COURSE SYLLABUS FALL 2015

Course Name
TRANSITION TO PROFESSIONAL NURSING

Course Number
RNSG 1227

1 - 3 - 2
Lecture - Lab - Credit

NONE

This syllabus has been reviewed and is current on the date indicated.

Prepared By:          Date
Kate Woehl, MSN, BNSc, RN       08/13/15
ADN Director / D. C. / Faculty

Approved By:          Date
Kate Woehl, MSN, BNSc, RN, BA       08/13/2015
Director of Allied Health
I. Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Information</th>
<th>Position</th>
<th>Office Hours</th>
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<tbody>
<tr>
<td>Kate Woehl</td>
<td>325-235-7325 O</td>
<td>Instructor</td>
<td>By Appointment</td>
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<td><a href="mailto:Kate.woehl@tstc.edu">Kate.woehl@tstc.edu</a></td>
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II. Class Times, Location
Online with testing in seat on designated dates

III. Course Description & Introduction
A. Content includes health promotion, expanded assessment, analysis of data, critical thinking skills and systematic problem solving process, pharmacology, interdisciplinary teamwork, communication, and applicable competencies in knowledge, judgment, skills, and professional values within a legal/ethical framework throughout the lifespan. This course lends itself to either a blocked or integrated approach.
B. Graduates are able to use therapeutic communication in the patient setting.
C. Successful graduates utilize critical thinking skills and a systematic problem-solving process as a framework for developing and refining physical examination and health assessment skills in the provision of care to clients and families.
D. Graduates have acquired skills enabling them to explain the roles of the professional nurse in caring for clients and families.

IV. Learning Outcomes
A. Provider of Patient Centered Care:
The student will:
- Acquire the ability to perform a comprehensive, systematic, head-to-toe physical assessment.
- Demonstrate the knowledge of interviewing skills to gather data by obtaining a health history
- Distinguish between normal and abnormal findings on the physical examination
- Identify principles used in the physical examination and health assessment of the older adult
- Discuss basic nutritional requirements and barriers to optimal nutrition for older adults
- Perform competent drug dose calculations for oral, injectable, and intravenous medications
- Discuss nursing interventions related to care of patients receiving medications

B. Member of the Health Care Team:
The student will:
- Discuss legal/ethical issues related to professional nursing
- Identify principles of effective communication skills
• List ways to manage conflict

C. Member of the Profession:
• Understand the concepts of role transition and develop skills to effectively progress to safe practice
• Identify the rationale of licensure and certification related to competency
• Learn the rules and regulations of appropriate delegation of non-nursing tasks
• Assist in evaluation of the effectiveness of care provided by health care team members

D. Patient Safety Advocate:
• Apply moral and ethical principles to decision making
• Identify nursing care delivery models that improve quality of care and patient outcomes
• Discuss cultural considerations regarding human behavior

E. 21st Century Skills Set/Essential Competencies
The student will:
• Solve problems and building employability skills such as listening, attitude, critical thinking, adaptability and work ethic
• Use critical thinking skills to complete assignments correctly and on time
• Exhibit professional principles to perform skills on time within due dates
• Use adaptability skills to complete assignments and perform skills in a timely manner along with other course work
• Use listening skills to complete assignments correctly as per requirements
• Exhibit a positive attitude in completing class work on time and correctly, participating in assigned test dates simulation exercises, and clinical experiences as required. If circumstances require absence, maintain policy for calling in.
• Exhibit professional principles by coming to class on time and calling in as required when absent
• Use critical thinking skills to identify methods, requirements, and standards to enhance and develop vocational nursing practice toward professional nursing.

Students may vary in their competency levels on these abilities. As a student, you can expect to acquire these abilities as you honor all course policies, attend simulation, testing and clinical dates regularly as well as complete all assigned work in good faith and on time, and meet all other course expectations described.

V. Assessment Methods & Grading Policy

Teaching Methodologies:
Online Lecture methods/Group Interactions
Hands on Demonstration/Team Activities
All assignments are expected to be turned in on time. Any work turned in after the designated date/time will be late and will not be accepted without prior written approval from the instructor. An assignment that is not accepted due to failure to meet the designated time/date will result in a “Zero” for that coursework. NO EXCEPTIONS. The LVN Program is a fast-paced nursing program and failure to meet deadlines can result in failure of the course.

The course grade is determined by unit exams, comprehensive final exam, and weekly assignments. All weekly assignments in Moodle, course point or ATI modules must be complete in full to receive points. The weighted grading will be as follows:

- **30% Weekly Assignments in Moodle, Course Point +, and ATI**
- **45 % Three unit exams (15% each)**
- **15% comprehensive final examination**
- **10% Concept Map**

You must achieve 80% on exams prior to other assignments being added

Note: The total percentage for exams, quizzes and ATI tests (except those deemed as a weekly assignment) must be 80% to pass the course.

Letter grades assigned to final course averages for all nursing courses are:

- 90.00-100 = A
- 80.00-89.99 = B
- 70.00-79.99 = C
- 60.00-69.99 = D
- BELOW 60 = F

**Exam/Testing Procedures**

- The examinations will be on dates as designated in the schedule
Students will take all exams on scheduled class days with a TSTC faculty/staff present in the classrooms.
- Each unit exam is 30-50 questions with a maximum of 75 minutes to complete the unit exams.
- Final Exams are up to 100 questions with a maximum of 2 ½ hours to complete the final exam—THERE WILL BE NO EXTENSIONS ON THE TEST TIMES unless
- All exams are completed in ATI, Moodle or Course Point +.
- Exams and unit quizzes may include multiple choice or SATA (select all that apply). No extra credit questions are included.
- Each student is expected to take exams on the days and times they are scheduled. If a student misses an exam, the student will be expected to make contact with the instructor prior to the exam and make arrangements within 24 hours for a make-up exam. The exam given may not be the same version the class was given and may be at least 50% short answer/alternate formats including essay, at the instructor’s discretion. Make up exams must occur within one week of initial exam date or exam score will result in a “zero”.
- Upon testing, know your log in, bring a laptop when indicated, a pencil and calculator (you will NOT be allowed to use phone calculators during exams. Do NOT bring books, notes, electronic devices, purses etc. into the test area. You will be provided with scratch paper.
- There will be scheduled times to discuss exam questions, and if you have further concerns you must contact the instructor within 1 week of the exam to arrange a time to meet with and discuss your concerns.
- Quiz reviews must be scheduled with the instructor within 1 week from time quiz was taken.

The instructor has up to 72 hours to post exam results in the Moodle classroom. If there are problems and grades cannot be posted in the allotted time frame an email will be sent through Moodle informing students. Communication with students will be through the Moodle site; through email or announcements. You MUST check your Moodle site at least twice per day.

ONLY ONE (1) MAKE-UP EXAM PER COURSE IS ALLOWED. IF YOU MISS FURTHER EXAMS YOU WILL RECEIVE A ZERO (0).

FINAL GRADES ARE NOT ROUNDED AND NO EXTRA CREDIT IS GIVEN ON WEEKLY ASSIGNMENTS.

Throughout the course there will be various online synchronous and asynchronous activities for students to participate in or complete to enhance the learning of the content and application of concepts. Each student is expected to participate in a timely manner, failure to submit assignments by the due date will result in zero for the assignment.
TIPS TO ENSURE TIMELY SUBMISSIONS
A student should always “CC” himself/herself on an email, this will send a copy of the email back to the student who originated it, (and whomever you have sent it to) so that it verifies that it was sent. Follow up all submissions whether electronic or via facsimile that are of concern with an email request or phone call for verification. This helps ensure the student does not receive a zero if there is a technology issue.

VI. Textbook/Reference Materials

Required:

ISBN 978-0323101578


Recommended:


VII. Additional Resources & Supplies

The textbooks listed above are primary sources for the student. However, in order for the learner to achieve mastery of particular nursing principles and skills, the faculty may use
and/or recommend additional materials. The student has the responsibility to utilize this material for optimum development. Students are encouraged to explore all additional learning resources, including the Internet, which can be accessed in the computer lab/library.

- Laptop/Computer Access
- Internet Access (High Speed recommended)

VIII. Class Participation Policy & Student Conduct

REMEDIATION AND STUDENT ACTION PLANS

Student action plans are communication tools used within the TSTC nursing programs for various reasons. These documents serve as a communication method for remediation, absenteeism, status in course, and disciplinary issues. Therefore, these documents should not be necessarily viewed as a “negative” focus unless it is of discipline in nature. These tools help identify areas of concern and/or weakness with a plan or action to assist the student to remediation on such issues.

A student action plan that is labeled “Unprofessional Conduct” is disciplinary and is reserved for offenses as identified by the Texas Board of Nursing, Nurse Practice Acts, or within the standards of nursing that constitutes a serious concern or offense. A student written up on Unprofessional Conduct more than once (two times) will be dismissed from the program. See excerpt from student handbook below:

Per LVN-RN Student Handbook:

*Any student who received two student action plans for unprofessional conduct will be immediately dismissed by the Director and will not be allowed to reapply to the nursing program*

SCHOLASTIC HONESTY

The College expects every student to engage in all scholastic pursuits in a manner that is beyond reproach. Students are required to maintain complete honesty and integrity in the classroom and/or laboratory. Any student found guilty of dishonesty in scholastic work is subject to disciplinary action.

The TSTC Nursing program sets the same minimum standards as set forth in the TSTC Student Handbook regarding scholastic honesty.

*See the TSTC Student Handbook for further details.*

ACADEMIC DISHONESTY
The College expects every student to engage in all scholastic pursuits in a manner that is beyond reproach. Students are required to maintain complete honesty and integrity in the classroom and/or laboratory. Any student found guilty of dishonesty in scholastic work is subject to disciplinary action.

A. Scholastic dishonesty includes, but is not limited to, cheating on scholastic work, plagiarism and collusion.

B. Cheating on scholastic work includes:
- Copying from another student’s test paper or other scholastic work.
- Using, during a test, materials or equipment not authorized by the person administering the test.
- Collaborating, without authority, with another student during an examination or in the preparation of scholastic work.
- Knowingly using, buying, selling, stealing, transporting or soliciting, in whole or in part, the contents of an un-administered test.
- Soliciting, bribing or coercing an instructor or student grader to alter the score or grade achieved on a test or other scholastic work.
- Substituting for another student, or permitting another student to substitute for one-self, to take a test or prepare other academic work or laboratory assignments/experiments.
- Soliciting, bribing or coercing another person to obtain an un-administered test/examination or information about an un-administered test/examination.
- Using thoughts, words, or expressions of other’s works, including web-based information, as one’s own (plagiarism).

ACADEMIC DISHONESTY WITHIN THE NURSING DEPARTMENT

All student conduct will support academic honesty. Any student who is cheating on an exam or uses the thoughts or words of others without proper citation/reference in a written assignment will receive an “F” or zero grade. Academic Dishonesty constitutes unprofessional conduct and lack of good professional character in the judgment of the Texas Board of Nursing. Any student participating in any form of academic dishonesty will be required to see the Director of the program and may be dismissed from the program. Please refer to Student conduct in the Nursing Student Handbook. The department goal is that each student completes his or her own work in order to master the skills needed to compete in the job market.

NETIQUETTE—PROPER ONLINE ACTIVITY BEHAVIOR

All students are expected to maintain professional demeanor and behavior in all TSTC nursing online activities. Postings are to be constructive and non-judgmental. Please do not type in ALL CAPS as this represents someone shouting a response. Please be mindful
of the variety of different cultural and personal communication styles within any group. Always think before posting and carefully read responses. A posting that demonstrates unprofessional conduct will result in the student being notified and given a Student Action Plan with remediation assignments. *Any student receiving two Unprofessional Conduct—Student Action Plans will be required to see the Director of the program and may be dismissed from the program—see student handbook.*

**SCANS COMPETENCIES**

*The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student’s ability to provide evidence that the skill has been mastered.*

**DEC's COMPETENCIES**

*The DEC competencies are fully integrated throughout the curriculum as designated, vocational nursing or associate degree nursing, for the nursing student. The DEC relate to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Board of Nurse Examiners for the state of Texas.*

**CLASS ATTENDANCE**

It is expected that students will make every effort to attend the scheduled class days and online sessions each week. If a student cannot attend, they must e-mail the instructor prior to the beginning of class. Students should actively participate in all classroom discussions, complete all projects, and demonstrate mastery of designated knowledge and skills. Regular attendance is necessary for satisfactory achievement. Failure to turn in assignments may result in failure of the course.

*SEE HANDBOOK FOR ATTENDANCE POLICIES*

**IX. Safety**

- Campus building occupants are required to evacuate buildings when a fire alarm activates. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy while receiving instructions. The nearest exit door may not be the door you used when entering the building.

- Students requiring evacuation assistance should inform the instructor during the first week of class.
• In the event of evacuation, follow the faculty’s or class instructor’s instructions.

• *Do Not* re-enter a building unless given instructions by the Fire Department, Campus/Local Police, or Fire Prevention Services.

**X. Special Needs**

If you have a documented disability that will impact your work in the class, please contact the ADA Coordinator, so that the appropriate arrangements for your accommodations can be made. The counselor on your campus can assist you in this process. In accordance with the Federal law, a student requesting accommodation must provide documentation of his/her disability to the ADA Coordinator. For more information, call (325) 236-8292 or email amy.freeman@tstc.edu.

If you have a condition, such as a physical or mental disability, which will make it difficult for you to carry out the work as outlined, or which will require extra time on examinations, please notify the Counseling and Testing Office during the first week of the course so that appropriate arrangements can be made.

**XI. Course Schedule**

*Online class attendance means you will participate in all scheduled discussion and reply to all assigned discussion and assignments. Failure to participate in online activities timely may result in dismissal.*

**Instructor reserves the right to change the schedule as needed in order to meet the objectives of the course.**
## WEEKLY OBJECTIVES

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LECTURE CONTENT AND TOPICS</th>
<th>REQUIRED ASSIGNMENTS</th>
<th>WEEKLY OBJECTIVES</th>
</tr>
</thead>
</table>
| Week 1  
Aug 31-Sep6 | Review Syllabus; sign syllabus understanding page and turn in.  
Reading Assignment: Claywell: Chapter 1 | • Identify how experiences influence learning in adults.  
• Create an experiential resume’.  
• Delineate both positive and negative impact experiences.  
• Examine personal and professional selves.  
• Identify motivations and personal outcomes priorities for returning to school.  
• Identify both short and long-term personal and professional goals.  
• Understand change theory and how it applies to becoming an RN. |
| Week 2  
Sept 7-13 | Identifying individual tools.  
Personal empowerment skills. | Reading Assignment: Claywell: Chapters 2 & 3 | • Identify personal gifts and barriers.  
• Identify outcome priorities related to both gifts and barriers.  
• Describe how learning style affects the learning process.  
• Explain how personality traits may affect learning.  
• Identify the impact of self-directedness on learning.  
• Define personal empowerment.  
• Interpret the role of locus of control on personal empowerment.  
• Explain the impact of positive self-talk.  
• Describe self-defeating |
### Week 3  
**Sept 14-20**  
**EXAM # 1**  
**Chap: 1-3**  
**Claywell AND ATI Critical Thinking Assessment**

<table>
<thead>
<tr>
<th>Role Transition</th>
<th>Reading Assignment: Claywell: Chapter 4</th>
</tr>
</thead>
</table>
| **1. Getting Started with ATI**  
**2. Test Taking**  
**3. Study Skills** |

- Discuss the concept of role transition from practical nurse to registered nurse.
- Describe various role elements that are inherent in the scope of registered nursing practice.
- Compare and contrast differences in role responsibilities of practical and registered nurses.
- Describe the process of professional socialization from practical nurse to that of registered nurse.

### Week 4  
**Sept 21-27**

<table>
<thead>
<tr>
<th>Reading Assignment: Claywell: Chapters 5 &amp; 6</th>
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</thead>
</table>
| **ATI:**  
**Nurse Logic:**  
**1. Knowledge and Clinical Judgement** |

<table>
<thead>
<tr>
<th>Moodle Assignments</th>
</tr>
</thead>
</table>
| **Discuss historical contributions to modern nursing.**  
**Describe the impact of managed care and merging health care services upon the nursing profession.**  
**Discuss the role of nursing in quality improvement of patient care.**  
**Describe at least three ways in which trends in health care will affect nursing practice.**  
**Recognize the differences in the roles of LPN/LVN and RN.** |
### Week 5
**Sept 28-Oct 4**
Nursing Theory: Guiding Professional practice.

Reading Assignment:
- Claywell: Chapter 7

**ATI:**
- Nurse Logic: Nursing Concepts
- Nurse Touch: Professional Communication
- The Communicator:

- Compare and contrast the differences in the roles and scope of practice of the LPN/LVN and RN.
- Apply the principles of culturally competent care to the workplace.
- Compare and contrast the four generations discussed in this chapter.
- Apply basic principles of decision-making to the practice setting.
- Identify five basic principles of safe delegation to the practice setting.

### Week 6
**Oct 5-11**
Understanding the Nursing Process:

Reading Assignment:
- Claywell: Chapter 8
- Moodle Assignment:

- Compare and contrast nursing philosophies, nursing theories, and nursing theoretical models.
- Discuss the role of nursing theory to the practice of nursing.
- Evaluate how values and beliefs influence nursing theory.
- Apply the four universal concepts central to nursing practice.
- Articulate a personal philosophy of nursing based on personal beliefs and values.

- Compare and contrast the steps of the nursing process.
- Formulate an actual, potential, and wellness nursing diagnosis.
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Critical Thinking and Clinical Judgment.</th>
<th>Reading Assignment: Claywell: Chapter 9</th>
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</thead>
</table>

**ATI:**  
**Nurse Touch: The Communicator:**  
- Discuss the five realms that may affect a patient’s health status that should be addressed in order to complete a thorough nursing assessment.  
- Formulate and prioritize nursing diagnoses in the practice setting.  
- Apply the nursing process to the practice setting.  
- Formulate and apply reasonable and measureable outcomes to patient care in the practice setting.  
- Compare and contrast the responsibilities of the RN with the role of the LPN/LVN I assessment and developing the plan of care.  
- Compare and contrast nursing assessment of the individual, family and community.  
- Explain collaborative problems with respect to formulating the nursing diagnosis in the practice setting.  
- Formulate a plan of care.  

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Critical Thinking and Clinical Judgment.</th>
<th>Reading Assignment: Claywell: Chapter 9</th>
</tr>
</thead>
</table>

**ATI:**  
**Nurse Touch: The Communicator:**  
- Describe the role of cultivated thinking in critical thinking.  
- Define critical thinking.  
- Explain the importance of critical thinking in nursing.  
- Identify types of reasoning based on critical thinking.  
- Compare inductive and deductive reasoning.  
- Explain the eight elements of reasoning in critical thinking.
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Knowledge and Skill Acquisition. Evidence-Based Practice.</th>
<th>Reading Assignment: Claywell: Chapters 10 &amp; 11</th>
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<tbody>
<tr>
<td>Oct 19-25</td>
<td></td>
<td>• Describe how using the chain of command to resolve issues supports accountability.</td>
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<tr>
<td>EXAM # 2</td>
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<td>• Compare the theoretical classifications of nursing skill.</td>
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<td>Chapters: 4-11</td>
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<td>• Describe accountability as it applies to nursing practice.</td>
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<td>• Identify the RN’s role in managing care aberrances.</td>
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<td>• Identify the advantages of fostering a successful mentor relationships.</td>
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<td>• Define evidence-based practice.</td>
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<td>• Identify gaps and barriers to implementing evidence-based nursing practice.</td>
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<td>• Identify high-quality electronic resources for locating evidence-based nursing practice.</td>
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<td>• Discuss the hierarchy (levels) of evidence.</td>
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<thead>
<tr>
<th>Week 9</th>
<th>RN as Communicator</th>
<th>Reading Assignment: Claywell: Chapter 12</th>
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<tbody>
<tr>
<td>Oct 26-Nov 1</td>
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<td>Concept Map due: November 1 @ 2359</td>
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<tr>
<td></td>
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<td>• Define therapeutic communication.</td>
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<td>• Compare and contrast facilitators and blockers of communication.</td>
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<td>• State the purpose of the therapeutic relationship.</td>
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<td>• Describe the four phases of the nurse-patient relationship and nursing actions related to each.</td>
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<td>• Compare and contrast the social relationship, the intimate relationship, and the therapeutic relationship.</td>
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<td>Week 10</td>
<td>The RN as Teacher</td>
<td>Reading Assignment: Claywell: Chapter 13</td>
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<td>Nov 2-8</td>
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<td>Read TBON: Delegation Rules</td>
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| Week 12  | The RN as Researcher | Reading Assignment: Claywell: Chapter 17 | • Compare types of variables in a research study.  
• Describe the research process.  
• Articulate the role of the RN in research and research utilization. |
| Nov 16-22 | |  | |
| EXAM # 3  | |  | |
| Chapters: 12-17 | |  | |

| Week 13  | Ethical and Legal considerations: Principles and Applications. | Reading Assignment: Claywell: Chapter 18 | • Compare and contrast the ethical theories of Deontology, Utilitarianism, and Virtue Ethics.  
• Define the seven universal biomedical ethical principles discussed in this chapter as they relate to the practice setting.  
• Apply the eight step ethical decision-making process discussed in this chapter.  
• Explain the role of culture in biomedical ethics.  
• Apply an ethical framework or model for ethical decision-making to patient care.  
• Compare and contrast the three most common sources of law.  
• State the four elements that must be present for a person to recover damages suffered as a result of |
| Nov 23-29 | | Look up NPA and how nursing is mandated with reporting, scope of practice, and other ethical principles. | |
negligence.
• Compare and contrast negligence and intentional torts.
• Apply the legal principles of safe practice to the clinical setting.
• Explain the mandatory reporting requirements related to the practice setting.

<table>
<thead>
<tr>
<th>Week 14</th>
<th>Nov 30-Dec 6</th>
<th>Putting it all together!</th>
<th>Reading Assignment: Claywell: Chapter 19</th>
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<tbody>
<tr>
<td>Week 15</td>
<td>Dec 7-13</td>
<td>FINAL EXAM</td>
<td>Study practice exams prior to ATI testing.</td>
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</tbody>
</table>

GOOD LUCK

XII. Curriculum Vitae: Kate Woehl, MSN, BNSc, RN

<table>
<thead>
<tr>
<th>Education</th>
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<tbody>
<tr>
<td>Name of Institution</td>
<td>Degree Earned</td>
</tr>
<tr>
<td>Capella University</td>
<td>PhD</td>
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<td>American Sentinel University</td>
<td>DNP</td>
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<tr>
<td>Hardin Simmons University</td>
<td>MSN</td>
</tr>
<tr>
<td>MedCenter One College of Nursing</td>
<td>BNSc</td>
</tr>
<tr>
<td>AVTI</td>
<td>Certification in Surgical Technology</td>
</tr>
<tr>
<td>University of North Dakota</td>
<td>BA</td>
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<tr>
<th>Certifications</th>
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<tbody>
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<td>NRP</td>
<td>2014/2016</td>
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<td>PALS</td>
<td>2014/2016</td>
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Industry, Teaching or Training, and Other Experience Relevant To Course
<table>
<thead>
<tr>
<th>Description of Experience Related To Course</th>
<th>Date Ended</th>
<th>Date Began</th>
</tr>
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<tbody>
<tr>
<td>Texas State Technical College (TSTC) West Texas ADN Program Director</td>
<td>Current</td>
<td>June 2014</td>
</tr>
<tr>
<td>Responsible for accountability to the Texas BON for planning, implementation, and evaluation of the professional nursing program. Assures compliance of rules and requirements by faculty and students according to guidelines of accrediting agencies. Curriculum development and implementation of accredited degree plan as approved by THECB. Oversee all aspects of ADN Nursing Program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cisco College, Abilene, TX</td>
<td>August 2010-2014</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor: ADN and LVN Nursing Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create and coordinate Online courses: Pathophysiology and Introduction to Nursing. Supervise clinical sites and clinical student’s rotations for vocational and ADN nursing students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health.edu</td>
<td>October 2011-Current</td>
<td></td>
</tr>
<tr>
<td>Texas Tech University Health Science Center Course Presenter</td>
<td></td>
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</tr>
<tr>
<td>Develop continuing education course work to aid nurses, respiratory therapists, nursing assistants, and the community to provide rich current programming.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abilene Regional Medical Center, Abilene, TX</td>
<td>July 2014-2015</td>
<td></td>
</tr>
<tr>
<td>RN Charge Nurse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charge weekend nights Mother-Baby. Duties included taking care of maternity, nursery, or surgical female patients. Supervised shift; census, staffing, and patient care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abilene State Supported Living Center Case Management</td>
<td>February-June 2014</td>
<td></td>
</tr>
<tr>
<td>Manage care of intellectually disabled; Physical Assessment, Physician visits, community initiation, and daily care.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oceans’ Behavioral Hospital, Abilene, TX</td>
<td>August 2013-July 2014</td>
<td></td>
</tr>
<tr>
<td>DON, then continued on as PRN Staff to assist with transition.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Start up of new hospital; hire 56 FTEs, Schedule, Budget, Purchase supplies, equipment, and furniture for hospital. Prepare for patient care with training and educational module creation. Prepare and master TJC survey. Prepare and Master State survey. Prepare and master Y-Team Audit for corporate. Assist with patient therapy groups, staff floor as needed, clear and admit all patients 24/7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas Tech University Health Science Center, Abilene, TX</td>
<td>August 2010-August 2014</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Champion; aid and mentor new faculty. Create and design courses for BSN program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct: Foundations, Foundations Clinical, Professional Communication, EBP II, Chronic Care, Chronic Care Clinical, Acute Care, Acute Care Clinical, &amp; Leadership &amp; Management. Interprofessional Course and Simulation; SON &amp; SOP. Student Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patty Hanks Shelton School of Nursing (HSU, McMurray, &amp; ACU) Abilene, TX</td>
<td>August 2006-2010</td>
<td></td>
</tr>
<tr>
<td>Faculty, Resource Learning Simulation Center Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manage Simulation Center for CNA, BSN, &amp; MSN programs.</td>
<td></td>
<td></td>
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<tr>
<td>Create and run scenarios with low and high-fidelity equipment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MidAmerica Learning, Abilene, TX</td>
<td>August 2008-2010</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online faculty and skills boot camp faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruct: Fundamentals in Nursing, Fundamental clinical, Health Assessment clinical, Med-Surg,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position/Role</td>
<td>Location</td>
<td>Time Period</td>
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</tr>
<tr>
<td><strong>Med-Surg clinical, Critical Care, Critical Care Clinical, and Perioperative Nursing.</strong></td>
<td><strong>Hendrick Medical Center, Abilene, TX</strong></td>
<td><strong>July 2002-July 2010</strong></td>
</tr>
<tr>
<td><strong>Trauma Staff Nurse</strong></td>
<td><strong>San Angelo Community Hospital, San Angelo, TX</strong></td>
<td><strong>January 2001-July 2002</strong></td>
</tr>
<tr>
<td><strong>Week-End Charge OB</strong></td>
<td><strong>East Texas Medical Center, Tyler, TX</strong></td>
<td><strong>1999-2001</strong></td>
</tr>
<tr>
<td><strong>Educational Coordinator, Surgical Services</strong></td>
<td><strong>East Texas Medical Center, Athens, TX</strong></td>
<td><strong>2000-2001</strong></td>
</tr>
<tr>
<td><strong>OB/NSY</strong></td>
<td><strong>Abilene Regional Medical Center</strong></td>
<td><strong>1997-1999</strong></td>
</tr>
<tr>
<td><strong>Educational Coordinator, Surgical Services</strong></td>
<td><strong>Sioux Valley Hospital</strong></td>
<td><strong>1995-1997</strong></td>
</tr>
<tr>
<td><strong>LEVEL ONE Trauma Center</strong></td>
<td><strong>MedCenter One</strong></td>
<td><strong>July 1985-1995</strong></td>
</tr>
<tr>
<td><strong>Night Charge Nurse; Operating Room; Neurology Team</strong></td>
<td><strong>WDAZ-TV</strong></td>
<td><strong>1982-1985</strong></td>
</tr>
<tr>
<td><strong>CV Coordinator, NICU, OB, PEDI, Endo-Pulmonary Lab</strong></td>
<td><strong>In progress</strong></td>
<td><strong>In progress</strong></td>
</tr>
<tr>
<td><strong>Community Involvement Award</strong></td>
<td><strong>Awards</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Texas Tech University</strong></td>
<td><strong>Published:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Student Acknowledgement:

This is to acknowledge that I have received a copy of the syllabus for the course RNSG 1227 Transition to Professional Nursing. I understand that it is my responsibility to read and understand the syllabus and to abide by the guidelines presented therein.

__________________________  ____________________________
Student Printed Name          Signature

__________________________
Date