaviors is in the \textit{SON Student Handbook}. Some examples include but are not limited to:

\begin{itemize}
  \item Performance is unsafe.
  \item Questionable decisions are often made.
  \item Lacks insight into own behaviors and that of others.
  \item Significant difficulty in adapting to new ideas/functions.
  \item Continues to need additional guidance and direction beyond a reasonable period of time.
  \item Demonstrates professional misconduct.
\end{itemize}
Criteria for Clinical Grading: Criteria for each clinical competency on clinical evaluation forms is rated as meets, exceeds, or does not meet expectations. Critical items require a rating of at least “meets expectations” on the final evaluation.

Clinical Attendance: Students are expected to attend all of the clinical hours for this course in order to meet required learning outcomes. The Course Coordinator or clinical instructor will contact students in the event that clinical is cancelled due to inclement weather or emergency situations. Attempts will be made to schedule clinical make-up days. Failure to arrive at the clinical site during a scheduled assignment without at least two hours prior notification to the clinical instructor may result in failure of a clinical course, as determined by the faculty. Students who are unable to complete required clinical hours due to appropriate clinical absences may receive an incomplete in the course. An incomplete may result in delayed progression in the academic program.

Clinical Dress Policy: Uniforms and name badges are worn when on duty in the hospital and in the community during the clinical nursing experience. Attire must be neat and appropriate. Students not following the dress code may be sent home and will receive a written warning for that clinical day. Review the SON Student Handbook for detailed information regarding the dress policy.

Clinical Evaluations: The purpose of clinical evaluations is to provide feedback to the student and faculty. Students will be asked to complete clinical evaluation forms about self-evaluations, faculty evaluations, and clinical site evaluations. Formative feedback is provided during each clinical experience. Clinical warnings may be issued any time during the clinical rotation.

CLASS SCHEDULE
<table>
<thead>
<tr>
<th>Week 1</th>
<th>January 20 Wednesday</th>
<th>(1 Class Hr.)</th>
<th>Time and location will be communicated to students by their clinical faculty</th>
<th>Meeting with Clinical Faculty</th>
<th>Meet with assigned clinical faculty for Clinical Orientation/Rotation Schedule</th>
</tr>
</thead>
</table>
|        | 3-5pm SON CC (2 Class Hrs.) |               | • Introductions
• Review Syllabus & Course Description
• Discuss Customized Foundation/Med Surgical Exam
• Discuss Exit HESI Exam Prep
• Discuss Lab/Clinical Requirements
• Test Taking Strategies | Dr. Campbell-Law | Review syllabus & blackboard course prior to class
Read HESI Review Book
Review Chapter 5 in Saunders NCLEX Review book |
|        |                      |               |                                                                 |                             |                                                                                   |
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**Meeting with Clinical Faculty**

**Week 2**

January 27th Wednesday

3-5pm SON CC (2 Class Hrs.)

**Customized Med Surgical/Foundations HESI (All Students)**

**HURST Review Course (3 days)**

**HURST** (Bradley Creel, Director of Sales for Hurst Review) & Dr. Campbell-Law

**MANDATORY**

Submit all required clinical orientation forms and schedules to clinical faculty

**Week 3**

February 4-6th Thursday, Friday, & Saturday

8am-5:30pm (with breaks for lunch)
Scanlon Room (28.5 Class Hrs.)

**HURST Review Course (3 days)**

**HURST** (Bradley Creel, Director of Sales for Hurst Review) & Dr. Campbell-Law

**MANDATORY**

**Week 4**

February 10th Wednesday

9-4pm Individualized HESI Success Plan Meetings/Remediation on (7 Lab Hrs.)

**Individualized HESI Success Plan Meetings**

**Ms. Geny Moreno & Dr. Campbell-Law**

**HESI Success Plan Remediation**

**Clinical shifts as scheduled with clinical preceptors**

**Week 5**

February 17th Wednesday

2-4pm SON CC (4 Lab Hrs.)

**HESI-RN Exit #1A**

Students scoring ≥ 850 on Customized Med Surgical/Foundations HESI

**Dr. Campbell-Law**

**Clinical shifts as scheduled with clinical preceptors**

**Week 6**

February 24th Wednesday

2-6pm SON CC

**HESI-RN Exit #1B**

Students scoring 700- 849 on Customized Med Surgical/Foundations HESI (remediation must be complete before this attempt)

**Dr. Campbell-Law**

**Clinical shifts as scheduled with clinical preceptors**

**Deadline to complete 11 [12 hour shifts] January 25-March 31st**
<table>
<thead>
<tr>
<th>Week 7</th>
<th>March 2nd</th>
<th>3-5pm</th>
<th>“Nursing Implications in Pharmacology: Role and Accountability”</th>
<th>Dr. Dufrene</th>
<th>Reflective Journal #1 Due by 1700</th>
<th>Clinical shifts as scheduled with clinical preceptors</th>
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<tbody>
<tr>
<td></td>
<td>Wednesday</td>
<td>SON CC</td>
<td>(2 Class Hrs.)</td>
<td></td>
<td></td>
<td>Clinical Conference #1 Scheduled Post Conferences with your students (3 Lab Hrs.)</td>
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<td>Student will be able to enhance their Pharmacology knowledge and clinical application of that knowledge.</td>
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<td>The focus/plan would be prompting students to make connections between medical diagnosis and doing/giving meds....some of the do’s and don’ts; difference between administering narcotics vs. regular meds, or other meds</td>
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<td>Week 8</td>
<td>March 9th</td>
<td>9-1pm</td>
<td>HESI-RN Exit #1C</td>
<td>Dr. Campbell-Law</td>
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<td>Clinical shifts as scheduled with clinical preceptors</td>
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<td></td>
<td>Wednesday</td>
<td>SON CC</td>
<td>Students scoring ≤ 700 on Customized Med Surgical/Foundations HESI(remediation must be complete before this attempt)</td>
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<td>Week 9</td>
<td>March 16th</td>
<td>Online</td>
<td></td>
<td></td>
<td>Online Evolve Case Study Due March 16, by 1700 (2 Class Hrs.)</td>
<td>Clinical shifts as scheduled with clinical preceptors</td>
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<td>Wednesday</td>
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<tr>
<td>Week 10</td>
<td>March 21-26</td>
<td>NO CLASS</td>
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<td>NO CLINICAL</td>
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<td></td>
<td>SPRING BREAK</td>
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<td>Week 11</td>
<td>March 30th</td>
<td>10-2pm</td>
<td>HESI CAT</td>
<td>Dr. Campbell-Law</td>
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<td>Clinical shifts as scheduled with clinical preceptors</td>
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<td></td>
<td>Wednesday</td>
<td>SON CC</td>
<td>(4 Lab Hrs.)</td>
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<td></td>
<td>Clinical Conference #2 Scheduled Post Conferences with your students (3 Lab Hrs.)</td>
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<td>Week 12</td>
<td>April 6</td>
<td>3-7pm</td>
<td>HESI-RN- Exit #2 (Only students scoring less than 900 or on Exit-RN-HESI #1)</td>
<td>Dr. Campbell-Law</td>
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<td>Thursday March 31st last day for clinical rotation</td>
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<td></td>
<td>Wednesday</td>
<td>SON CC</td>
<td>(4 Lab Hrs.)</td>
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<tr>
<td>April</td>
<td>Wednesday</td>
<td>NO CLASS</td>
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<td>NO CLINICAL</td>
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<tr>
<td>Week 13</td>
<td>April 13th</td>
<td>9-4pm</td>
<td>Comprehensive Simulation Lab/Debriefing</td>
<td>Dr. Marylyn Haupt</td>
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<td></td>
<td>Wednesday</td>
<td>(7 lab hrs.) Advanced Lab Debrief in Basic Lab</td>
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<td>9-12 Group A 1-4 Group C</td>
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<tr>
<td>Week 14</td>
<td>April 20th</td>
<td>9-4pm</td>
<td>Comprehensive Simulation Lab/Debriefing</td>
<td>Dr. Marylyn Haupt</td>
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<td></td>
<td>Wednesday</td>
<td>(3 lab hrs.) SON CC</td>
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<td>9-12 Group C 1-4 Group D</td>
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| Week 15  
April 27th  
Wednesday | Online | Reflective Journal #2 Due  
April 27, by 1700 | Online Evolve Case Study Evolve Case Study (2 Class Hrs.)  
Due April 27, by 1700 |
|---|---|---|---|
| **Week 16  
May 4th  
Wednesday** | No Class | Meet with Clinical Faculty  
as scheduled Time and  
Place TBD by Clinical faculty  
(2 Class Hrs.) | Clinical Faculty  
Dr. Kelly Vandenburg  
Dr. Faisal Aboul-Enein  
Ms. Eddie Gradney  
Ms. LaDonna Christy |
| | | | All clinical evaluations  
to be completed and  
ready for submission  
prior to meeting with  
clinical faculty |
| | | | Final Clinical Evaluations  
Due  
IDEA Evaluations (online)  
Dates TBD |
| **May 18th  
Wednesday** | | Nursing Pinning | |
| **May 20th  
Friday** | | Baccalaureate Mass | |
| **May 21st  
Saturday** | | Commencement | |
Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the SON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 4655 course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Student Signature _____________________________________ Date: ________________