

Appendix A-Sample Exam Blueprint



NUR 334 Pharmacology I: Exam 1

Item type: mc = multiple choice; aa = all that apply; ro = rank order; chart = chart exhibit; hs = hot spot;
gr = graphic question, cal=caluculation

Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
1	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes	Intro to Pharmacology	Use of drug classifications	Application	Implement	Pharmacologic and parenteral therapies	Evidence-based practice
2	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		How are drugs classified?	Analysis	Analysis	Basic care and comfort	Evidence-based practice
3	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Generic vs. trade name	Application	Plan	Management of care	Leadership for quality and safety
4	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding drug metabolism	Application	Evaluation	Health promotion and maintenance	Clinical prevention and population health
5	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Drug half -life	Application	Plan	Safety and infection control	Information management
6	gr	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Drug peak action	Application	Assessment	Physiologic adaptation	Evidence-based practice

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
7	chart	1/Provide education to patients and families to promote safety and compliance		Patient teaching re: significance of knowing side effects	Application	Plan	Health promotion and maintenance	Clinical prevention and population health
8	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Drug interactions	Analysis	Evaluation	Safety and infection control	Interprofessional communication & collaboration
9	aa	2/Minimize potential for medication errors and avoidable adverse medication effects		Drug contraindications	Analysis	Analysis	Basic care and comfort	Evidence-based practice
10	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Adverse effects	Application	Assessment	Safety and infection control	Leadership for quality and safety
11	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Side effects	Application	Evaluation	Reduction of risk	Clinical prevention and population health
12	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Adverse effects vs. side effects	Analysis	Analysis	Reduction of risk	Evidence-based practice

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
13	ro	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding drug interactions	Application	Plan	Health promotion and maintenance	Clinical prevention and population health
14	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Administration route - oral (benefits)	Application	Implement	Pharmacologic and parenteral therapies	Evidence-based practice
15	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Administration route - IM (benefits)	Analysis	Evaluation	Management of care	Evidence-based practice
16	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Administration route - sub-q (limitations)	Application	Plan	Basic care and comfort	Clinical prevention and population health
17	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Administration route - IV (benefits)	Analysis	Evaluation	Pharmacologic and parenteral therapies	Evidence-based practice
18	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Administration route - IV (limitations)	Application	Implement	Management of care	Interprofessional communication & collaboration
19	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes	Inflammation	Anti-inflammatory drugs - action	Application	Assessment	Physiologic adaptation	Evidence-based practice

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
20	ro	2/Minimize potential for medication errors and avoidable adverse medication effects		Anti-inflammatory drugs - common side effects	Analysis	Evaluation	Reduction of risk	Clinical prevention and population health
21	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Anti-inflammatory drugs - common contraindications	Analysis	Analysis	Management of care	Interprofessional communication & collaboration
22	aa	2/Minimize potential for medication errors and avoidable adverse medication effects		Anti-inflammatory drugs - common therapeutic use	Application	Plan	Basic care and comfort	Evidence-based practice
23	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Anti-inflammatory drugs - pharmacologic action	Application	Implement	Pharmacologic and parenteral therapies	Evidence-based practice
24	aa	2/Minimize potential for medication errors and avoidable adverse medication effects		Ibuprofen - Priority side effects	Application	Assessment	Reduction of risk	Evidence-based practice
25	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding Ibuprofen	Application	Implement	Health promotion and maintenance	Clinical prevention and population health

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
26	ro	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding Ibuprofen	Application	Plan	Reduction of risk	Clinical prevention and population health
27	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Aspirin - priority side effects	Application	Assessment	Safety and infection control	Evidence-based practice
28	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding aspirin	Application	Evaluation	Health promotion and maintenance	Clinical prevention and population health
29	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding aspirin	Application	Plan	Reduction of risk	Evidence-based practice
30	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Acetaminophen - priority side effects	Analysis	Analysis	Basic care and comfort	Evidence-based practice
31	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding acetamino-phen	Application	Plan	Health promotion and maintenance	Clinical prevention and population health
32	ro	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding acetamino-phen	Application	Evaluation	Reduction of risk	Clinical prevention and population health

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
33	aa	2/Minimize potential for medication errors and avoidable adverse medication effects		Prednisone - priority side effects	Application	Assessment	Management of care	Interprofessional communication & collaboration
34	chart	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding prednisone	Application	Plan	Health promotion and maintenance	Clinical prevention and population health
35	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding prednisone	Application	Implement	Psychosocial integrity	Evidence-based practice
36	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Ketorolac - priority side effects	Analysis	Evaluation	Pharmacologic and parenteral therapies	Evidence-based practice
37	ro	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding ketorolac	Application	Plan	Basic care and comfort	Evidence-based practice
38	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding ketorolac	Analysis	Evaluation	Health promotion and maintenance	Clinical prevention and population health

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
39	aa	2/Minimize potential for medication errors and avoidable adverse medication effects		Methylprednisone - priority side effects	Application	Assessment	Safety and infection control	Clinical prevention and population health
40	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding methylpred-nisone	Application	Plan	Management of care	Information management
41	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding methylprednisone	Application	Implement	Health promotion and maintenance	Clinical prevention and population health
42	hs	2/Minimize potential for medication errors and avoidable adverse medication effects		Contraindic-ations with anti-inflammatory drugs	Analysis	Evaluation	Reduction of risk	Evidence-based practice
43	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Evaluating the effectiveness of prednisone	Application	Evaluation	Management of care	Interprofes sional comm-unication & collabor-ation
44	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Evaluating the effectiveness of ketorolac	Analysis	Analysis	Physiologic adaptation	Evidence-based practice
45	chart	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Evaluating the effectiveness of aspirin	Application	Plan	Basic care and comfort	Evidence-based practice

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
46	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Nursing actions with administering anti-inflammatory drugs	Application	Implement	Basic care and comfort	Clinical prevention and population health
47	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Nursing actions with administering anti-inflammatory drugs	Analysis	Evaluation	Reduction of risk	Evidence-based practice
48	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Nursing actions when administering prednisone	Application	Plan	Health promotion and maintenance	Clinical prevention and population health
49	hs	2/Minimize potential for medication errors and avoidable adverse medication effects		Route of administration for anti-inflammatory drugs	Analysis	Analysis	Safety and infection control	Evidence-based practice
50	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes	Pain	Pharmacologic actions of pain medications	Application	Plan	Pharmacologic and parenteral therapies	Evidence-based practice
51	aa	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Therapeutic use of pain medications	Application	Evaluation	Health promotion and maintenance	Clinical prevention and population health
52	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Potential for abuse of pain medications	Application	Plan	Psychosocial integrity	Evidence-based practice

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
53	ro	1/Provide education to patients and families to promote safety and compliance		Teaching regarding effective use of pain medications.	Application	Implement	Health promotion and maintenance	Clinical prevention and population health
54	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Common side effects of pain medications	Application	Assessment	Physiologic adaptation	Evidence-based practice
55	chart	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Evaluation of effectiveness of pain medications	Analysis	Evaluation	Health promotion and maintenance	Clinical prevention and population health
56	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding evaluating the effectiveness of pain medications	Application	Plan	Basic care and comfort	Evidence-based practice
57	aa	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding common side effects of pain medications	Application	Implement	Health promotion and maintenance	Evidence-based practice
58	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding potential interactions when taking pain medications	Analysis	Analysis	Reduction of risk	Evidence-based practice

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
59	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Morphine - priority side effects	Application	Assessment	Pharmacologic and parenteral therapies	Evidence-based practice
60	aa	2/Minimize potential for medication errors and avoidable adverse medication effects		Morphine - priority side effects	Application	Plan	Reduction of risk	Clinical prevention and population health
61	ro	2/Minimize potential for medication errors and avoidable adverse medication effects		Morphine - administration route	Application	Implement	Safety and infection control	Evidence-based practice
62	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding morphine	Application	Evaluation	Health promotion and maintenance	Clinical prevention and population health
63	aa	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding morphine	Application	Plan	Management of care	Interprofessional communication & collaboration
64	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding use of alcohol with morphine	Application	Implement	Reduction of risk	Clinical prevention and population health

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Item	Type	SLO #/Course Objective	Topic	Subtopic	Bloom's Taxonomy	Nursing Process	NCLEX Client Needs	BSN Essentials
65	hs	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Nursing actions when administering morphine IM	Application	Plan	Pharmacologic and parenteral therapies	Evidence-based practice
66	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Nursing actions when administering morphine IV	Application	Implement	Reduction of risk	Clinical prevention and population health
67	chart	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Evaluating the effectiveness of morphine use to control pain	Analysis	Evaluation	Management of care	Clinical prevention and population health
68	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Naloxone - common side effects	Application	Assessment	Pharmacologic and parenteral therapies	Evidence-based practice
69	mc	2/Minimize potential for medication errors and avoidable adverse medication effects		Naloxone - therapeutic use	Application	Implement	Basic care and comfort	Clinical prevention and population health
70	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding priority side effects of naloxone	Application	Evaluation	Health promotion and maintenance	Clinical prevention and population health
71	mc	1/Provide education to patients and families to promote safety and compliance		Patient teaching regarding naloxone	Application	Plan	Reduction of risk	Evidence-based practice

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72	ro	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Nursing actions when administering naloxone	Analysis	Analysis	Basic care and comfort	Evidence-based practice
73	aa	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Nursing acts when administering naloxone	Application	Implement	Safety and infection control	Evidence-based practice
74	mc	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Evaluating effectiveness of naloxone	Application	Evaluation	Basic care and comfort	Evidence-based practice
75	hs	2/Apply principles of safe and effective medication administration to achieve desired patient outcomes		Naloxone preferred administration route	Analysis	Analysis	Reduction of risk	Clinical prevention and population health

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QSEN
Evidence-based practice
Evidence-based practice
Safety
Patient-centered care
Safety
Evidence-based practice

NUR 334 Pharmacology Exam Blue Print

QSEN
Patient-centered care
Teamwork and collaboration
Evidence-based practice
Safety
Patient-centered care
Evidence-based practice

NUR 334 Pharmacology Exam Blue Print

QSEN
Patient-centered care
Evidence-based practice
Evidence-based practice
Patient-centered care
Evidence-based practice
Teamwork and collaboration
Evidence-based practice

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QSEN
Safety
Teamwork and collaboration
Evidence- based practice
Evidence- based practice
Evidence- based practice
Patient- centered care

NUR 334 Pharmacology Exam Blue Print

QSEN
Patient-centered care
Safety
Patient-centered care
Evidence-based practice
Evidence-based practice
Patient-centered care
Patient-centered care

NUR 334 Pharmacology Exam Blue Print

QSEN
Teamwork and collaboration
Evidence-based practice
Patient-centered care
Evidence-based practice
Evidence-based practice
Patient-centered care

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QSEN
Safety
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Patient-centered care
Evidence-based practice
Teamwork and collaboration
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Safety
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Teamwork and collaboration
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QSEN
Evidence-based practice
Safety
Evidence-based practice
Patient-centered care

Course Competencies

Demonstrate use of the nursing process.

Apply the clinical judgement model.

Develop patient problem and concern statements using standard language.

Communicate and collaborate effectively with the interprofessional team to promote patient safety and improve quality of care.

Implement caring practices towards members of the interprofessional team to promote team member well-being and patient safety.

Defend professional nursing actions based on Nursing's Code of Ethics and bioethical principles.

Protect the dignity of patients and their families.

Implement basic care processes to prevent harm and promote health.

Create a safe patient care environment.

Demonstrate use of the nursing process.

Support patients through therapeutic communication.

Use information technology to communicate with the interprofessional team.

Perform comprehensive and focused physical and psychosocial health assessments on adults and older adults.

Distinguish between normal and abnormal physical assessment data.

Recognize health history and psychosocial data that requires follow-up or intervention.

Analyze biopsychosocial assessment data to form patient problem and concern statements using standard language.

Analyze systems and human factors that contribute to patient safety.

Contribute to an interprofessional culture of safety.

Appendix B-Assignments and Activities

Assignment
NUR 211 Critical Thinking in Clinical Decision-Making
Wizard of Oz Nursing Process Assignment
Unfolding Case Study
Mind Mapping Assignment
NUR 218 Interprofessional Communications
Healthy Workplace reflection writing
ATI Nurse's Touch Professional communication modules
NUR 213 Ethics & Legal Standards in Nursing Practice I
Ethical debate and Analysis of the Code of Ethics final assignment
Belmont report activity Social justice activity
NUR 215 Theoretical Foundation in Nursing Practice
NUR 216 Health Assessment
ATI Health Assess modules and debriefing ATI Skills 2.0 Module- Physical Assessment of an Adult
Module 4 Melanoma exercise and pressure ulcer exercise

ATI Skills Module 2.0 Physical Assessment of and Adult; pretest, Accepted Practice- Equipment, Level of Consciousness, general patient survey, and vital signs, Step-by-Step Viewing- Level of consciousness, general patient survey, and vital signs

Module 3 Gathering a Health History lab activity

Meeting the Nguyens One Minute Paper

Interactive clinical scenarios in modules 5 and 6

NUR 338 Leader in Quality and Patient Safety I

Patient Safety/Quality Issue Assignment

Lewis Blackman Presentation

IHI Modules Patient Safety 101-105

In-Class Activities

ATI Nurse Logic 2.0- Knowledge and Clinical Judgment Modules

Healthy Workplace reflection writing

ATI Nurse's Touch Professional communication modules

Ethical debate and
Analysis of the Code of Ethics final assignment

Belmont report activity
Social justice activity

ATI Health Assess modules and debriefing
ATI Skills 2.0 Module- Physical Assessment of an Adult

Module 4 Melanoma exercise and pressure ulcer exercise

ATI Skills Module 2.0 Physical Assessment of and Adult; pretest, Accepted Practice- Equipment, Level of Consciousness, general patient survey, and vital signs, Step-by-Step Viewing- Level of consciousness, general patient survey, and vital signs

Module 3 Gathering a Health History lab activity

Meeting the Nguyens One Minute Paper

Interactive clinical scenarios in modules 5 and 6

Patient Safety/Quality Issue Assignment

Lewis Blackman Presentation

IHI Modules Patient Safety 101-105

Course Competencies

NUR 333 Ethics & Legal Standards in Nursing Practice

Defend professional nursing actions based on the law and applicable standards of practice.

Implement self-care to promote patient safety and improve quality of care.

NUR 337 Evidence-Based Practice I

Explain basic research designs and methods.

Classify evidence according to a hierarchy.

NUR 334 Pharmacology I

Apply principles of safe and effective medication administration to achieve desired patient outcomes.

Provide education to patients and families to promote safety and compliance.

Minimize potential for medication errors and avoidable adverse medication effects.

NUR 355 Acute & Chronic Health Disruptions in Adults

Implement safe and effective nursing care to adults and older adults experiencing health alterations to achieve desired patient outcomes.

Evaluate the outcomes of evidence-based interprofessional care.

Prioritize nursing actions based on biopsychosocial assessment data to achieve desired patient outcomes.

Collaborate with interprofessional team to ensure patient safety and quality care.

Demonstrate caring and compassionate behavior toward patients.

NUR 356/NUR 356L Mental Health Theory & Application

Implement safe and effective nursing care to individuals experiencing mental health alterations to achieve desired patient and systems outcomes.

Evaluate the outcomes of evidence-based interprofessional care.

Engage in a therapeutic relationship aimed at achieving desired patient outcomes.

Prioritize nursing actions based on biopsychosocial assessment data to achieve desired patient and systems outcomes.

Plan safe and effective transitions of care for individuals experiencing mental health alterations.

In-Class Activities and/or Assignments

e II

Health IT legislation
Module 4 Nurse Negligence/Malpractice activity
Health and Human Services activity
Future of Nursing Presentation based on IOM Report

Search for evidence activity
In-class activity components of research article
In-class activity levels of evidence
Quantitative article critique
Qualitative article critique

Module 1 Pharmacokinetics vs Pharmacology
ATI Video Case Study- Pharmacology
ATI Pharmacology Made Easy Modules for each of the 6 modules
in this course.
Module 5 Prototype drug education role play
Davis Drug Guide Scavenger hunt
FA Davis Drug Guide Medication Error tutorial

ts I

Critical Thinking Maps
ATI Dosage Calculation
ATI Real Life Scenario- GI Bleed
QSEN Clinical Journal Reflections
QSEN Competency Project
University of Iowa Geriatric Pain: University of Iowa: Geriatric
Pain
Martha Jessup Concept Map
Prioritization Activities in modules 2, 3, and 6
Clinical Assignments; Interviews, Handoffs, Procedural
Reflections, Shadowing Reflections, Patient Education
Skills competency- client management
Mr. Yo care plan activity

ion

Critical Thinking Maps
Clinical Assignments; Interviews, Handoffs, Procedural
Reflections, Shadowing Reflections, Patient Education

QSEN Clinical Journal Reflections
QSEN Competency Project
AA group summary
Role play- mental status exams
Simulated Hearing Voices activity
Interactive Clinical Scenarios- Alcohol withdrawal, drug addiction,
anorexia, and bulimia
Simulations- narcotic overdose, paranoid schizophrenia, and
lithium overdose

Course Competencies	In-Class Activities and/or Assignments
NUR 357 Evidence-Based Practice II	
Formulate an appropriate clinical question to answer using evidence.	Critical Thinking Responses Module 5 Journal Club activity
Evaluate the credibility of sources of clinical evidence.	Chapter 8 Review Questions Think like a nurse activity
NUR 358 Leader in Quality & Patient Safety II	
Choose appropriate patient, systems, and population outcomes to measure quality.	Module 1 Change Activity Personal AIM Module 5- Nurse patient safety goal activity
Interpret quality indicator data.	Module 3- PDSA cycles activity Group presentation- AIM statement and Needs Improvement project
NUR 354 Pharmacology II	
Apply principles of safe and effective medication administration to achieve desired patient outcomes.	Interactive clinical scenarios ATI Pharmacology Made Easy ATI Video Case Study- Mixing insulins
Provide education to patients and families to promote safety and compliance.	Educational Pamphlet Module 9 Active discussion using client scenarios regarding calcium and medications
Minimize potential for medication errors and avoidable adverse medication effects.	Module 1 ATI Video Case Study-Polypharmacy Module 5-Preventing medical errors
NUR 425 Acute & Chronic Health Disruptions in Adults II	
Implement safe and effective nursing care to adults and older adults experiencing health alterations to achieve desired patient and systems outcomes.	Critical Thinking Maps Clinical Assignments; Interviews, Handoffs, Procedural Reflections, Shadowing Reflections, Patient Education
Recommend nursing therapeutics based on the best available evidence to achieve patient and systems outcomes.	QSEN Clinical Journal Reflections QSEN Competency Project
Revise the interprofessional plan of care based on biopsychosocial assessment data to achieve desired patient and systems outcomes.	Ben Ivanos- Preoperative plan ATI Real Life Scenario Virtual simulation
Revise priority nursing actions based on emerging biopsychosocial assessment data.	Module 3 Skills Lab- Create a plan of care for a client with one of the following: JP Drains, Closed Wound drainage system, Hemovac drains, Penrose Drains
Contribute the unique nursing perspective to the interprofessional plan of care.	Blood administration simulation Module 2 Think, Pair, Share activity
Evaluate the use of information technology to promote patient safety and improve quality of care.	EHR Tutor documentation activity for blood transfusion reaction Connection checks in Modules 3 and 4
NUR 426 Community Health Nursing Theory and Application	
Implement nursing actions in the community to achieve desired population health outcomes.	Critical Thinking Maps Clinical Assignments; Interviews, Handoffs, Procedural Reflections, Shadowing Reflections, Patient Education

Evaluate the population outcomes of interprofessional community-based health actions and initiatives.
Choose nursing actions that address the impact of social determinants of health.

QSEN Clinical Journal Reflections
QSEN Competency Project

Evaluate the impact of the built environment on population health outcomes.
Plan interprofessional care activities based on community-level data.
Respond safely and effectively to community-level emergencies and disasters.
Evaluate the use of information technology to promote population health.

Module 1 health screening activity
Problem based learning activities in modules 4-6
Module 5 vaccination program activity
Epidemiology in nursing practice
Module 3- Mary Mallon and the history of typhoid fever
ATI Nurse's Touch Virtual simulation
Module 4- Opioid overdose prevention program
ATI Video case study- Levels of prevention and survival potential
Sentinel City- Emergency response activity
Module 2- vital statistics activity
Sentinel World- Home safety assessment
Sentinel World- Windshield Survey
Breaking news activities throughout didactic course modules

Course Competencies

NUR 423 Ethics & Legal

Evaluate the impact of public health policy on patient safety, quality of care, and population health.

Advocate for public health policy that promotes patient safety, improves the quality of care, and improves population health.

NUR 427 Evid

Retrieve the best available evidence to answer a clinical question.

Synthesis the best available evidence to answer a clinical question.

NUR 428 Leader in

Participate in the implementation of quality improvement initiatives.

Evaluate the outcomes of quality improvement initiatives.

NUR 335 Maternal

Implement evidence-based education to achieve desired patient and family outcomes.

Choose nursing actions based on assessment data.

Plan care based on patient and family beliefs, values, and preferences.

Provide safe and effective nursing care to women, their newborns, and their families during the perinatal period.

Demonstrate appropriate use of patient care technologies.

NUR 336 Pediatric

Implement evidence based education tailored to stage of growth and development to achieve desired patient and family outcomes

Choose nursing actions based on biopsychosocial assessment data.

Apply principles of growth and development in choosing nursing actions.

Provide safe and effective nursing care to children and their families to achieve desired patient and family outcomes.

Demonstrate appropriate use of patient care technologies.

In-Class Activities and/or Assignments

Standards in Nursing Practice III

Module 1- Have students work in pairs to create 2-3-minute role-play to illustrate a nurse debating/persuading a politician for some important issue related to patient care

Module 3- Letter to the Legislator

Module 4- research the issues being lobbied for by the American Nurses Association or some other nursing group. At the start of the next class, hold a 10-minute debate on whether these are the most appropriate issues for the current moment.

Evidence-Based Practice III

Module 1- Clinical practice guideline activity

Module 2- Engaging Patients in Shared Decision Making in the Context of Evidence Based Practice

AHRQ/NHS critical thinking activity

Quality & Patient Safety III

Quality Improvement Project assignment, modules 1-4

IHI Modules QI 105

Quality Improvement Project assignment, modules 1-4

Health Theory & Application

QSEN Clinical Journal Reflections

QSEN Competency Project

Postpartum hypertensive crisis- pairs or small groups ask students to review and summarize nursing actions for assessing and intervening. Present findings to the class.

Critical Thinking Maps

Clinical Assignments; Interviews, Handoffs, Procedural Reflections, Shadowing Reflections, Patient Education

Antepartum Case study

Choose one client and create a discharge teaching plan that you will share in post conference

Skills lab 4- Discharge teaching should include bathing, feeding (breast or bottle), burping, safety including sleep safety, reducing SIDS risks, and car seat safety

Students will administer vitamin k and erythromycin using appropriate medication administration techniques

Skills lab 5- Well women's health, self-breast exams, and prevention of STI's

ATI video case study- complications of pregnancy

ATI EHR Tutor documentation activities

ATI Real Life Virtual Scenarios

Health Theory & Application

QSEN Clinical Journal Reflections

QSEN Competency Project

Critical Thinking Maps

Clinical Assignments; Interviews, Handoffs, Procedural Reflections, Shadowing Reflections, Patient Education

Skills Lab- pediatric teaching presentation
Group presentation on Pediatric growth and development

ATI Real Life Scenario Well Child
ATI Video Case Studies RN Growth and Development
Divide the class into groups, and ask them to work on developing lists of ideas and interventions for the following aspects of postoperative care for a tonsillectomy
Develop concept/mind maps to show the relationships of assessment data and other factors in the child with asthma
ATI Real Life Scenarios
ATI EHR Documentation Activities
Module 12- Hypoglycemia vs hyperglycemia
Role play scenarios and have the class discuss what was therapeutic about the interaction and what was inappropriate about the interaction

Course Competencies**In-Class Activities and/or Assignments****NUR 443 Transition to the Profession**

Implement reflective practice to improve patient safety and improve quality of care and promote care advancement.

Nurse Logic 2.0 Nursing Concepts- Professionalism
ATI Nurse's Touch- Becoming a Professional Nurse and Nursing Informatics and Technology
Module 4- ATI Civility Mentor- Civility and Patient Safety
Module 2- Lead by Example activity
Module 3- Leadership, Followership, and Management activities

Commit to professional life-long learning.

NUR 445 Acute & Chronic Health Disruptions in Adults III

Implement safe and effective nursing care to adults and older adults experiencing complex health alterations to achieve desired patient, systems, and population outcomes.

Critical Thinking Maps
Clinical Assignments; Interviews, Handoffs, Procedural Reflections, Shadowing Reflections, Patient Education

Defend the choice of nursing therapeutics based on the best available evidence to achieve patient, systems, and population outcomes.

QSEN Clinical Journal Reflections
QSEN Competency Project

Revise the plan of care based on biopsychosocial assessment data to achieve desired patient and population outcomes.

Module 1- Unfolding case study
Module 3- ABG Interpretation, Unfolding case study
Skills lab 4- Ventilator settings/changes based on ABG results activity

Prioritize nursing actions across patients based on aggregate biopsychosocial assessment data.
Lead the development of the interprofessional plan of care.

Interactive clinical scenario- heart failure
Module 1- Prioritization activity
Concept map group project
Simulations- Shock, ARDS, DKA, and Stroke
Module 5 Coordinating Care

Defend decisions from a cost-effectiveness perspective

Module 2- Ethics in the ICU
Module 5- Coordinating care

NUR 446 Professional Seminar

Judge one's own readiness for professional practice

Module 2-9 consists of pre-quiz, assessment, individualized remediation plan, and posttest activity

Evaluate gaps in one's own knowledge, skills, and abilities for professional practice.

Module 2-9 consists of pre-quiz, assessment, individualized remediation plan, and posttest activity
The ATI Capstone Content Review will include a Pre and Post Proctored ATI Capstone Comprehensive Assessments, 8 weeks of content review plus a 9th review week, virtual ATI (VATI) and an ATI Live Review

Demonstrate readiness for success on the NCLEX-RN exam.

NUR 447 Evidence-based Practice IV

Evaluate evidence to answer a clinical question.

Development of practice problem focused question in teams

Implement practice guidelines and other evidence-based standards.

Each team member will find a primary research article, present to team in a journal club format
Evidence-based practice committee group assignment
Evidence-based practice group paper and Group Presentation

NUR 448 Leader in Quality & Patient Safety IV

Demonstrate safe, effective, and cost effective management of health care resources.

Delegate tasks and responsibilities safely and effectively while demonstrating maintenance of accountability.

Participate in health care organization governance.

Leverage information and patient care technology to improve quality of care.

Advocate for the nursing profession within health care organizations.

At the end of the final leadership course (this course) the students will receive a certificate from IHI- **Basic Certificate in Quality and Safety**

Delivery models activity

Civility role play

Patient delegation scenario activity

ATI Nurse's Touch- Using conflict management and de-escalating communication skills

Scopes of practice activity

ATI Nurse's touch- Development of interprofessional clinical pathway

ATI Nurse's Touch: Nursing Informatics and Technology modules and activity

Information systems activity

Technology use activity

Silence kills activity

Team player effectiveness activity

Change readiness activity



JOB DESCRIPTION

Position Title:	College Counselor
Full-Time/Part-Time:	Full Time
Department:	Nursing
Job Description:	<p>General Responsibilities</p> <p>Participates in the development, implementation, and evaluation of counseling and student development that result in educational, personal, and professional development of the nursing students and support the advancement of the college's vision, mission, and values. Serves on a team of Student Central coaches, implementing an "intrusive advising program" that involves advising students at risk of failure for psycho-social reasons.</p> <ol style="list-style-type: none"> 1. Participates in the Intrusive Advising program, managing a caseload of students, making systematic contact with them, and referring students to appropriate community programs. 2. Assists in the planning, development and implementation of programs designed to encourage the success and retention of students. 3. Serves as the campus resource for identifying appropriate counseling services and programs for students with psycho-social challenges. 4. Participates in student orientation and registration. 5. Cooperates with other services, programs, and departments in identifying and working with at-risk students. 6. Develops workshops for at risk students aimed at addressing common psycho-social challenges that impede their success in the nursing program. 7. Serves as Title IX Coordinator. 8. Teaches one (1) general education course per semester (16-weeks). As an instructor the requirements include: <ul style="list-style-type: none"> • Direct contact with students in instruction, training, and monitoring professional and academic development throughout their program. • Instructor provides a learning experience to students and evaluates their achievements. • Keep students engaged in a classroom environment while following an established curriculum / syllabus. • Create positive educational climate for students to learn in while establishing and communicating clear objectives for all learning activities. • Meet course and school-wide student performance goals. • Manage student behavior in the classroom by invoking approved disciplinary procedures. • Observe and evaluate student's performance and counsel those who do not adhere to guidelines. • Recognize and analyze outward signs of problems that students may have that inhibit their achievement and take appropriate action. • Identify and students who are "at risk" of leaving the course to Chair of program. • Grade tests and projects, maintain grade books, track attendance and perform other administrative duties as needed.
Physical Demands:	Light Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated for light work.



JOB DESCRIPTION

	<p>Visual Acuity: Position requires close visual acuity to perform activities (i.e. preparing/analyzing data and figures; transcribing; viewing a computer monitor; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines; using measurement devices; and/or assembly or fabrication parts at distances close to the eyes).</p> <p>Work Environment: Moderate noise. Environmental Conditions: Typical office or administrative conditions (i.e. not substantially exposed to adverse environmental conditions).</p>
Required Qualifications:	<p>To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements below are representative of the knowledge, skill, and/or ability required.</p> <ol style="list-style-type: none">1. Master's degree in psychological/social counseling or related area from an accredited college/university.2. Minimum of 2 years' experience in counseling, especially with non-traditional and minority students.

EMPLOYEE NAME (PRINT): _____

EMPLOYEE SIGNATURE: _____

DATE: _____



ARIZONA COLLEGESM of Nursing

POLICY NAME	Student Success Model			POLICY NO.	
EFFECTIVE DATE		DATE OF LAST REVISION		VERSION NO.	
ADMINISTRATOR(S) RESPONSIBLE	Chief Operating Officer Vice President, Operations Executive Directors of Academic Operations		CONTACT INFORMATION		
APPLIES TO					
FACULTY	X	STAFF		STUDENTS	X
STUDENT EMPLOYEES		VISITORS		CONTRACTORS	

SCOPE

Describe what and to whom this policy applies

Arizona College of Nursing employs a robust model of student support. The policy encompasses the various components of the Success Model including: the Intrusive Advising Program, Career Services, Student Coaching/Counseling, Student Services, and Student Clubs. As well, it identifies roles and responsibilities for academic and non-academic colleagues in supporting student success from prospective student through to graduation and Alumnus.

POLICY STATEMENT

Describe policy and reason for policy

Arizona College of Nursing Student Success model is founded on the following principles:

- Cultivate a student-centric culture distinguished by high touch, caring, and responsiveness.
- Develop students' mindset that they can be successful.
- Provide helpful resources to address their academic, psychological, and social needs.
- Implement a systematic, holistic approach to tracking their progress.
- Engage students with each other.
- Engage students with faculty and staff.
- Engage the students' support system.

Arizona College of Nursing is committed to student success and understands the importance of creating conditions that are inclusive of academic and nonacademic support that keeps students on the path towards their educational goal.

TERMS AND DEFINITIONS

Define any acronyms, jargon, or terms that might have multiple meanings.

TERM	DEFINITION

POLICY SECTIONS

Policy intro:

Intrusive Advising Program

The Intrusive Advising Program is founded on high touch systematic interventions based on the Noel Levitz risk categorization. Components of the program include:

New Student Orientation

- Administer Ruffalo Noel Levitz College Student Inventory, an online assessment tool to assess students' motivation, commitment, self-management, and social support as a tool used by Student Success Coaches to formulate retention strategies.

Student Success Coaches

- Success coaches are assigned a caseload of new General Education students every 8 weeks, based on the results of the Noel Levitz assessment.
- Coaches serve as a resource for academic skills, commitment, self-management, and social support.
- Coaches retain new student caseload until graduation from the program
- Coaches contact high-risk students weekly (more often if necessary).

Welcome Week (Week 1)

- Meaningful communication from the Student Success Coach daily.
- Evening/Saturday events design to engage students with each other & faculty/staff.
- Family/Friends event ("Day in the Life of a BSN Student") with family support schedule during the semester.

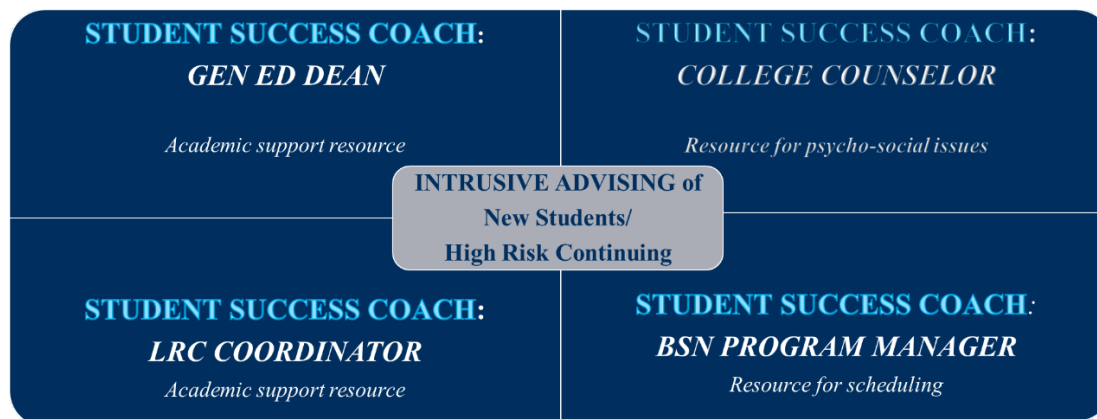
First 60 Days

- Implement Intrusive Advising Program with team of Coaches.
- Gen Ed Dean/BSN Program Manager/LRC Coordinator/College Counselor

Continuing Students

- The Success Coach will continue to follow these students through their academic career at AZCN.
- Coaches will document all student contact.

Advising/Coaching Structure



As Students move from General Education into Nursing Core, they are assigned Faculty Advisors. The Faculty Advisors play a pivotal role in supporting student retention and persistence. The faculty advisors serve as a support or triage person for students, helps students with professionalism and appropriate correspondence when issues arrive, assists students in navigating the policies outlines in the Academic Catalog and facilitates the connection to the Student Success Coach when a student has a non-academic issue that they need further resources and assistance.

Throughout the Intrusive Advising Program coaches and or resources are available to support a variety of student needs including:

- Absenteeism
- Chronic tardiness
- Not completing assignments

- Poor study skills
- Reading/writing skills
- Lack of class preparation
- Psychosocial issues (homelessness, food insecurity, family concerns etc.)
- Access to community resources

Career Services

From interview advice to career fairs to sharing job openings at partner organizations, Arizona College of Nursing is poised to assist students to successfully launch their career in nursing and offer the following support:

- Resume review
- Mock interviews
- Interview tips
- Career search assistance
- Leads on job openings

Our career support doesn't end at graduation. Alumni will continue to receive job placement assistance even after graduation.

Coaching/Counselling Services

Arizona College of Nursing campus staffing model include a college counsellor role. The number of college counsellors per campus aligns with the campus enrollment. The College Counselor participates in the development, implementation, and evaluation of counseling and student development that result in educational, personal, and professional development of the nursing students and support the advancement of the college's vision, mission, and values. The college counsellor provides a variety of support services for students including:

- Serves on a team of Student Central coaches, implementing an "intrusive advising program" that involves advising students at risk of failure for psycho-social reasons. As well, counsellors assist in the planning, development and implementation of programs designed to encourage the success and retention of students.
- Resource for identifying appropriate counseling services and programs for students with psycho-social challenges.
- Participates in student orientation and registration
- Cooperates with other services, programs, and departments in identifying and working with at-risk students
- Develops workshops for at risk students aimed at addressing common psycho-social challenges that impede their success in the nursing program
- Serves as Title IX Coordinator
- Life Coaching

Student Services

Arizona College of Nursing Student Services team are engaged to supports students from entry into the college and tenure through the program. The student services support include:

- Enrollment and Financial Aid Counselling
- New Student Orientation
- Class scheduling
- Resources (textbooks, uniforms)
- Resource for program specific policies and procedures
- Health care compliance requirements including student immunization records
- Attendance monitoring and tracking
- Grades and transcript requests
- Awards ceremonies for attendance and Dean's list honorees
- Graduation and commencement

Student Clubs

Arizona College of Nursing has a working relationship with NSNA. NSNA has a rich history in the healthcare community as the largest student nursing organization. We share a commitment with these organizations to advocate for nursing education by supporting their growth and the growth of our students. We share a goal to ensure equal access to professional development and promote educational opportunities and career development. As part of its commitment to the NSNA, Arizona College of Nursing will pay one year of membership dues to the National and State level local dues (where applicable) for nursing students interested in joining the NSNA while enrolled as students.

The NSNA membership provides students with access to a variety of resources including:

- Digital career planning
- Subscription to Imprint, the professional magazine for student nurses
- NSNA Leadership University Honor Society

VERSION HISTORY

VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR

LEGAL COMMENTS

ADDITIONAL NOTES



Arizona College of Nursing is a rapidly growing, nursing school that transforms people's lives by preparing them for careers in nursing and improving communities through the care its graduates provide. As a leading nurse educator, Arizona College of Nursing offers students the opportunity to earn a bachelor's in nursing in 3 years or less with qualified transfer credits. Our quality nursing curriculum prepares students for an in-demand career to help communities overcome the chronic, well-known, and increasing nursing shortage. Through the execution of a targeted growth strategy, the college plans to meet the growing demand for nurses by launching campuses in markets where bachelor's prepared nurses are needed.

Putting students first, we are dedicated to providing students with an exceptional education in growing healthcare fields; teaching them relevant, required skills for today and the future. Our culture is positive, supportive, and collaborative. As a team, we continually embrace our core values:

- Passion:** We love helping others succeed.
- Excellence:** We strive to be the best.
- Adaptability:** We learn, in part by trying new ideas.
- Accountability:** We own our results.
- Integrity:** We do the right thing.

Student Success Coordinator

What You'll Do:

This position provides broad administrative support to the Intrusive Advising function and Student Success Coaches on a campus.

Provides administrative support to the Student Success Coaches.

- Sends communications to individual or groups of students via text messages, emails, phone calls, per a schedule of communication or on an as-needed basis, at the direction of the coach(es).
- Tracks progress of completion of the Ruffalo Noel Levitz at-risk surveys; works with students to complete in a timely manner.
- Monitors progress of students identified as high and medium risk via the RNL to determine the impact of the program on their success.
- Updates the IAP cohort retention each session.
- Tracks students who may return as reentries and coordinates contact efforts with the Student Success Coaches.
- Coordinates with the coaches to ensure completion of the Student Success report that is presented weekly to the EDAO and COO, Nursing.

Provides support to Nursing students.

- Helps triage issues students bring to their attention and makes referrals to coaches.
- Meets in-person with students on an as-needed basis to understand needs and offer solutions.

Coordinates and attends Student Success events, including but not limited to, the following:

- "Welcome Week" activities through Week 1 of each session.
- "Day in the Life (of a BSN Student)" sometime during the first semester.

Other Duties as Assigned

What We Need From You:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements below are representative of the knowledge, skill, and/or ability required.

- Associate degree or other equivalent credential/credits in higher education.
- Two years of experience doing academic advising or related student services work at the college level.
- Excellent interpersonal skills and attention to detail.

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Light to Moderate Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Visual Acuity: Close visual acuity to perform activities (i.e. preparing/analyzing data and figures; transcribing; viewing a computer monitor; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines; using measurement devices; and/or assembly or fabrication parts at distances close to the eyes).

Work Environment: Moderate noise.

Environmental Conditions: Typical office or administrative conditions (i.e. not substantially exposed to adverse environmental conditions).

Our schools prohibit discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, genetic information, veteran status, or any other status protected by applicable law to the extent prohibited by law.

EMPLOYEE NAME (PRINT): _____

EMPLOYEE SIGNATURE: _____ DATE: _____

TO BE COMPLETED BY HUMAN RESOURCES:

Title of Supervisor: Dean of General Education; Dean of Nursing	Department: Campus Operations
Date Last Updated: 11/31/2021	Job Classification: Administrative Support
Position Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time	FLSA/Pay Type <input type="checkbox"/> Exempt <input checked="" type="checkbox"/> Salary <input checked="" type="checkbox"/> Non-exempt <input type="checkbox"/> Hourly



ARIZONA COLLEGESM of Nursing

Next Gen IAP

Intrusive Advising Program

Revised: 11/08/2021

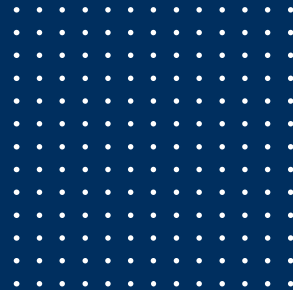
Table of Contents



1. Purpose
2. Elements of the Program
 - Coach Caseload Assignment/Responsibilities
 - Welcome Week
 - Day in the Life
3. Scripted Communications/Cadence
4. Tracking/Reporting
 - Weekly report (content, format, location, who populates)
 - Trackers that inform the weekly report
 - “Tell somebody” form (referral)
5. RNL
 - Administration
 - Assignment of risk categories
 - RNL Resources/How to use them
6. Motivational Interviewing
 - What constitutes meaningful contact, modeling and role playing.
7. Counselor’s Toolbox
8. Appendix
 - I. Counselor’s Toolbox
 - II. Motivational Interviewing
 - III. Inspirational Message for Success Coaches to send to students



Purpose – AZC Analytics Team Insights



There are 3 vulnerable points of attrition in the student life cycle:

- 75% of General Education student drops are either within 60 days of the program start or when students have at least 1 failing grade.
- 35% are 60+ days with at least one failing Arizona College of Nursing grade.
- 75% of Core drops occur in Semesters 5 & 6.

Over 60% of Arizona College of Nursing students drop out for “personal reasons”. Depression, abusive relationships, homelessness, pregnancy, work conflict, financial hardship, illness and death.

Literature Review of Best Practices that Have the Greatest Retention Impact

1. Bridge programs that provide study on campus between high school and college.
2. Orientation programs to ease the transition to college that contain academic strategies, social support, and information about campus life.
3. Programs for family/support system so they understand student life.
4. First-semester courses that continue orientation and provide support and information about campus and freshmen interest groups.
5. Advising and psychological or social counseling.
6. Academic skills development (basic skills, time management, tutoring, course-specific skills).
7. Monitoring students for early warning signs and intrusive counseling/advising.
8. Social programming for informal socializing (parties, dances, mixers, community programs), and physical places for socializing (unions, lounges, places to eat, study areas that allow talking in libraries).
9. Campus development (students interacting with administrators, faculty, and staff to improve the campus environment).
10. Participation in campus organizations and activities.
11. Programs celebrating cultural diversity, including events of particular interest to diverse groups.
12. Sensitivity to ethnic and racial issues.



Overarching Principles of the Arizona College of Nursing Strategy

Based on AZCN's lived experience and a review of evidence-based best practices in the literature, the following aims were developed to underpin AZCN's Intrusive Advising Program:

- Cultivate a **student-centric culture** distinguished by high touch, caring, and responsiveness.
- Develop students' **mindset** so that they can be successful.
- Provide helpful **resources** to address their **academic, psychological and social needs**.
- Implement a **systematic, holistic approach** to tracking their progress.
- Engage **students with each other**.
- Engage students with **faculty and staff**.
- Engage the students' **support system**.

AZCN Intrusive Advising Program Execution

High touch systematic interventions based on the Noel Levitz risk categorization.

- New Student Orientation
 - Administer Ruffalo Noel Levitz College Student Inventory, an online assessment tool to assess students' motivation, commitment, self-management, and social support as a tool for Student Success Coaches.
- Team of Student Success Coaches assigned a caseload of new GE students every 8 weeks, based on the results of the Noel Levitz assessment.
 - Coaches serve as a resource for academic skills, commitment, self-management and social support.
 - Coaches retain new student caseload until graduation from the program
 - Coaches contact high-risk students weekly (more often if necessary).
- Welcome Week (Week 1)
 - Meaningful communication from the Student Success Coach daily.
 - Evening/Saturday events design to engage students with each other & faculty/staff.
 - Family/Friends event ("Day in the Life of a BSN Student") with family support schedule during the semester.
- First 60 Days
 - Implement Intrusive Advising Program with team of Coaches.
 - Gen Ed Dean/BSN Program Manager/LRC Coordinator/College Counselor
- Continuing Students
 - The Success Coach will continue to follow these students through their academic career at AZCN.
 - Coaches will document all student contact.

WELCOME WEEK

Ask about how to enter a raffle for **PRIZES!!**



Participating in tutoring and workshops increases your ODDS!



30

Say Hi!
Grab-A-Snack

5:15pm – 6:15 pm

never stop learning

26

Meet the Staff
&
Grab-A-Snack

5:15pm-6:15pm



CORE Students-
Ice Cream Social
11am-1:15pm



27

Student Nurses
Association
Presentation
5:35-5:55pm

"Keep Calm,
You've Got This!"

28

Student Nurses
Association
Presentation
5:35-5:55pm

SNACKS!

29

Learn about
available
resources!

5:15pm 6:15pm

Student
Support

31

*POWER
THROUGH*

Power through &
finish the week
strong!
Grab a Snack!
9am-10am &
12:30pm-1:15pm

SAVE THE DATE!

**Saturday, October 5th
Life of a BSN Student**

**A social event for students and
their support system- parents,
children, significant other**



Advising Structure

STUDENT SUCCESS COACH:

GEN ED DEAN

Academic support resource

STUDENT SUCCESS COACH:

COLLEGE COUNSELOR

Resource for psycho-social issues

**INTRUSIVE ADVISING of
New Students/
High Risk Continuing**

STUDENT SUCCESS COACH:

LRC COORDINATOR

Academic support resource

STUDENT SUCCESS COACH:

BSN PROGRAM MANAGER

Resource for scheduling

Risk Categories

RISK TYPE	LOW	MEDIUM	HIGH
Excessive Absences / LDA			<input checked="" type="checkbox"/>
Multiple W/F			<input checked="" type="checkbox"/>
LOA	<input checked="" type="checkbox"/>		
SPNE	<input checked="" type="checkbox"/>		
Financial (not current)		<input checked="" type="checkbox"/>	
Psychosocial <ul style="list-style-type: none"> • Family issues • Childcare • Behavioral issues 		<input checked="" type="checkbox"/>	
SAP			<input checked="" type="checkbox"/>
RNL: 0 – 3.3=low; 3.4 – 6.6=medium; 6.7 – 10.0=high <ul style="list-style-type: none"> • Academic Motivation • General Coping • Receptivity to Support Services 			

Risk Category Definitions



LOW RISK:

- Attrition not considered a significant threat
- Outreach weeks (Twice per session)
- Dean or LRC Coordinator
- Remain on student email distribution list

MEDIUM RISK:

- Threat of attrition if circumstances persist
- Bi-monthly outreach (every two weeks)
- Faculty Advisor/Success Coach / Counselor (coordinated outreach)

HIGH RISK:

- Significant threat of attrition
- Progressive Intervention Plan created w/ Dean; evidence of tutoring participation
- Weekly outreach
- Faculty Advisor/Success Coach / Counselor (coordinated outreach)
- **Recommendation:** Send an inspirational message to all students on a weekly basis. An example is provided in the addendum.

CONTACT/DOCUMENTATION EXPECTATIONS

- Success Coaches are expected to contact their students several times throughout the semester. Minimum contact expectations include the following:
 - **All students:**
 - Welcome and introduction at the start of the students' first session (email)
 - RNL conversation (live – virtual)
 - Midterm (email)
 - When student grades or attendance begin to flounder (email, telephone call, virtual session)
 - Pre-finals encouragement (email)
 - **Medium risk students:**
 - Bi-monthly outreach (every two weeks)
 - **High risk students:**
 - Weekly outreach
 - Monitor completion of Student Success Plan

Caseload Per Coach

- **Campus Counselors** are assigned students with the highest RNL Overall Risk Index.
- **Learning Resource Center Coordinators** are assigned the students with the highest Acknowledged Academic Needs Index on the RNL.
- The **BSN Program Manager** and **Gen Ed Dean** are assigned students who may prove to be most successful for two main reasons which are listed below:
 - The BSN Program Manager is assigned a smaller caseload of students based on the responsibilities of the overall role.
 - An escalation process logically works best when it does not begin with the same person with whom it will end, hence the effort to avoid assigning the Gen Ed Dean students whom s/he may eventually encounter in the escalation process.
 - Once the second counselor is hired, the Dean of General Education is no longer assigned a caseload.





Caseload Per Coach

- 1. Counselor
 - Caseload limit: 60% (or no more than 250 students)
 - 90% high risk
 - 10% medium risk
- 2. GE Dean
 - Caseload Limit: 10% (or no more than 50 students)
 - 10% high risk
 - 90% medium risk
- 3. LRC Coordinator
 - Caseload Limit: 20% (or no more than 75 students)
 - 10% medium risk
 - 90% low risk
- 4. BSN Program Manager
 - Caseload Limit: 10% (or no more than 25 students)
 - 90% high risk
 - 10% medium risk
 - Monitor Progressive Intervention Plans



Coaches Retention Goals Per Risk Category: By Session

- High Risk: 70%
- Medium Risk: 85%
- Low Risk: 95%

Track retention for the first 4 sessions
A template is provided in the addendum

Escalation Process

- In order to encourage and facilitate student communication, the escalation process is a key component of the plan and has been integrated into the IAP.
- The basic premise is that while students may not respond to contact from one faculty or staff member, they may respond to contact from another.
- After making at least two contact attempts via email, telephone or text, and allowing no more than one week to pass, Student Success Coaches will flag the next person in line to contact the student.
- Escalation tracking is recorded on the Student Success Coaching workbook (shared spreadsheet). In addition, an individual email should be sent to ensure that Coaches become aware of the need for escalation as quickly as possible.



Coaching Contact Codes

Level 1 - Counselor

Level 2 - Dean

Level 3 - EDAO

Level 4 - Reprise

Weekly Student Success Meeting Agenda

1. **DROP REPORT:** Report on Monthly Drops to Date AND Projected Drops by Month End

- A. Gen Ed Dean:
- B. Core Dean:

2. **SUCCESS COACH REPORTS**

Coach A

- (i) March 2020 Starts
Total Caseload:
Interactions last week:
improved from last week:
*Success story:
high risk:
Specific concerns/response

Coach B

- (i) March 2020 Starts
Total Caseload:
Interactions last week:
improved from last week:
*Success story:
high risk:
Specific concerns/response

Coach C

- (i) March 2020 Starts
Total Caseload:
Interactions last week:
improved from last week:
*Success story:
high risk:
Specific concerns/response

Coach D

- (i) March 2020 Starts
Total Caseload:
Interactions last week:
improved from last week:
*Success story:
high risk:
Specific concerns/response

3. **GRADE-TRACKER UPDATE (BSN Program Manager)**

4. **ADJOURN**

*Success Story: A success story should be presented at each meeting to help keep the Student Success Team motivated. This is a story regarding a student who has made an improvement due to intervention through the IAP program.



Weekly Student Success Meetings: Reporting Assignments

- **General Education:** Coaches report on their assigned caseload; GE Dean reports on attrition/grade distribution.
- **Core:**
 - Core faculty advisors reach out to their assigned students regarding academic performance.
 - The Dean of Nursing reports on students' performance/concerns/successes as reported by advisors – by semester.
 - The Dean of Nursing also report on Core attrition/grade distribution.
- **Counselors:**
 - Counselors hold onto caseload throughout Core.

Sample Week 1 Contact

Day 1/2 (Monday/Tuesday)

- (BSN Program Manager) - Create a warm welcome email about the services provided. This email will come with a letter regarding e-book access.

Day 2/4/5 (Tuesday, Thursday, Friday):

- (General Education Dean) - Classroom Visits. GE Dean will visit each classroom with a message introducing him/herself and briefly letting them know how to contact you.

Day 3 (Wednesday):

- (Learning Resource Center Coordinator) - Create a warm welcome email about the tutoring schedule and availability, including a message on how to have a successful tutoring session.

Day 5/6 (Friday and Saturday):

- (College Counselor) - Complete outreach phone calls with a specific scripted message to check in on potential risks and to ensure that they have a place to ask any questions.



Integrating the IAP into the Core

Proposal:

1. Success coaches hold onto their caseload through Core.
2. Hire additional counselors to help manage the increased volume.
3. Dean of Nursing (DON) will attend IAP meetings.
4. Core faculty will reach out to the Student Success Coach to report any issues and/or concerns.



Nursing Faculty Advisors

- A Nursing Faculty Advisor is assigned to students when they enter Core.
- The DON makes the assignments based on the first letter of the student's last name. As more faculty are added, there will be some changes, but for the most part, the assignments stay consistent through the Core.
- Core students are encouraged to meet with their Faculty Advisor as needed.
- The faculty advisors serve as a support or triage person for students.
- For example, students who struggle with Medication Math can meet with their Faculty Advisor to understand available resources.
- The Faculty Advisor also helps students with professionalism and appropriate correspondence when issues arrive.
- The Faculty Advisor will assist Core students in navigating the policies outlines in the Academic Catalog.
- The Faculty Advisor will facilitate the connection to the Student Success Coach when a student has a non-academic issue that they need assistance.



Student Concern Reporting Form



- **Background Information:**
 - Your full name
 - Your position/title
 - Your telephone number
 - Your email address
 - Date of concern (required)
- **Student Information:**
 - Student name
- **Please Fill Out All Sections Below:**
 - Please indicate the name of course/day/session
 - Reason for referral. Please check all that apply
 - Absent from class
 - Chronic tardiness
 - Not completing assignments
 - Poor study skills
 - Weak reading or writing skills
 - Lack of class preparation
 - Non-responsiveness
 - Psychosocial issues (homelessness, food insecurity, family issues, etc).
 - Is there any additional information you would like us to know (required)
 - What steps, if any, have you taken toward resolving this concern
- **Supporting Documentation:**
 - Photos, video, email and other supporting documents may be attached below.

RNL Administration- Why AZCN uses the RNL

- AZCN wants to increase college student completion rates
- Many campuses focus more resources on recruiting students than on retaining them. AZCN feels it is far more cost-effective to improve the student experience in and out of the classroom to increase student retention rates, completion, and ultimately enrollment.
- AZCN uses the RNL Student Success Tool because it is the most comprehensive way to nurture and develop successful students from pre-enrollment through graduation.



RNL



Dear Student, We are committed to your success and will use the results of this inventory to identify areas where we can connect you with programs and services that may interest you. Please complete the College Student Inventory™ online as soon as possible.

To access the College Student Inventory:

1) Type, copy and paste, or click on the following URL into your browser: If you encounter technical problems while completing the survey, try retaking the survey immediately. Contact your instructor or advisor if you're unable to complete the survey after two attempts. Thank you for responding to this important announcement.

<https://studentsurvey.ruffalonl.com/ArizonaCollege/2021NursingSurveyFormC-Phoenix>

2) At the Welcome screen, click on TAKE SURVEY

What is Motivational Interviewing

- A motivational interview centers on motivational processes within the individual that facilitate change.
- The decision to affect change comes from within the student and is facilitated by the Student Success Coach.
- This technique is used during the initial stages of coaching to build rapport and create a trusted relationship between the Student Success Coach and the student.



Appendix I: Counselor's Toolbox





ARIZONA COLLEGESM
of Nursing

LEARNING MODULE
DELIVERING CAMPUS AND COMMUNITY
SUPPORTS TO STUDENTS

A large, faint watermark of the Arizona College logo is centered in the background. The logo consists of a shield with a stylized flame or torch in the center, all rendered in a dark blue color.

COUNSELING SERVICES

How we say it matters...

Using **collaborative communication** to overcome hurdles is a positive way of listening and speaking. This is a quick tidbit to help remind us that focusing, understanding and addressing issues are great tools in building a collaborative approach to communication but if we do not use appropriate expression with our speaking, we can defeat the purpose of having a collaborative approach.



Balancing Life with Community Support

- ★ State Medical Insurance
- ★ Nutrition Assistance
- ★ Daycare Assistance
- ★ System Navigation
- ★ Internet/Computer Assistance
- ★ Family Support
- ★ COVID-19 Support

Appendix II: Motivational Interviewing





ARIZONA COLLEGESM of Nursing

Motivational Interviewing for Student Success Coaches

What is Motivational Interviewing

- A motivational interview centers on motivational processes within the individual that facilitate change.
- The decision to affect change comes from within the student and is facilitated by the Student Success Coach.
- This technique is used during the initial stages of coaching to build rapport and create a trusted relationship between the Student Success Coach and the student.





What is Motivational Interviewing?

- A motivational interview is a particular type of conversation focused on change.
- Motivational interviewing is a collaborative and person-centered interview which creates a partnership.
- Motivational interviewing is evocative; it seeks to call forth the motivation and commitment of the person.



The 3 Elements of Motivational Interviewing

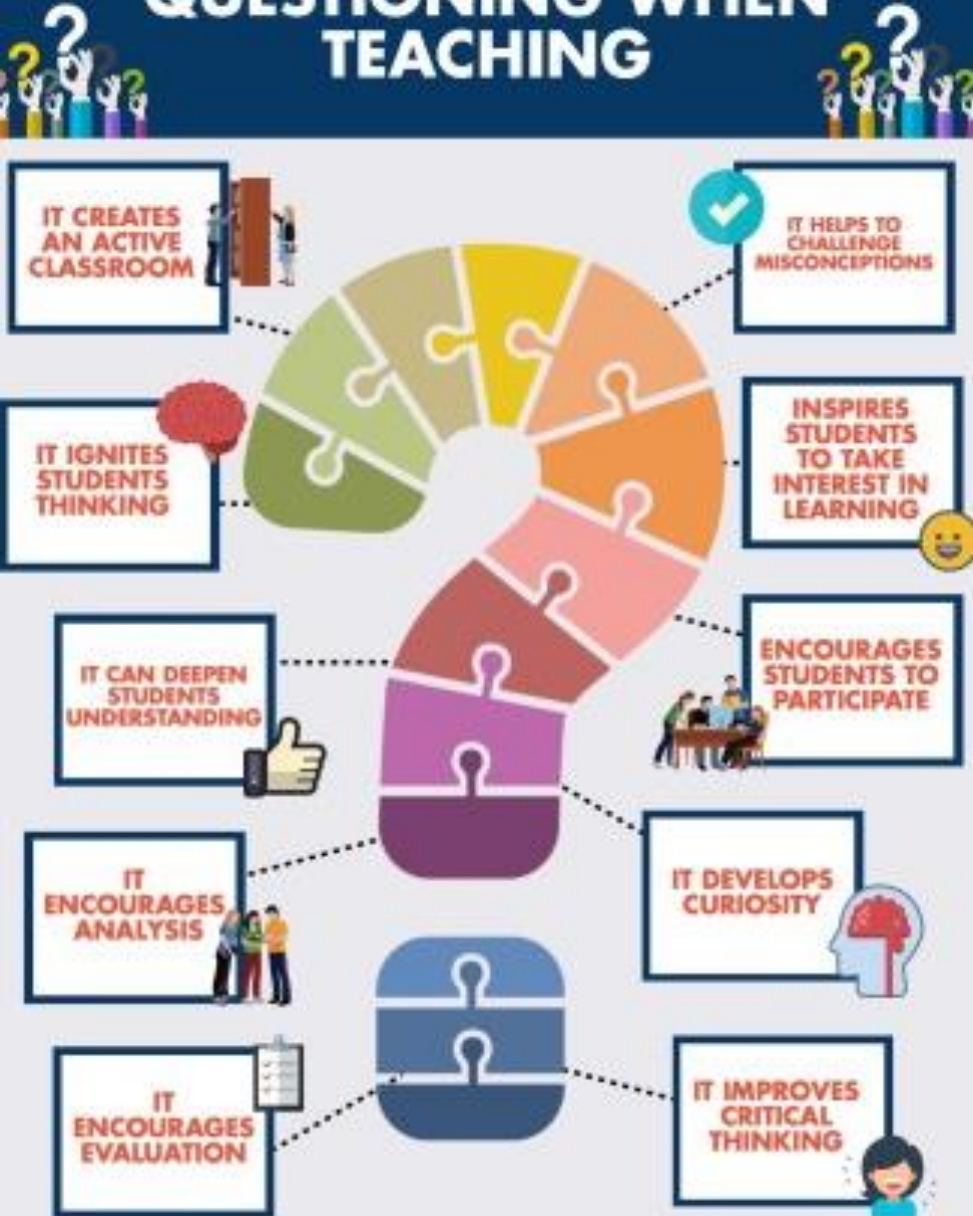
- **Collaboration** between the Student Success Coach and the student.
- **Evoking or Drawing out** the student's ideas about change.
- An emphasis on **autonomy**. The student is responsible for bringing about their own change with guidance from the Student Success Coach.

Autonomy as Opposed to Authority

- Motivational interviewing recognizes that the true power for change rests within the student.
- Ultimately, it is up to the student to make change happen.
- Students are encouraged by the Success Coach to explore different options for change.



WHY IS IT IMPORTANT TO USE SOCRATIC QUESTIONING WHEN TEACHING



Motivational Interviewing: Skills & Strategies

- Ask open ended questions (Socratic questioning).
- Socratic questioning involves a disciplined and thoughtful dialog between two or more people. It is widely used in teaching and counseling to expose and unravel deeply held values and beliefs that frame and support what we think and say.

Motivational Interviewing: Skills & Strategies

- The essence of motivational interviewing is captured by two acronyms:
- **OARS** – open-ended questions, affirmations, reflective listening & summary statements.
- **FRAMES** – feedback, responsibility, advice, menus, empathy & self-efficacy.
- Knowing which tools will be most effective at any moment requires practice and careful listening.



Why is Using Motivational Interviewing Important?

- Motivational interviewing has purpose because it helps students adopt behaviors consistent with their long-term goals and core values.
- Ultimately, the Student Success Coach is a guide to help the student safely and efficiently achieve value-based goals.



TIPS FOR COLLEGE SUCCESS

A+

- + GO TO CLASS (ON TIME)
- + BE ORGANIZED AND SET GOALS
- + SCHEDULE STUDY TIME
- + ADOPT EFFECTIVE NOTE-TAKING TECHNIQUES
- + TAKE ADVANTAGE OF AVAILABLE HELP (LIBRARIES, WRITING CENTER, TUTORING, ETC.)

Inspirational Messages:

• Sample of Inspirational Messages - Week 1

- Welcome to Session B! New beginnings are the best! Imagine, you have an “A” in your classes right now. What do you need to do to retain that “A”?
- Below is a quick list in case you need some help with that question.
 - Complete assignments before the due date.
 - If unsure about how to complete an assignment, contact your instructor or a peer.
 - Get tutoring when you need it! You can get tutoring from your instructor or Tutor.com for the following courses: BIO 189, ENG 101, ENG 102, MAT 151, PSY 101, and PSY 230.
 - Stay off the LDA list. That stands for Last Day Attended. If you don't complete any assignment in Canvas (Cengage doesn't count) in seven consecutive days, you go on the LDA list, and I need to email you to complete an assignment in Canvas. After 14 days of inactivity in Canvas, a student is dropped. This policy is in the AZC Student Handbook.



*Find these tips and more [LB 2343.32 N57] in the



erie Nist-Olejnik
ress Collection



Inspirational Messages:

- Sample 2 – Week 2 Message Welcome to Week 2 of Session B! How did your first week go? If there were any hiccups, that's okay, it's still early in the term to do any self-corrections that are needed. If you need my assistance with anything, please contact me.
- Sample 3 – Week 4 Welcome to Week 4! The mind is a powerful tool. It can determine a person's success or failure. If you believe you can overcome obstacles, alone or with help, and succeed, then make it happen! If you are struggling in any of your classes, please schedule an appointment to meet with me.





ARIZONA COLLEGESM of Nursing

TUTOR.COM

[Tutor.com](https://www.tutor.com) is a resource available to all students. Arizona College of Nursing wants to supply you with the best tools for academic success and with your busy lives, you may not always have access to help. [Tutor.com](https://www.tutor.com) is **FREE** and available anytime you need extra support with **24-hour access to a live online tutor**. Whether you are stuck on a problem, struggling with a concept, or need someone to review a paper, the on-demand platform provides an expert tutor with real-life experience in your subject.

The platform is available for the following courses:

BIO 189	MAT 151	NUR 215
BIO 201	NTR 241	NUR 216
BIO 202	PSC 101	NUR 334
BIO 205	PSY 101	NUR 337
CHM 130	PSY 230	NUR 355
ENG 101		NUR 356
ENG 102		NUR 357
HCR 240		NUR 426

Accessing [Tutor.com](https://www.tutor.com) is simple. Go into your course and click on the embedded link at the bottom of your course page. Then follow the prompts.

There are three options when using [Tutor.com](https://www.tutor.com):

1. Connect Now
 - This is the best option if you need help immediately. By choosing this option, you typically will get a live tutor in less than a minute.
2. Schedule a tutor
 - This is an excellent option if you need a specific time or want to schedule regular tutoring for a course you find challenging.
3. Submit a Paper for review
 - This option is for writing support when you have some time for feedback and edits. Submissions are returned in approximately 12 hours, so plan accordingly. For immediate help, you can choose connect now.

As with any resource, it is only effective if used. We invite you to use [Tutor.com](https://www.tutor.com), test it out and provide us with feedback. For more information on [Tutor.com](https://www.tutor.com), click here: [https://www.youtube.com/Tutor.com overview](https://www.youtube.com/Tutor.com%20overview). Please reach out to your Dean or Executive Director of Academic Operations with any questions.

Semester 5	
Nursing Process: Assessment Diagnosis Outcomes Identification Planning Evaluation	<p>NUR 211: Demonstrate use of the nursing process.</p> <p>NUR 211: Apply the clinical judgement model.</p> <p>NUR 211: Develop patient problem and concern statements using standard language.</p> <p>NUR 215: Demonstrate use of the nursing process.</p> <p>NUR 215L: Perform basic nursing care on patients to prevent harm and promote health</p> <p>NUR 215L: Perform a basic health assessment</p> <p>NUR 216: Perform comprehensive and focused physical and psychosocial health assessments on adults and older adults.</p> <p>NUR 216: Distinguish between normal and abnormal physical assessment data.</p> <p>NUR 216: Analyze biopsychosocial assessment data to form patient problem and concern statements using standard language.</p>
Implementation Coordination of Care	NUR 216: Recognize health history and psychosocial data that requires follow-up or intervention.
Implementation Health Teaching & Health Promotion	<p>NUR 215: Implement basic care processes to prevent harm and promote health</p> <p>NUR 218: Implement caring practices towards members of the interprofessional team to promote team member well-being and patient safety.</p>
Ethics	<p>NUR 213: Defend professional nursing actions based on Nursing's Code of Ethics and bioethical principles.</p> <p>NUR 213: Protect the dignity of patients and their families.</p>
Advocacy	NUR 213: Protect the dignity of patients and their families.

Respectful and Equitable Practice	
Communication	<p>NUR 215: Use information technology to communicate with the interprofessional team.</p> <p>NUR 215: Support patients through therapeutic communication.</p> <p>NUR 215L: Communicate therapeutically with patients.</p> <p>NUR 215L: Document the outcomes of basic nursing care processes.</p> <p>NUR 218: Communicate and collaborate effectively with the interprofessional team to promote patient safety and improve quality of care.</p>
Collaboration	<p>NUR 218: Communicate and collaborate effectively with the interprofessional team to promote patient safety and improve quality of care.</p> <p>NUR 218: Implement caring practices towards members of the interprofessional team to promote team member well-being and patient safety.</p>
Leadership	
Education	
Scholarly Inquiry	
Quality of Practice	<p>NUR 215: Create a safe patient care environment.</p> <p>NUR 338: Analyze systems and human factors that contribute to patient safety.</p> <p>NUR 338: Contribute to an interprofessional culture of safety.</p>

Professional Practice Evaluation

Resource Stewardship

Environmental Health

Appendix F-A

ANA Scope &

Semester 6

NUR 355: Evaluate the outcomes of evidence-based interprofessional care.
NUR 355: Prioritize nursing actions based on biopsychosocial assessment data to achieve desired patient outcomes.
NUR 356: Evaluate the outcomes of evidence-based interprofessional care.
NUR 356: Prioritize nursing actions based on biopsychosocial assessment data to achieve desired patient and systems outcomes.
NUR 356L: Choose the correct nursing action to ensure patient safety and promote quality care.

NUR 355: Implement safe and effective nursing care to adults and older adults experiencing health alterations to achieve desired patient outcomes.
NUR 356: Plan safe and effective transitions of care for individuals experiencing mental health alterations.
NUR 356: Implement safe and effective nursing care to individuals experiencing mental health alterations to achieve desired patient and systems outcomes.

NUR334: Provide education to patients and families to promote safety and compliance.
NUR 355L: Perform nursing actions that support coping and adaptation to health alternations.
NUR 356L: Perform nursing actions that manage stress and support coping.

Standa

NUR 355: Demonstrate caring and compassionate behavior toward patients.
NUR 355L: Perform nursing actions that support coping and adaptation to health alternations.
NUR 356L: Perform nursing actions that manage stress and support coping.

NUR 355: Collaborate with interprofessional team to ensure patient safety and quality care.
NUR 355L: Adapt interprofessional plan based on data from all relevant sources.
NUR 356L: Adapt interprofessional plan based on data from all relevant sources.

NUR334: Provide education to patients and families to promote safety and compliance.

NUR 355L: Defend nursing actions based on the best available evidence and data from all relevant sources.
NUR 337: Explain basic research designs and methods.
NUR 337: Classify evidence according to a hierarchy.

NUR 333: Implement self-care to promote patient safety and improve quality of care.
NUR334: Minimize potential for medication errors and avoidable adverse medication effects.
NUR 355L: Administer prescribed therapeutics safely and effectively.
NUR 356L: Administer prescribed therapeutics safely and effectively.

NUR 333: Defend professional nursing actions based on the law and applicable standards of practice.

NUR 355L: Create a safe acute care environment.

ANA Scope and Standards Mapping

Standards of Practice Revised 2022

Semester 7

Standards of Practice

NUR 425: Recommend nursing therapeutics based on the best available evidence to achieve patient and systems outcomes.

NUR 425: Revise priority nursing actions based on emerging biopsychosocial assessment data.

NUR 426: Evaluate the population outcomes of interprofessional community-based health actions and initiatives.

NUR 426: Choose nursing actions that address the impact of social determinants of health.

NUR 425: Implement safe and effective nursing care to adults and older adults experiencing health alterations to achieve desired patient and systems outcomes.

NUR 425L: Perform nursing actions that safely and effectively prepare patients for a transition in care.

NUR 426: Implement nursing actions in the community to achieve desired population health outcomes.

NUR 425L: Perform nursing actions that support coping and adaptation to health alterations.

NUR 426L: Provide community education to achieve desired population outcomes.

NUR 426L: Perform nursing actions that promote health and prevent disease.

Standards of Professional Performance

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NUR 425L: Perform nursing actions that support coping and adaptation to health alternations.

NUR 426: Choose nursing actions that address the impact of social determinants of health.

NUR 425: Recommend nursing therapeutics based on the best available evidence to achieve patient and systems outcomes.

NUR 426: Evaluate the population outcomes of interprofessional community-based health actions and initiatives.

NUR 425: Contribute the unique nursing perspective to the interprofessional plan of care.

NUR 354: Provide education to patients and families to promote safety and compliance.

NUR 426L: Provide community education to achieve desired population outcomes.

NUR 357: Formulate an appropriate clinical question to answer using evidence.

NUR 357: Evaluate the credibility of sources of clinical evidence.

NUR 425L: Defend nursing actions based on the best available evidence and all relevant data sources.

NUR 354: Minimize potential for medication errors and avoidable adverse medication effects.

NUR 358: Choose appropriate patient, systems, and population outcomes to measure quality.

NUR 358: Interpret quality indicator data.

NUR 425: Evaluate the use of information technology to promote patient safety and improve quality of care.

NUR 425L: Deploy information technology to promote patient safety and improve quality of care.

NUR 358: Interpret quality indicator data.

NUR 425L: Manage time, tasks, and priorities to ensure patient safety and efficacy of care.

NUR 425L: Manage time, tasks, and priorities to ensure patient safety and efficacy of care.

NUR 358: Choose appropriate patient, systems, and population outcomes to measure quality.

NUR 426: Choose nursing actions that address the impact of social determinants of health.

NUR 426: Evaluate the impact of the built environment on population health outcomes.

Semester 8

NUR 335: Choose nursing actions based on assessment data.
NUR 335: Plan care based on patient and family beliefs, values, and preferences.
NUR 335L: Perform a focused health assessment.
NUR 336: Choose nursing actions based on biopsychosocial assessment data.
NUR 336L: Perform a focused health assessment.

NUR 336: Implement evidence based education tailored to stage of growth and development to achieve desired patient and family outcomes

NUR 423: Advocate for public health policy that promotes patient safety, improves the quality of care, and improves population health.

NUR 335L: Establish a therapeutic relationship with patients.
NUR 336L: Establish a therapeutic relationship with patients.

NUR 335L: Communicate assessment findings to other members of the interprofessional team.
NUR 336L: Communicate assessment findings to other members of the interprofessional team.

NUR 428: Participate in the implementation of quality improvement initiatives

NUR 335: Implement evidence-based education to achieve desired patient and family outcomes.
NUR 335L: Deliver a teaching plan.
NUR 336L: Deliver and teaching plan.

NUR 335: Implement evidence-based education to achieve desired patient and family outcomes.
NUR 427: Retrieve the best available evidence to answer a clinical question.
NUR 427: Synthesis the best available evidence to answer a clinical question.

NUR 335: Provide safe and effective nursing care to women, their newborns, and their families during the perinatal period.
NUR 336: Provide safe and effective nursing care to children and their families to achieve desired patient and family outcomes.
NUR 428: Participate in the implementation of quality improvement initiatives.
NUR 428: Evaluate the outcomes of quality improvement initiatives.

NUR 423: Evaluate the impact of public health policy on patient safety, quality of care, and population health.

NUR 428: Evaluate the outcomes of quality improvement initiatives.

Semester 9

NUR 445: Defend the choice of nursing therapeutics based on the best available evidence to achieve patient, systems, and population outcomes.
NUR 445: Revise the plan of care based on biopsychosocial assessment data to achieve desired patient and population outcomes.
NUR 445: Prioritize nursing actions across patients based on aggregate biopsychosocial assessment data.

NUR 445: Lead the development of the interprofessional plan of care.
NUR 445: Implement safe and effective nursing care to adults and older adults experiencing complex health alterations to achieve desired patient, systems, and population outcomes.
NUR 445L: Transition patients safely to other levels of care to achieve quality and cost system and population outcomes.
NUR 445L: Advocate for the patient's expressed needs and wishes to other members of the interprofessional team.

NUR 445L: Advocate for the patient's expressed needs and wishes to other members of the interprofessional team.
NUR 448: Advocate for the nursing profession within health care organizations.

NUR 445L: Manage self in a manner that promotes patient safety and quality care.

NUR 445: Lead the development of the interprofessional plan of care.

NUR 445: Lead the development of the interprofessional plan of care.
NUR 445L: Gather and report nursing sensitive patient and population data to improve outcomes.
NUR 448: Delegate tasks and responsibilities safely and effectively while demonstrating maintenance of accountability.
NUR 448: Participate in health care organization governance.

NUR 443: Commit to professional life-long learning.

NUR 447: Evaluate evidence to answer a clinical question.
NUR 447: Implement practice guidelines and other evidence-based standards.

NUR 443: Implement reflective practice to improve patient safety and improve quality of care and promote care advancement.
NUR 445L: Administer prescribed therapeutics safely, effectively, and cost effectively.
NUR 445L: Gather and report nursing sensitive patient and population data to improve outcomes
NUR 448: Leverage information and patient care technology to improve quality of care.

NUR 443: Implement reflective practice to improve patient safety and improve quality of care and promote care advancement.

NUR 443: Commit to professional life-long learning.

NUR 445L: Gather and report nursing sensitive patient and population data to improve outcomes

NUR 446: Judge one's own readiness for professional practice

NUR 446: Evaluate gaps in one's own knowledge, skills, and abilities for professional practice.

NUR 445: Defend decisions from a cost-effectiveness perspective

NUR 445L: Administer prescribed therapeutics safely, effectively, and cost effectively.

NUR 445L: Manage self in a manner that promotes patient safety and quality care.

NUR 448: Demonstrate safe, effective, and cost effective management of health care resources.

AACN's Definition of Competency-Based Education

“AACN defines competency-based education as “a system of instruction, assessment, feedback, self-reflection, and academic reporting that is based on students demonstrating that they have learned the knowledge, attitudes, motivations, self-perceptions, and skills expected of them as they progress through their education.” Other organizations define competency-based education differently, including the U.S. Department of Education, which more narrowly defines this term as education “that organizes academic content according to competencies—what a student knows and can do—rather than following a more traditional scheme, such as by course” (AACN, 2022).

Faculty Schedule of Review:

Month	Task to Accomplish During the Month	Meeting Date	Tasks to Accomplish During the Monthly Faculty Meeting
November 2022	Faculty to review NUR 215, 215L, & 216	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
December 2022	Faculty to review NUR 211, 213, 218, & 338	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
January 2023	Faculty to review NUR 355, 355L, 356, & 356L	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
February 2023	Faculty to review NUR 333, 334, & 337	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
March 2023	Faculty to review NUR 425, 425L, 426, & 426L	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
April 2023	Faculty to review NUR 354, 357, & 358	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
May 2023	Faculty to review NUR 335, 335L, 336, & 336L	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
June 2023	Faculty to review NUR 423, 427, & 428	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
July 2023	Faculty to review NUR 443, 445, & 445L	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course

August 2023	Faculty to review NUR 446, 447, & 448	To be scheduled by Dean of Nursing	Complete/Finalize Essential Mapping Review document for each course
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Instructions for Review:

- Review each course using the template provided. Deans may prescribe a specific faculty or subgroup to work on an individual course or all courses.
- Each month during the monthly faculty meeting the *New Essentials Course Review* will need to be reviewed by the faculty as a whole and finalized.
 - Please provide a copy of the minutes ([Meeting Minute Template.docx](#)) regarding the review of the *New Essentials Course Review* in the appropriate campus folder located on the AA SharePoint site [New Essentials Faculty Review](#).
 - Following the completion of the faculty meeting and finalizing of the *New Essentials Course Review* please submit the finalized documents in the campus specific folder located in the [New Essentials Faculty Review](#)
 - Trisha Butler (Chair of the BSN Curriculum Committee) and Teri Rada (Director of Curriculum and Instruction) will pull these documents together to present at the BSN Curriculum Committee.
- During the BSN Curriculum Committee, the committee will review, discuss, and compile the individual campus reviews/recommendations into one finalized document.
 - These finalized documents will be uploaded by the Chair of the BSN Curriculum Committee to the [AACN New Essentials Finalized Reviews](#) folder.
- Identified gaps, recommendations, and improvements will be made to courses based on the reviews from faculty
 - Faculty representatives on the BSN Curriculum Committee will also be responsible for identifying solutions for identified gaps

Guiding Information:

Use the new Essentials crosswalk or map current curricula in the programs of study with the Domains, Competencies, and Sub-competencies. As a collective, faculty can use this crosswalk to identify what is missing across the curriculum and where there are content gaps.

- Identify where in the curriculum learning experiences already address the competencies and how these experiences are integrated across the curriculum.
- Identify activities that are already included in the curriculum to promote and assess achievement of competencies.
- Brainstorm and create ways competencies might be assessed using current or new learning activities/scenarios.
- Use the crosswalk for faculty generative thinking regarding how degree pathways do or not align with the new model for nursing education.
- Continue the developing pathways for how the program may evolve to align with the new model for nursing education.

- Provided at this link is a toolkit that can be used to generate new solutions, ideas for activities, and strategies to meet the competencies of the *New Essentials*
<https://www.aacnursing.org/Essentials/Tool-Kit>

New Essentials Curriculum Mapping Course Review Summary

Course Number:	Course Name:	Faculty Reviewer's Name:
Credits:	Date Reviewed:	Curriculum Team Member:
Course Strengths:		
Course Weaknesses:		
Recommendations:		

AACN New Essentials

American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

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Course Description:		
Student Learning Objectives (Course Outcomes)	Teaching Methods/Learner Engagement Strategies	Assessments

Highlight the words and/or phrases in the 4 Spheres that are present in the current course title, description, and/or objectives.			
Wellness/Disease Prevention	Chronic Disease Management	Regenerative/Restorative Care	Hospice/Palliative Care
Disease prevention/promotion of health and well-being, which includes the promotion of physical and mental health in all patients as well as management of minor acute and intermittent care needs of generally healthy patients.	Chronic disease care, which includes management of chronic diseases and prevention of negative sequelae.	Regenerative or restorative care, which includes critical/trauma care, complex acute care, acute exacerbations of chronic conditions, and treatment of physiologically unstable patients that generally	Hospice/palliative/supportive care which includes end-of-life care as well as palliative and supportive care for individuals requiring extended care, those with complex, chronic disease states, or those requiring rehabilitative care.

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		requires care in a mega-acute care institution.	
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Considering all aspects of this course, how well are the 4 Spheres of Care represented?

Spheres of Care	To a Great Extent	Somewhat	Very Little	Not at All
Wellness, Disease Prevention				
Chronic Disease Management				
Regenerative/Restorative Care				
Hospice/Palliative Care				

COMMENTS:

AACN New Essentials

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American Association of Colleges of Nursing. (2021). *The essentials: Core competencies for professional nursing education*.
<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

Domains, Competencies, and Sub-Competencies

1. Review each of the following Domains, paying attention to the Descriptors and Contextual Statements
2. Compare current course content with the Competencies and Sub-Competencies described for the appropriate level (Entry-level).
3. Complete the following table by indicating with an x where the competency/sub-competency appears in the course (didactic, skills, simulation, clinical).
4. Please indicate if the competencies/sub-competencies are assessed in this course
 - a. Competencies are the same for all levels/programs

Domain 1: Knowledge for Nursing Practice					
Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.					
Competency:					
<i>1.1 Demonstrate an understanding of the discipline of nursing’s distinct perspective and where shared perspectives exist with other disciplines</i>					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
1.1a Identify concepts, derived from theories from nursing and other disciplines, which distinguish the practice of nursing.					

1.1b Apply knowledge of nursing science that develops a foundation for nursing practice.					
1.1c Understand the historical foundation of nursing as the relationship developed between the individual and nurse.					
1.1d Articulate nursing's distinct perspective to practice.					
Competency: 1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
1.2a Apply or employ knowledge from nursing science as well as the natural, physical, and social sciences to build an understanding of the human experience and nursing practice.					
1.2b Demonstrate intellectual curiosity.					
1.2c Demonstrate social responsibility as a global citizen who fosters the attainment of health equity for all.					
1.2d Examine influence of personal values in decision making for nursing practice.					
1.2e Demonstrate ethical decision making.					
Competency: 1.3 Demonstrate clinical judgment founded on a broad knowledge base.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
1.3a Demonstrate clinical reasoning.					
1.3b Integrate nursing knowledge (theories, multiple ways of knowing, evidence) and knowledge from other disciplines and inquiry to inform clinical judgment.					
1.3c Incorporate knowledge from nursing and other disciplines to support clinical judgment.					

Domain 2: Person-Centered Care

Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Competency:

2.1 Engage with the individual in establishing a caring relationship.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.1a Demonstrate qualities of empathy					
2.1b Demonstrate compassionate care.					
2.1c Establish mutual respect with the individual and family.					

Competency:

2.2 Communicate effectively with individuals.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.2a Demonstrate relationship-centered care.					
2.2b Consider individual beliefs, values, and personalized information in communications.					
2.2c Use a variety of communication modes appropriate for the context.					
2.2d Demonstrate the ability to conduct sensitive or difficult conversations.					

2.2e Use evidence-based patient teaching materials, considering health literacy, vision, hearing, and cultural sensitivity.					
2.2f Demonstrate emotional intelligence in communications.					
Competency: 2.3 Integrate assessment skills in practice.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.3a Create an environment during assessment that promotes a dynamic interactive experience.					
2.3b Obtain a complete and accurate history in a systematic manner.					
2.3c Perform a clinically relevant, holistic health assessment.					
2.3d Perform point of care screening/diagnostic testing (e.g. blood glucose, PO2, EKG).					
2.3e Distinguish between normal and abnormal health findings.					
2.3f Apply nursing knowledge to gain a holistic perspective of the person, family, community, and population.					
2.3g Communicate findings of a comprehensive assessment.					
Competency: 2.4 Diagnose actual or potential health problems and needs.					

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.4a Synthesize assessment data in the context of the individual's current preferences, situation, and experience.					
2.4b Create a list of problems/health concerns.					
2.4c Prioritize problems/health concerns.					
2.4d Understand and apply the results of social screening, psychological testing, laboratory data, imaging studies, and other diagnostic tests in actions and plans of care.					
2.4e Contribute as a team member to the formation and improvement of diagnoses.					
Competency: 2.5 Develop a plan of care.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.5a Engage the individual and the team in plan development.					
2.5b Organize care based on mutual health goals.					
2.5c Prioritize care based on best evidence.					
2.5d Incorporate evidence-based intervention to improve outcomes and safety.					
2.5e Anticipate outcomes of care (expected, unexpected, and potentially adverse).					
2.5f Demonstrate rationale for plan.					
2.5g Address individuals' experiences and perspectives in designing plans of care.					

Competency:
2.6 Demonstrate accountability for care delivery.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.6a Implement individualized plan of care using established protocols.					
2.6b Communicate care delivery through multiple modalities.					
2.6c Delegate appropriately to team members.					
2.6d Monitor the implementation of the plan of care.					

Competency:
2.7 Evaluate outcomes of care.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.7a Reassess the individual to evaluate health outcomes/goals.					
2.7b Modify plan of care as needed.					
2.7c Recognize the need for modifications to standard practice.					
2.7d Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends.					

Competency:
2.8 Promote self-care management

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.8a Assist the individual to engage in self-care management.					
2.8b Employ individualized educational strategies based on learning theories, methodologies, and health literacy.					
2.8c Educate individuals and families regarding selfcare for health promotion, illness prevention, and illness management.					
2.8d Respect individuals and families' self-determination in their healthcare decisions.					
2.8e Identify personal, system, and community resources available to support self-care management.					
Competency: 2.9 Provide care coordination.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
2.9a Facilitate continuity of care based on assessment of assets and needs.					
2.9b Communicate with relevant stakeholders across health systems.					
2.9c Promote collaboration by clarifying responsibilities among individual, family, and team members.					
2.9d Recognize when additional expertise and knowledge is needed to manage the patient.					
2.9e Provide coordination of care of individuals and families in collaboration with care team.					

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Domain 3: Population Health

Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Competency:
3.1 Manage population health.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
3.1a Define a target population including its functional and problem-solving capabilities (anywhere in the continuum of care).					
3.1b Assess population health data.					
3.1c Assess the priorities of the community and/or the affected clinical population.					
3.1d Compare and contrast local, regional, national, and global benchmarks to identify health patterns across populations.					
3.1e Apply an understanding of the public health system and its interfaces with clinical health care in addressing population health needs.					
3.1f Develop an action plan to meet an identified need(s), including evaluation methods.					
3.1g Participate in the implementation of sociocultural and linguistically responsive interventions.					

3.1h Describe general principles and practices for the clinical management of populations across the age continuum.					
3.1i Identify ethical principles to protect the health and safety of diverse populations.					
Competency: 3.2 Engage in effective partnerships.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
3.2a Engage with other health professionals to address population health issues.					
3.2b Demonstrate effective collaboration and mutual accountability with relevant stakeholders.					
3.2c Use culturally and linguistically responsive communication strategies.					
Competency: 3.3 Consider the socioeconomic impact of the delivery of health care.					
Competencies & Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
3.3a Describe access and equity implications of proposed intervention(s).					
3.3b Prioritize patient-focused and/or community action plans that are safe, effective, and efficient in the context of available resources.					
Competency: 3.4 Advance equitable population health policy.					
Competencies & Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
3.4a Describe policy development processes.					
3.4b Describe the impact of policies on population outcomes, including social justice and health equity.					
3.4c Identify best evidence to support policy development.					

3.4d Propose modifications to or development of policy based on population findings.					
3.4e Develop an awareness of the interconnectedness of population health across borders.					
Competency: 3.5 Demonstrate advocacy strategies.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
3.5a Articulate a need for change.					
3.5b Describe the intent of the proposed change.					
3.5c Define stakeholders, including members of the community and/or clinical populations, and their level of influence.					
3.5d Implement messaging strategies appropriate to audience and stakeholders.					
3.5e Evaluate the effectiveness of advocacy actions.					
Competency: 3.6 Advance preparedness to protect population health during disasters and public health emergencies.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
3.6a Identify changes in conditions that might indicate a disaster or public health emergency.					
3.6b Understand the impact of climate change on environmental and population health.					
3.6c Describe the health and safety hazards of disasters and public health emergencies.					
3.6d Describe the overarching principles and methods regarding personal safety measures, including personal protective equipment (PPE).					

3.6e Implement infection control measures and proper use of personal protective equipment.					

Domain 4: Scholarship for the Nursing Discipline

Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care (AACN, 2018).

Competency: **4.1 Advance the scholarship of nursing.**

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
4.1a Demonstrate an understanding of different approaches to scholarly practice.					
4.1b Demonstrate application of different levels of evidence.					
4.1c Apply theoretical framework(s)/models in practice.					
4.1d Demonstrate an understanding of basic elements of the research process.					
4.1e Participate in scholarly inquiry as a team member.					
4.1f Evaluate research.					
4.1g Communicate scholarly findings.					

Competency: **4.2 Integrate best evidence into nursing practice.**

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
4.2a Evaluate clinical practice to generate questions to improve nursing care.					

4.2b Evaluate appropriateness and strength of the evidence.					
4.2c Use best evidence in practice.					
4.2d Participate in the implementation of a practice change to improve nursing care.					
4.2e Participate in the evaluation of outcomes and their implications for practice.					
Competency: 4.3 Promote the ethical conduct of scholarly activities.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
4.3a Explain the rationale for ethical research guidelines, including Institutional Review Board (IRB) guidelines.					
4.3b Demonstrate ethical behaviors in scholarly projects including quality improvement and EBP initiatives.					
4.3c Advocate for the protection of participants in the conduct of scholarly initiatives.					
4.3d Recognize the impact of equity issues in research.					

Domain 5: Quality and Safety

Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Competency:
5.1 Apply quality improvement principles in care delivery.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
5.1a Recognize nursing's essential role in improving healthcare quality and safety.					
5.1b Identify sources and applications of national safety and quality standards to guide nursing practice.					
5.1c Implement standardized, evidence-based processes for care delivery.					
5.1d Interpret benchmark and unit outcome data to inform individual and microsystem practice.					
5.1e Compare quality improvement methods in the delivery of patient care.					
5.1f Identify strategies to improve outcomes of patient care in practice.					
5.1g Participate in the implementation of a practice change.					
5.1h Develop a plan for monitoring quality improvement change.					

Competency:

5.2 Contribute to a culture of patient safety.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
5.2a Describe the factors that create a culture of safety.					
5.2b Articulate the nurse’s role within an interprofessional team in promoting safety and preventing errors and near misses.					
5.2c Examine basic safety design principles to reduce risk of harm.					
5.2d Assume accountability for reporting unsafe conditions, near misses, and errors to reduce harm.					
5.2e Describe processes used in understanding causes of error.					
5.2f Use national patient safety resources, initiatives, and regulations at the point of care.					

**Competency:
5.3 Contribute to a culture of provider and work environment safety.**

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
5.3a Identify actual and potential level of risks to providers within the workplace.					
5.3b Recognize how to prevent workplace violence and injury.					
5.3c Promote policies for prevention of violence and risk mitigation.					
5.3d Recognize one’s role in sustaining a just culture reflecting civility and respect.					

Domain 6: Interprofessional Partnerships

Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Competency:

6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
6.1a Communicate the nurse's roles and responsibilities clearly.					
6.1b Use various communication tools and techniques effectively.					
6.1c Elicit the perspectives of team members to inform person-centered care decision making.					
6.1d Articulate impact of diversity, equity, and inclusion on team-based communications.					
6.1e Communicate individual information in a professional, accurate, and timely manner.					
6.1f Communicate as informed by legal, regulatory, and policy guidelines.					

Competency:

6.2 Perform effectively in different team roles, using principles and values of team dynamics.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
6.2b Delegate work to team members based on their roles and competency					
6.2c Engage in the work of the team as appropriate to one's scope of practice and competency.					
6.2d Recognize how one's uniqueness (as a person and a nurse) contributes to effective interprofessional working relationships.					
6.2e Apply principles of team leadership and management. performance to improve quality and assure safety.					
6.2f Evaluate performance of individual and team to improve quality and promote safety.					

Competency:
6.3 Use knowledge of nursing and other professions to address healthcare needs.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
6.3a Integrate the roles and responsibilities of healthcare professionals through interprofessional collaborative practice.					
6.3b Leverage roles and abilities of team members to optimize care.					
6.3c Communicate with team members to clarify responsibilities in executing plan of care.					

Competency:

6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
6.4a Demonstrate an awareness of one's biases and how they may affect mutual respect and communication with team members.					
6.4b Demonstrate respect for the perspectives and experiences of other professions.					
6.4c Engage in constructive communication to facilitate conflict management.					
6.4d Collaborate with interprofessional team members to establish mutual healthcare goals for individuals, communities, or populations.					

Domain 7: Systems-Based Practice

Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Competency:

7.1 Apply knowledge of systems to work effectively across the continuum of care.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
7.1a Describe organizational structure, mission, vision, philosophy, and values.					
7.1b Explain the relationships of macrosystems, mesosystems, and microsystems.					
7.1c Differentiate between various healthcare delivery environments across the continuum of care.					

7.1d Recognize internal and external system processes that impact care coordination and transition of care.					
Competency: 7.2 Incorporate consideration of cost-effectiveness of care.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
7.2a Describe the financial and payment models of health care.					
7.2b Recognize the impact of health disparities and social determinants of health on care outcomes.					
7.2c Describe the impact of healthcare cost and payment models on the delivery, access, and quality of care.					
7.2d Explain the relationship of policy, regulatory requirements, and economics on care outcomes.					
7.2e Incorporate considerations of efficiency, value, and cost in providing care.					
7.2f Identify the impact of differing system structures, leadership, and workforce needs of care outcomes.					
Competency: 7.3 Optimize system effectiveness through application of innovation and evidence-based practice.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?

7.3a Demonstrate a systematic approach for decision-making.					
7.3b Use reported performance metrics to compare/monitor outcomes.					
7.3c Participate in evaluating system effectiveness.					
7.3d Recognize internal and external system processes and structures that perpetuate racism and other forms of discrimination within health care.					

Domain 8: Informatics and Healthcare Technologies

Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Competency:

8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
8.1a Identify the variety of information and communication technologies used in care settings.					
8.1b Identify the basic concepts of electronic health, mobile health, and telehealth systems for enabling patient care.					
8.1c Effectively use electronic communication tools.					

8.1d Describe the appropriate use of multimedia applications in health care.					
8.1e Demonstrate best practice use of social networking applications.					
8.1f Explain the importance of nursing engagement in the planning and selection of healthcare technologies.					
<p>Competency:</p> <p><i>8.2 Use information and communication technology to gather data, create information, and generate knowledge.</i></p>					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
8.2a Enter accurate data when chronicling care.					
8.2b Explain how data entered on one patient impacts public and population health data.					
8.2c Use appropriate data when planning care.					
8.2d Demonstrate the appropriate use of health information literacy assessments and improvement strategies.					
8.2e Describe the importance of standardized nursing data to reflect the unique contribution of nursing practice.					
<p>Competency:</p> <p><i>8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.</i></p>					

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
8.3a Demonstrate appropriate use of information and communication technologies.					
8.3b Evaluate how decision support tools impact clinical judgment and safe patient care.					
8.3c Use information and communication technology in a manner that supports the nurse patient relationship.					
8.3d Examine how emerging technologies influence healthcare delivery and clinical decision making.					
8.3e Identify impact of information and communication technology on quality and safety of care.					

Competency:
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
8.4a Explain the role of communication technology in enhancing clinical information flows.					
8.4b Describe how information and communication technology tools support patient and team communications.					
8.4c Identify the basic concepts of electronic health, mobile health, and telehealth systems in enabling patient care.					
8.4d Explain the impact of health information exchange, interoperability, and integration on health care.					

Competency:
8.5 Use information and communication technologies in accordance with ethical, legal, professional,

and regulatory standards, and workplace policies in the delivery of care.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
8.5a Identify common risks associated with using information and communication technology.					
8.5b Demonstrate ethical use of social networking applications.					
8.5c Comply with legal and regulatory requirements while using communication and information technologies.					
8.5d Educate patients on their rights to access, review, and correct personal data and medical records.					
8.5e Discuss how clinical judgment and critical thinking must prevail in the presence of information and communication technologies.					
8.5f Deliver care using remote technology.					

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comporment, that reflects nursing’s characteristics and values.

Competency:

9.1 Demonstrate an ethical comporment in one’s practice reflective of nursing’s mission to society.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
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9.1a Apply principles of professional nursing ethics and human rights in patient care and professional situations.					
9.1b Reflect on one's actions and their consequences.					
9.1c Demonstrate ethical behaviors in practice.					
9.1d Change behavior based on self and situational awareness.					
9.1e Report unethical behaviors when observed.					
9.1f Safeguard privacy, confidentiality, and autonomy in all interactions.					
9.1g Advocate for the individual's right to self determination					

Competency:
9.2 Employ participatory approach to nursing care.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
9.2a Employ the use of intentional presence to facilitate shared meaning of the experience between nurse and recipient of care.					
9.2b Facilitate health and healing through compassionate caring.					
9.2c Demonstrate empathy to the individual's life experience.					
9.2d Advocate for practices that advance diversity, equity, and inclusion.					
9.2e Demonstrate cultural sensitivity and humility in practice.					
9.2f Apply principles of therapeutic relationships and professional boundaries.					
9.2g Communicate in a professional manner.					

Competency:
9.3 Demonstrate accountability to the individual, society, and the profession.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
9.3a Engage in advocacy that promotes the best interest of the individual, community, and profession.					
9.3b Demonstrate the moral courage to report concerns related to actual or potential hazards and/ or errors.					

9.3c Demonstrate professional and personal honesty and integrity.					
9.3d Take responsibility for one's roles, decisions, obligations, Actions, and care outcomes.					
9.3e Engage in professional activities and/or organizations.					
9.3f Demonstrate adherence to a culture of civility.					
9.3g Advocate for social justice and health equity, including addressing the health of vulnerable populations.					
9.3h Engage in peer evaluation.					

Competency: 9.4 Comply with relevant laws, policies, and regulations.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
9.4a Advocate for policies that promote health and prevent harm.					
9.4b Adhere to the registered nurse scope and standards of practice.					
9.4c Adhere to regulatory requirements and workplace policies consistent with one's educational preparation.					
Competency: 9.5 Demonstrate the professional identity of nursing.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?

9.5a Describe nursing's professional identity and contributions to the healthcare team.					
9.5b Demonstrate the core values of professional nursing identity.					
9.5c Demonstrate sensitivity to the values of others.					
9.5d Demonstrate ethical comportment and moral courage in decision making and actions.					
9.5e Demonstrate emotional intelligence.					
Competency: 9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
9.6a Demonstrate respect for diverse individual differences and diverse communities and populations					
9.6b Demonstrate awareness of personal and professional values and conscious and unconscious biases.					
9.6c Integrate core principles of social justice and human rights into practice.					

Domain 10: Personal, Professional, and Leadership Development

Descriptor: Participation in activities and self-reflection that fosters personal health, resilience, and well-being; contributes to lifelong learning; and supports the acquisition of nursing expertise and the assertion of leadership.

Competency:

10.1 Demonstrate a commitment to personal health and well-being.

Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
10.1a Demonstrate healthy, self-care behaviors that promote wellness and resiliency.					
10.1b Manage conflict between personal and professional responsibilities.					
<p>Competency: 10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.</p>					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
10.2a Engage in guided and spontaneous reflection of one's practice.					
10.2b Integrate comprehensive feedback to improve performance.					
10.2c Commit to personal and professional development.					
10.2d Expand personal knowledge to inform clinical judgment.					
10.2e Identify role models and mentors to support professional growth.					
10.2f Participate in ongoing activities that embrace principles of diversity, equity, inclusion, and antidiscrimination.					
<p>Competency: 10.3 Develop capacity for leadership.</p>					
Sub-Competencies	Didactic	Skills Lab	Simulation	Clinical	Is this assessed?
10.3a Compare and contrast leadership principles and theories.					

10.3b Formulate a personal leadership style.					
10.3c Demonstrate leadership behaviors in professional situations.					
10.3d Demonstrate self-efficacy consistent with one's professional development.					
10.3e Use appropriate resources when dealing with ambiguity.					
10.3f Modify one's own leadership behaviors based on guided self-reflection.					
10.3g Demonstrate self-awareness of one's own implicit biases and their relationship to one's culture and environment.					
10.3h Communicate a consistent image of the nurse as a leader.					
10.3i Recognize the importance of nursing's contributions as leaders in practice and policy issues.					

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EDUCATION

UNIVERSITY OF ALABAMA – TUSCALOOSA, AL

- (DNP) Completed May 2018

FLORIDA INTERNATIONAL UNIVERSITY – Miami, FL

- (MSN) Advanced Nurse Practitioner in Adult Practice completed August 2010.

FLORIDA INTERNATIONAL UNIVERSITY – Miami, FL

- (BSN), Dec 2004.

CERTIFICATIONS/LICENSES/ MEMBERSHIPS

- Florida Advanced Registered Nurse License 9228792. Expires July 31, 2022.
- AANP Adult Nurse Practitioner Certification number AG1116069 - Expires Nov. 14, 2021.
- ACLS Provider – Issued January 2016.
- BLS Provider – Expires Aug. 2021.
- Critical Care Internship Program (Broward Community College) – Completed May 2005.
- Member of AANP, ANA, NHAN, FNA

EXPERIENCE

ANA G. MENDEZ UNIVERSITY SYSTEM

May 2017 – Aug 2020

Part-time Faculty for the BSN program

- Taught for bilingual English-Spanish BSN program in areas of Health Assessment, Fundamentals of Nursing, and Medical Surgical, and pharmacology.

FIU – Miami, FL

Aug. 2015 – Aug 2017

Part-time Faculty for the MD to MSN program

- Taught foreign physicians in their transition to master prepared nurses on areas of Foundations of Nursing, Medical surgical, as well as nursing skills.
- Clinical Instructor since May 2015 for generic nursing program in areas of Fundamentals of Nursing and Medical Surgical I and II.

MIAMI DADE COLLEGE – Miami, FL.

Aug. 2011 – Currently

Full-time Faculty in Nursing Department

- Taught for Transition to RN, ADN and LPN programs in areas of Health Assessment, Fundamentals of Nursing, Psychiatric mental health nursing, Advance medical surgical, Pharmacology.
- Instructed nursing students in Clinical rotation for Medical Surgical, Psychiatric mental Health, and Leadership.
- Instructed nursing students in Fundamentals skills Lab., Health Assessment Lab. HPS lab.
- Created programs for HPS as part of Clinical practice for nursing students.
- Participated in various committees, including Curriculum, student's affairs, Technology and Hiring.
- Taught for Virtual College in areas of medical surgical and Psychiatric Nursing.

KENDALL REGIONAL MEDICAL CENTER - Miami, FL.

Feb 2010 – January 2011

RN Medical Surgical Unit/Spinal Cord Injury Program, Orthopedic floor

- Initiate accurate patient assessments based on the presenting problems and the medical diagnosis within the time specified by client/facility policy and procedures.
- Perform continual assessments/interventions as dictated by patient monitoring.
- Management of all equipment including continuous passive motion machines, ambulation and mobilization devices for patients.
- Coordinate care among healthcare team members as well as transfer of patients to skilled Nursing Facilities to continue rehabilitation programs.
- Monitor and supervise health and safety compliance as well as infection control within the unit (including chart audits and core measure compliance).

HOLISTIC HOME HEALT CARE –Miami, FL.**Feb 2009 – Dec 2009****RN Home Health Services**

- Responsible for assessment, treatment, and follow up of homebound patients. Beginning from the primary assessment through the appropriate discharge process upon completion of plan of care.
- Problem solving with minimal assistance.
- Direct liaison between doctors and patients.
- Assist in coordinating transfer of patients from home environment to the outpatient medical/surgical services.
- Organize daily work, prioritize, and make decisions concerning care to meet the needs of the patients.
- Teach and educate the patient and family or significant other to attain optimal health.
- Help implement and follow Policies and Procedures.
- Comply with JCAHO, OSHA, ACHA, and other regulatory agents to achieve best optimal care to patients and organization.

UNIVERSITY OF MIAMI (CEDARS MEDICAL CENTER), - Miami, FL**March 2005 –****Oct. 2008****RN Surgical Coronary Care Unit- Adult**

- Initiate accurate patient assessments based on the presenting problems and the medical diagnosis within the time specified by client/facility policy and procedures.
- Perform continual assessments/interventions as dictated by patient monitoring.
- Management of all equipment including Swan Ganz monitoring, Arterial lines, Chest tubes, Mechanical Ventilators, Oro/Nasogastric Tubes, Pacemakers, HP monitors, Intravenous therapy pumps and Intra-Aortic Balloon Pumps.
- Provide for individualized patient/family education with discharge planning including special consideration for the growth and development needs of the patient.
- Coordinate care among healthcare team members.
- Monitor and supervise health and safety compliance as well as infection control within the unit (including chart audits and core measure compliance).

RN Pre-operative, Post Anesthesia Care Unit, Ambulatory Surgery

- Readied patients and families for surgery following the mandated pre-op procedures and education.
- Responsible for conscious sedation and monitoring of the patient prior to leaving for the OR.
- Responsible for safe and timely stabilization and recovery of patients after surgery.
- Provided adequate pain management via intravenous therapy and epidural infusions.
- Troubleshooting equipment including PCA pumps.

ARSI CARE GROUP - Miami, FL.**Feb. 2003- March 2005**

Administrator Nurse Registry Agency

- Performed role of Administrator of staff resources to accommodate clients' needs for companion, unskilled nursing services nurse, supervising RN's, and all certified nursing assistants providing care of patients.
- Provided administration of health resources to homebound clients regarding nursing care, assessment and planning, including family education.

SKILLS

- Fluent in English, Spanish
- Microsoft Office, Power Point, Internet, N-Square, Cerner, Meditech, Moodle/Angel/Blackboard Learning management systems, Panopto, exam soft,

REFERENCES

Upon request.

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UNIVERSITY REGISTRAR
206 STUDENT SERVICES CENTER
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TUSCALOOSA, AL 35487-0134



TELEPHONE: 205-348-2020

Official Academic Transcript of:
ANTOLIN MAURY
Transcript Created: 22-Dec-2020

Document Type: THIRD-PARTY SECURE PDF

Intended Recipient:
DEAN DR. VALERIE BROWNE
ARIZONA COLLEGE F LAUDERDALE
600 CORPORATE DRIVE
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E-Mail: vbrowne@arizonacollege.edu

Requested by:
ANTOLIN MAURY
7860 SW 21ST TER
MIAMI, FL 33155-6545

E-Mail: andresesteban25@yahoo.com

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Colleges and Universities

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The University of Alabama

Tuscaloosa, Alabama 35487

PRINTED OFFICIAL ACADEMIC TRANSCRIPT

SSN: ***-**-2620

Date of Birth: 13-MAR

Date Issued: 22-DEC-2020

Record of: Antolin Maury
 Current Name: Antolin Maury
 7860 SW 21st Terr
 Miami, FL 33155
 United States

Page: 1

Issued To: DEAN DR. VALERIE BROWNE
 ARIZONA COLLEGE F LAUDERDALE
 600 CORPORATE DRIVE
 FORT LAUDERDALE, FL 33334

Course Level: Graduate

Current Program:
 Doctor of Nursing Practice
 College : Nursing
 Major : Nursing

Degrees Awarded: Doctor of Nursing Practice 05-MAY-2018
 Primary Degree:
 College : Nursing
 Major : Nursing

Project Title
 Interventions to Improve Diabetes Outcomes
 in a Homeless Population.

SUBJ NO.	COURSE TITLE	CRED	GRD	R	PTS
Institution Information continued:					
NUR 735	Pop Health APN	3.000	B		
NUR 743	EBP Strategies	3.000	A		9.000
	Ehrs: 6.000 QPts: 21.000				12.000
	GPA-Hrs: 6.000 GPA: 3.500				
	Good Standing				

Fall 2015
 Admitted to Candidacy on 09/11/15 for the degree
 Doctor of Nursing Practice
 Nursing
 Nursing

SUBJ NO.	COURSE TITLE	CRED	GRD	R	PTS
NUR 733	Informatics APN	3.000	A		12.000
NUR 737	Interdisc Leader Role Dev	3.000	A		12.000

INSTITUTION CREDIT:

Fall 2014
 Nursing
 Nursing
 NUR 700 Clinical Data Mgt & Analysis 3.000 A 12.000
 NUR 701 Writing for Publication 3.000 A 12.000
 Ehrs: 6.000 QPts: 24.000
 GPA-Hrs: 6.000 GPA: 4.000
 Good Standing

Ehrs: 6.000 QPts: 24.000
 GPA-Hrs: 6.000 GPA: 4.000
 Good Standing
 Spring 2016
 Nursing
 Nursing
 NUR 740 Health Policy & Politics 3.000 A 12.000
 NUR 742 Program Evaluation and Methods 3.000 A 12.000
 Ehrs: 6.000 QPts: 24.000
 GPA-Hrs: 6.000 GPA: 4.000
 Good Standing

Spring 2015
 Nursing
 Nursing
 NUR 729 EBP Design and Translation 3.000 A 12.000
 NUR 731 Phil, Theo, Concept Found APN 3.000 A 12.000
 Ehrs: 6.000 QPts: 24.000
 GPA-Hrs: 6.000 GPA: 4.000
 Good Standing

Spring 2017
 Nursing
 Nursing
 NUR 739 Scholarly Practice Project 1.000 P .000
 Ehrs: 1.000 QPts: 0.000
 GPA-Hrs: 0.000 GPA: 0.000
 Good Standing

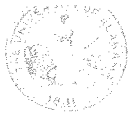
Summer 2015
 Nursing
 Nursing

Summer 2017
 Nursing

***** CONTINUED ON NEXT COLUMN *****

***** CONTINUED ON PAGE 2 *****

Kenneth H. Foshee
 University Registrar



The University of Alabama

Tuscaloosa, Alabama 35487

OFFICIAL ACADEMIC TRANSCRIPT

SSN: ***-**-2620

Date of Birth: 13-MAR

Date Issued: 22-DEC-2020

Record of: Antolin Maury
Level: Graduate

Page: 2

Term Information continued:
Nursing

SUBJ	NO.	COURSE TITLE	CRED	GRD	R
			PTS		
NUR	738	Scholarly Project Development	3.000	A	12.000
NUR	739	Scholarly Practice Project	3.000	P	.000
	Ehrs:	6.000 Qpts:	12.000		
	GPA-Hrs:	3.000 GPA:	4.000		
Good Standing					
Fall 2017					
Nursing					
Nursing					
NUR	739	Scholarly Practice Project	3.000	P	.000
	Ehrs:	3.000 Qpts:	0.000		
	GPA-Hrs:	0.000 GPA:	0.000		
Good Standing					
Spring 2018					
Nursing					
Nursing					
NUR	739	Scholarly Practice Project	1.000	P	.000
	Ehrs:	1.000 Qpts:	0.000		
	GPA-Hrs:	0.000 GPA:	0.000		
Good Standing					
***** TRANSCRIPT TOTALS *****					
INSTITUTION	Ehrs:	41.000 Qpts:	129.000		
	GPA-Hrs:	33.000 GPA:	3.909		
TRANSFER	Ehrs:	0.000 Qpts:	0.000		
	GPA-Hrs:	0.000 GPA:	0.000		
OVERALL	Ehrs:	41.000 Qpts:	129.000		
	GPA-Hrs:	33.000 GPA:	3.909		
***** END OF TRANSCRIPT *****					

Kenneth H. Foshee
University Registrar



THE UNIVERSITY OF ALABAMA
Office of the University Registrar
Box 870134
Tuscaloosa, Alabama 35487-0134
(205) 348-2020 Fax (205) 348-8187
registrar@ua.edu
TRANSCRIPT GUIDE

The University of Alabama does not issue partial transcripts of a student's record.

ACADEMIC BANKRUPTCY - Academic Bankruptcy involves an undergraduate student's request to retroactively withdraw from one academic term due to extenuating circumstances. If granted, all courses taken during the term in question will be graded "W" (Withdrawn). No more than one petition for Academic Bankruptcy may be approved during a student's academic career at The University of Alabama. A text line regarding the Academic Bankruptcy will appear under the term in which the request was granted.

ACADEMIC SECOND OPPORTUNITY - Students who have been separated from The University of Alabama for at least three academic years may petition to apply for readmission through Academic Second Opportunity. If approved, all previous institutional academic work remains on the student's permanent record, but the grades for previous work are no longer used in computing a GPA. Grades of "C-" or higher are changed to grades of "P" (Pass) and may be applied to a degree program. All grades of "D+" or lower are removed from GPA calculation. All changes apply only to coursework completed at The University of Alabama. A text line regarding the Academic Second Opportunity will appear at the top of the transcript.

ACADEMIC STANDING - A student's academic standing is computed based on the total number of earned hours and a student's institutional GPA. A student's current academic standing at the time of transcript printing is reflected under the last term completed. Students with an academic standing of "Good Standing" or "Academic Warning" are considered eligible to return.

ACCREDITATION - The University of Alabama is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of The University of Alabama.

CALENDAR - The University of Alabama operates under a semester system. The University's academic calendar is divided into fall, spring, and summer semesters.

CLASSIFICATIONS - The University of Alabama classifies students based on earned hours as follows:

Undergraduate
Freshman: 30 semester hours or less
Sophomore: 31-60 semester hours
Junior: 61-90 semester hours
Senior: 91 or greater semester hours

Law
First-year law student: 29 semester hours or less
Second-year law student: 30-53 semester hours
Third-year law student: 54 or more semester hours

COURSE NUMBERING SYSTEM - The proper interpretation of course numbers of The University of Alabama is as follows:

001-099: Remedial non-credit courses
100-199: Primarily for freshmen
200-299: Primarily for sophomores
300-399: Primarily for juniors
400-499: Primarily for seniors
500-699: Primarily for graduate and law courses
700+: Professional courses for law and medical students

FORGIVENESS POLICY - Students enrolled in undergraduate programs at The University of Alabama may drop from the computation of their grade point average (GPA) a maximum of three courses taken at the University. Courses not computed in the GPA cannot be applied toward baccalaureate degree requirements. These courses and the grades remain on the transcript but are excluded from earned hours and the GPA. Once a course is dropped from GPA computation under this policy, the grade and credit cannot be restored. This policy was discontinued November 1, 2001.

FULL-TIME STATUS - The University of Alabama defines full-time status as follows:

Undergraduate: 12 semester hours
Graduate: 9 semester hours
Law: 10 semester hours
Medical: 12 semester hours

GRADING SYSTEM - The University of Alabama was on a 3 point grading system from 1831 through August 1983 (summer term). Effective fall semester 1983, The University of Alabama converted to a 4 point grading system. Beginning fall semester 1994, the University moved to a plus/minus grading system for those students who had no previous higher education work. The value of the A+ changed from 4.0 to 4.33 effective with the fall semester 1999. The maximum overall GPA a student can earn is 4.0. The following grade notations are used in computing the Grade Point Average (GPA - the quotient of quality points divided by quality hours.)

Grade	Grade points per hour credit
A+	4.33
A	4.0
A-	3.67
B+	3.5 (Law students beginning prior to Summer 2003)
B	3.33
B-	3.0
C+	2.67
C	2.5 (Law students beginning prior to Summer 2003)
C-	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
F	0.0
AU (Audit)	0.0 Not used in computation of GPA or enrollment status
DO (Dropped Out)*	0.0 Not used in computation of GPA
I (Incomplete)	0.0 Computed same as 'F'
IP (In Progress)	0.0 Not used in computation of GPA
N (No grade reported)	0.0 Computed same as 'F'
NA (Never Attended)*	0.0 Not used in computation of GPA
NC (No credit)	0.0 Not used in computation of GPA
NG (Not Graded)	0.0 Not used in computation of GPA
P (Pass)	0.0 Not used in computation of GPA
W (Withdrawn)	0.0 Not used in computation of GPA
WF (Withdrawn Failing)*	0.0 Computed same as 'F'
WP (Withdrawn Passing)*	0.0 Not used in computation of GPA

*Grade is no longer in use

PLACEHOLDER COURSES - Students participating in the National Student exchange program, various consortium agreements, and various study abroad programs will be placed into courses designated by CIP, MSC, or NSE subject codes for the purposes of enrollment verification and tuition payment. Following the term of enrollment, these courses will be graded "NG" (Not Graded). Actual coursework earned will be posted on the transcript in addition to the placeholder course.

RELEASE OF INFORMATION - The Family Educational Rights and Privacy Act of 1974 and later amendments prohibits release of information from this document to a third party without the student's written consent.

REPEATED COURSES - When courses are repeated, only the most recent attempt will count towards earned hours (with the exception of courses approved for repeatable credit). Grades for all attempts remain on the record and are computed in the student's GPA.

TRANSFER WORK - Transfer hours may be applied to degree programs and are computed in a student's overall GPA. All transfer courses listed on the transcript do not necessarily apply towards a degree program.

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Official Academic Transcript from:
FLORIDA INTERNATIONAL UNIVERSITY
OFFICE OF THE REGISTRAR
3000 NE 151ST STREET
MIAMI, FL 33181

TELEPHONE: 305-348-7000

Official Academic Transcript of:
ANTOLIN MAURY
Transcript Created: 26-Feb-2021

Requested by:
ANTOLIN MAURY
7860 SW 21ST TER
MIAMI, FL 33155-6545

E-Mail: andresteban25@yahoo.com



Document Type: THIRD-PARTY SECURE PDF

Intended Recipient:
DR. VALERIE BROWNE
ARIZONA COLLEGE F LAUDERDALE
600 CORPORATE DRIVE SUITE 200
FORT LAUDERDALE, FL 33334

E-Mail: vbrowne@arizonacollege.edu

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Colleges and Universities

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Name: Antolin Maury
Student ID: 1398071
SSN: XXX-XX-2620
Birthdate: 03-13-XXXX

Degrees Awarded

Degree: Bachelor of Science in Nursing
Confer Date: 12/09/2004
Degree Honors: Cum Laude
Plan: Nursing

Degree: Master of Science in Nursing
Confer Date: 08/07/2010
Plan: Nursing
Sub-Plan: Adult Health Nursing

Send To: DR. VALERIE BROWNE
ARIZONA COLLEGE F LAUDERDALE
600 CORPORATE DRIVE SUITE 200
FORT LAUDERDALE, FL 33334

Transfer Credits

Transfer Credit from Miami-Dade CC
Applied Toward Health & Urban Aff - Lower Div Program

2003 SPR

Course	DEP	2000	Description	Hum Growth	Dev G2	Attempted	Accepted	Earned	Grade
Transfer Credit from Universidad Libre									
Applied Toward Health & Urban Aff - Lower Div Program									

1994 FALL

Course	SUMMARY	0000	Description	Transfer Credit Summary	UGRD	Attempted	Accepted	Earned	Grade
Beginning of Undergraduate Record									

Spring Term 2003

Session:Regular Academic Session	Course	3122	Description	Nutrition & Culture	Attempted	Earned	Grade	Points
	HUN				3,000	3,000	B	9,000

Undergraduate and Graduate Record

Term GPA	3.000	Term Totals	Attempted	3,000	Earned	GPA Units	3,000	Points	9,000
Cum GPA	3.000	Cum Totals	Attempted	3,000	Earned	GPA Units	3,000	Points	9,000

Program: Health & Urban Aff - Lower Div
2003-01-08: Active in Program
Plan: Pre-Nursing Major:

Summer Term 2003

Session:Summer C	Course	NUR	3065C	Description	Client	Attempted	3,000	Earned	3,000	Grade	B	Points	9,000
	NUR <td></td> <td></td> <td>Assessment</td> <td></td> <td>4,000</td> <td>4,000</td> <td>C+</td> <td>9,320</td> <td></td> <td></td> <td>0,000</td> <td></td>			Assessment		4,000	4,000	C+	9,320			0,000	
	NUR <td></td> <td></td> <td>Found-Clinical</td> <td></td> <td>6,000</td> <td>6,000</td> <td>P</td> <td>0,000</td> <td></td> <td></td> <td></td> <td></td>			Found-Clinical		6,000	6,000	P	0,000				
	NUR <td></td> <td></td> <td>Pro Nursing: Social</td> <td></td> <td>3,000</td> <td>3,000</td> <td>A</td> <td>12,000</td> <td></td> <td></td> <td></td> <td></td>			Pro Nursing: Social		3,000	3,000	A	12,000				

Term GPA	3.032	Term Totals	Attempted	16,000	Earned	GPA Units	10,000	Points	30,320
Cum GPA	3.025	Cum Totals	Attempted	19,000 <td>Earned</td> <td>GPA Units <td>13,000 <td>Points <td>39,320</td> </td></td></td>	Earned	GPA Units <td>13,000 <td>Points <td>39,320</td> </td></td>	13,000 <td>Points <td>39,320</td> </td>	Points <td>39,320</td>	39,320

Program: Health & Urban Aff - Lower Div
2003-01-08: Active in Program
Plan: Pre-Nursing Major:

Fall Term 2003

Session:Regular Academic Session	Course	NUR	3125	Description	Patho Of Nur Prac	Attempted	3,000	Earned	3,000	Grade	A	Points	12,000
	NUR <td></td> <td></td> <td>Pharmacologic Basis <td></td> <td>3,000</td> <td>3,000</td> <td>A</td> <td>12,000</td> <td></td> <td></td> <td></td> <td></td> </td>			Pharmacologic Basis <td></td> <td>3,000</td> <td>3,000</td> <td>A</td> <td>12,000</td> <td></td> <td></td> <td></td> <td></td>		3,000	3,000	A	12,000				
	NUR <td></td> <td></td> <td>Physiologic Nur II</td> <td></td> <td>4,000</td> <td>4,000</td> <td>A-</td> <td>14,660</td> <td></td> <td></td> <td></td> <td></td>			Physiologic Nur II		4,000	4,000	A-	14,660				
	NUR <td></td> <td></td> <td>Ad Physiolog Nur</td> <td></td> <td>6,000</td> <td>6,000</td> <td>P</td> <td>0,000</td> <td></td> <td></td> <td></td> <td></td>			Ad Physiolog Nur		6,000	6,000	P	0,000				
	NUR <td></td> <td></td> <td>Pass/Fail</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>			Pass/Fail									

Term GPA	3.868	Term Totals	Attempted	16,000	Earned	GPA Units	10,000	Points	38,680
----------	-------	-------------	-----------	--------	--------	-----------	--------	--------	--------

11200 SW 8th St.
Miami, FL 33199

Undergraduate and Graduate Record

Name: Antolin Maury
Student ID: 1398071
SSN: XXX-XX-2620
Birthdate: 03-13-XXXX

Cum GPA 3.391 Cum Totals 35.000 Attempted 95.000 Earned GPA Units 23.000 Points 78.000

** Dean's List **

Program: Health & Urban Aff - Lower Div
2003-01-08: Active in Program
Plan: Pre-Nursing Major:

Session:Regular Academic Session

Course	Description	Attempted	Earned	Grade	Points
NUR 3165	Pro Nur Iii: Research	3.000	3.000	A	12.000
NUR 3535	Psychosoc Nur	3.000	3.000	C	6.000
NUR 3535L	Psychosoc Nur CI	3.000	3.000	A	12.000

Term GPA 3.333 Term Totals 9.000 Attempted 44.000 Earned GPA Units 32.000 Points 108.000

Cum GPA 3.375 Cum Totals 3.391 Cum Totals 35.000 Attempted 95.000 Earned GPA Units 23.000 Points 78.000

Session:Summer C

Course	Description	Attempted	Earned	Grade	Points
NUR 4357	Childrear Nurs	3.000	3.000	A	12.000
NUR 4357L	Childrearing Nur CI	3.000	3.000	A-	11.010
NUR 4457	Childbearing Nursing	3.000	3.000	B+	9.990
NUR 4457L	Childbear Nur CI	3.000	3.000	A	12.000

Term GPA 3.750 Term Totals 12.000 Attempted 56.000 Earned GPA Units 44.000 Points 153.000

Cum GPA 3.477 Cum Totals 3.477 Cum Totals 35.000 Attempted 95.000 Earned GPA Units 23.000 Points 78.000

Program: Health & Urban Aff - Upper Div
2004-01-05: Active in Program
Plan: Nursing Major:

Fall Term 2004

Session:Regular Academic Session

Course	Description	Attempted	Earned	Grade	Points
NUR 4635	Com Health Nur	2.000	2.000	A-	7.340
NUR 4636L	Com Health Nur CI	3.000	3.000	A	12.000
NUR 4827	Nursing Leadership Pract	3.000	3.000	A	12.000
NUR 4945L	Leadership Pract	5.000	5.000	B+	16.650

Term GPA 3.692 Term Totals 13.000 Attempted 69.000 Earned GPA Units 57.000 Points 200.990

Cum GPA 3.526 Cum Totals 3.526 Cum Totals 35.000 Attempted 95.000 Earned GPA Units 23.000 Points 78.000

** Dean's List **

Program: Health & Urban Aff - Upper Div
2004-01-05: Active in Program
Plan: Nursing Major:

Undergraduate Career Totals

Cum GPA: 3.526 Cum Totals 69.000 129.000 57.000 200.990

Non-Course Milestones

CLAST Status: Completed
Program: Health & Urban Aff - Upper Div
Milestone Level: Satisfied

End of Undergraduate and Graduate Record

11200 SW 8th St.
Miami, FL 33199

Name: Antoin Maury
Student ID: 1398071
SSN: XXX-XX-2620
Birthdate: 03-13-XXXX

Send To: DR. VALERIE BROWNE
ARIZONA COLLEGE F LAUDERDALE
600 CORPORATE DRIVE SUITE 200
FORT LAUDERDALE, FL 33334

Beginning of Graduate Record

Fall Term 2008

Session/Course	Regular Academic Session Description	Attempted	Grade	Earned	Points
NGR 5110	Theories In Nsg	3,000	C	0,000	0,000
Repeated: NGR 5141	Initial Attempt-Course not counted in Credit/GPA Patho Anp	3,000	A	3,000	12,000
Term GPA	4,000 Term Totals	6,000		3,000	12,000
Cum GPA	4,000 Cum Totals	6,000		3,000	12,000

Academic Standing Effective 12/22/2008: Good Standing

Program: Nur & Hlth Sci - Master's
2008-07-17: Active in Program
Plan: Nursing Major:

Spring Term 2009

Session/Course	Regular Academic Session Description	Attempted	Grade	Earned	Points
NGR 5110	Theories In Nsg	3,000	A-	3,000	11,010
Repeated: NGR 5810	Last Attempt of Repeated Course Res Meth In Nsg	3,000	B	3,000	9,000
NGR 6192	Pharm Concept Anp	3,000	A	3,000	12,000
Term GPA	3,560 Term Totals	9,000		9,000	32,010
Cum GPA	3,670 Cum Totals	15,000		12,000	44,010

Academic Standing Effective 05/04/2009: Good Standing

Program: Nur & Hlth Sci - Master's
2008-07-17: Active in Program
Plan: Nursing Major:

Undergraduate and Graduate Record

Summer Term 2009

Session/Course	Description	Attempted	Grade	Earned	Points
NGR 5035C	Adv Client Asmnt	3,000	A-	3,000	11,010
NGR 5604	Cul & Adv Nsg Prac	3,000	A	3,000	12,000
Term GPA	3,840 Term Totals	6,000		6,000	23,010
Cum GPA	3,720 Cum Totals	21,000		18,000	67,020

Academic Standing Effective 08/15/2009: Good Standing

Program: Nur & Hlth Sci - Master's
2008-07-17: Active in Program
Plan: Nursing Major:

Fall Term 2009

Session/Course	Regular Academic Session Description	Attempted	Grade	Earned	Points
NGR 5064C	Diag & Therap In Anp	3,000	A	3,000	12,000
NGR 6201C	Adv Adult Hlth Nsg I	3,000	A	3,000	12,000
NGR 6201L	Adv Ad Hlth Nsg Pr I	3,000	A	3,000	12,000
Term GPA	4,000 Term Totals	9,000		9,000	36,000
Cum GPA	3,820 Cum Totals	30,000		27,000	103,020

Academic Standing Effective 12/17/2009: Good Standing

Program: Nur & Hlth Sci - Master's
2008-07-17: Active in Program
Plan: Nursing Major:

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Undergraduate and Graduate Record

Name: **Antolin Maury**
Student ID: **1398071**
SSN: **XXX-XX-2620**
Birthdate: **03-13-XXXX**

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Spring Term 2010

Session:Regular Academic Session	Description	Attempted	Grade	Points
NGR	6202C Adv Ad Hlt Nsg II	3.000	A	12.000
NGR	6202L Adv Ad Hlt Nsg Pr II	3.000	A	12.000
NGR	6910C Research Project	3.000	A	12.000
Term GPA	4.000 Term Totals	9.000		36.000
Cum GPA	3.860 Cum Totals	39.000		139.020

Academic Standing Effective 04/29/2010: Good Standing
Program: Nur & Hlth Sci - Master's
2008-07-17: Active in Program
Plan: Nursing Major:

Summer Term 2010

Session:Summer C	Description	Attempted	Grade	Points
NGR	6209 Clin Dec Mkg Adult	3.000	A	12.000
NGR	6700L Role Syn Adult Hlth	4.000	A	16.000
Term GPA	4.000 Term Totals	7.000		28.000
Cum GPA	3.880 Cum Totals	46.000		167.020

Academic Standing Effective 08/14/2010: Good Standing
Program: Nur & Hlth Sci - Master's
2008-07-17: Active in Program
Plan: Nursing Major:

Summer Term 2012

Session:Dynamic Session - Mini	Description	Attempted	Grade	Points
EDG	5325 Analysis Of Teaching	3.000	A	12.000
Term GPA	4.000 Term Totals	3.000		12.000
Cum GPA	3.890 Cum Totals	49.000		179.020

Program: Nur & Hlth Sci - Master's
2010-08-07: Completed Program
Plan: Nursing Major:
Program: Non-degree Graduate Special
2012-05-07: Active in Program
Plan: Post-Baccalaureate Special Student Major

Graduate Career Totals 3.890 Cum Totals 49.000 46.000 179.020
Cum GPA:

End of Undergraduate and Graduate Record

Dulce M. Beltran
Dulce M. Beltran
University Registrar

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FLORIDA INTERNATIONAL UNIVERSITY

Accreditation

Florida International University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master, and doctoral degrees. Professional degree programs at FIU are accredited or approved by the appropriate specialized accreditation agency or pursuing full accreditation or approval. Each of these accrediting bodies has its own specific criteria, review process, and time frame.

Classification of Students

Freshmen are degree-seeking students who have earned fewer than 30 credit hours (1F); sophomores (2S) have earned at least 30 but fewer than 60 credit hours; juniors (3J) have earned at least 60 but fewer than 90 credit hours; seniors (4R) have earned 90 credit hours but have yet to earn a baccalaureate degree. Other classifications of students include masters (6M), specialist (6A), doctoral (6D), non-degree seeking undergraduate (0C), and non-degree seeking graduate (5P).

Credit Hour

Beginning in the fall 1981 semester, Florida International University began operating on the semester system. Prior to 1981, the University granted credits under the quarter system. All credit hours on this transcript are expressed in semester hours. The term semester credit hour, as used at the University, means 50 minutes of classroom instruction or the equivalent each week for an entire academic term.

Dean's List

Any matriculated undergraduate student who completes at least nine credit hours during a semester and earns a semester grade point average of 3.50 will be included on the Institution's Dean's List for the term.

Dean's List (Law)

Students who attain a grade point average of 3.00 or higher during any semester (excluding summer sessions) are eligible to be included on the Dean's List for that semester. To be included on the Dean's List, full-time students must earn at least 12 credit hours for the semester with a minimum of 6 graded credit hours. For inclusion on this list, part-time students must earn at least 8 credits for the semester with a minimum of 5 credit hours in graded courses.

Graduate GPA

Effective Fall 1992, the "Graduate GPA" includes graduate level courses taken once the student has been admitted into the graduate program only. Once students are admitted to graduate programs, their graduate GPAs excludes grades from undergraduate courses.

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Grading System (Fall 2016 to Present)

Grade	Description	Points per Credit Hour
A		4.00
A-		3.67
B+		3.33
B		3.00
B-		2.67
C+		2.33
C		2.00
D		1.00
F		0.00
F0	Failure based on non-attendance	0.00
P	Satisfactory (Pass)	N/A
EM	Departmental Examination	N/A
IN	Incomplete	N/A
AU	Audit	N/A
W	Withdrawn from course	N/A
WA	Administratively Withdrawn	N/A
WI	Withdrawn from the University	N/A
+	National / International Student Exchange Credit	N/A
U	Unsatisfactory	N/A
S	Satisfactory	N/A
DR	Dropped Course	N/A
NC	No Credit Earned	N/A
NG	No grade assigned by instructor (system generated)	N/A

For a complete list of historical grades, please visit <http://onestop.fiu.edu/registrar>.

Undergraduate Academic Warning, Probation, and Dismissal

An undergraduate student whose cumulative GPA falls below a 2.0 will be placed on warning. An undergraduate student who is on warning whose cumulative GPA remains below 2.0 will be placed on probation. An undergraduate student on probation who fails to achieve a cumulative and term GPA of 2.0 or greater will be dismissed from his or her program and the University.

An undergraduate student will not be dismissed from the University prior to attempting 20 semester hours of coursework. The student will be ineligible to enroll for a minimum of one year. After one year, a dismissed student may apply for re-admission to the University in the same or a different program; the student can also register as a non-degree seeking student.

Graduate Academic Warning, Probation, and Dismissal

A graduate student whose cumulative GPA falls below a 3.0 will be placed on warning. A graduate student who is on warning whose cumulative GPA remains below 3.0 will be placed on probation. A graduate student on probation who fails to achieve a cumulative and term GPA of 3.0 or greater will be dismissed from his or her program and the University.

A graduate student will not be dismissed from the University prior to attempting 12 semester hours of coursework. The student will be ineligible to enroll for a minimum of one year. After one year, a dismissed student may apply for re-admission to the University in the same or a different program; the student can also register as a non-degree seeking student.

Undergraduate Academic Amnesty

FIU undergraduate students who have a cumulative GPA of less than 2.0 and have not been enrolled in any university or college for at least six calendar years may apply for academic amnesty. If readmission is approved, students will be readmitted with a new GPA of 0.0. No previously earned grades will be included in this GPA, but credit for previous courses in which students earned a grade of C or better may be applied toward a degree. Transcripts for students who are granted amnesty will retain all courses and their original grades; for the readmission term, transcripts will contain the following statement: "READMITTED – ACADEMIC AMNESTY."

Undergraduate Academic Salvage

The academic salvage policy allows re-admitted undergraduate students who were academically dismissed from the University or whose GPA fell below 2.0, and who subsequently received an Associate in Arts from another Florida public institution of higher learning, to have their GPA recalculated. Students will be credited with a maximum of 60 semester credit hours. Transcripts will contain the following statement: "READMITTED – ACADEMIC SALVAGE."

UNIVERSITY OF WASHINGTON
OFFICE OF THE UNIVERSITY REGISTRAR

ACADEMIC TRANSCRIPT

DUDGEON, DEAN CHAD

07/07/21 1

1062947 XXX-XX-8772 02/01/XX RESIDENT

TRNSCRPT PORTF

GRADUATE UW Bothell
NURSING (BOTHELL)

* ANY ALTERATION OR MODIFICATION OF THIS RECORD *
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* AND/OR LEAD TO STUDENT DISCIPLINARY SANCTIONS. *

WINTER 2014 B NURS 8
Bothell CAMPUS
B NURS 507 ADVANCED NSG ROLES 2.0 3.8
B NURS 597 SELECTED TOPICS 3.0 3.2
QTR ATTEMPTED: 5.0 EARNED: 5.0 GPA: 3.44

* THIS GRADUATE/PROFESSIONAL TRANSCRIPT *
* DOES NOT INCLUDE UNDERGRADUATE WORK *
* COMPLETED AT THE UNIVERSITY OF *
* WASHINGTON. *

SPRING 2014 B NURS 8
Bothell CAMPUS
B NURS 503 ADV FLD WK COM HL N 3.0 CR
B NURS 514 MENTORING IN NSG 3.0 3.9
B NURS 598 SCHOLARLY PROJECT 1.0 CR
QTR ATTEMPTED: 7.0 EARNED: 7.0 GPA: 3.90

UNIVERSITY OF WASHINGTON DEGREES EARNED:
BACHELOR OF SCIENCE IN NURSING
SPRING 2012 (06/08/12)

----- DEGREE EARNED 06/13/14 -----
MASTER OF NURSING

MASTER OF NURSING
SPRING 2014 (06/13/14)

No thesis required

CUMULATIVE CREDIT SUMMARY:
UW CREDITS ATTEMPTED 42.0 UW CREDITS EARNED 42.0
UW GRADED ATTEMPTED 35.0 EXTENSION CREDITS 0.0
UW GRADED EARNED 35.0 TRANSFER CREDITS 0.0
UW GRADE POINTS 130.6
UW GRADE POINT AVG. 3.73 CREDITS EARNED 42.0

***** END OF RECORD *****

PRIOR DEGREE:
EVERETT COMM COLL
DEGREE: AAS, AAS NURS 3/91

AUTUMN 2012 B NURS 8
Bothell CAMPUS
B NURS 501 FNDTN NURS PRACTICE 3.0 4.0
B NURS 525 LEADRSHP NRSG ROLES 3.0 3.7
QTR ATTEMPTED: 6.0 EARNED: 6.0 GPA: 3.85

WINTER 2013 B NURS 8
Bothell CAMPUS
B NURS 504 W-DISPARITY & HEALTH 3.0 3.7
B NURS 520 R-SCH INQ NSG PRACT I 3.0 3.3
QTR ATTEMPTED: 6.0 EARNED: 6.0 GPA: 3.50

SPRING 2013 B NURS 8
Bothell CAMPUS
B NURS 521 SCH INQ NSG PRACT II 3.0 3.8
B NURS 526 PROG PLAN/PROG EVAL 3.0 3.6
QTR ATTEMPTED: 6.0 EARNED: 6.0 GPA: 3.70

SUMMER 2013 B NURS 8
Bothell CAMPUS
B NURS 513 THEO & METH TEACH 3.0 4.0
B NURS 580 POP HEALTH RISK COM 3.0 3.8
QTR ATTEMPTED: 6.0 EARNED: 6.0 GPA: 3.90

AUTUMN 2013 B NURS 8
Bothell CAMPUS
B NURS 503 ADV FLD WK COM HL N 1.0 CR
B NURS 508 ETHICS, AESTHETICS 3.0 4.0
B NURS 598 SCHOLARLY PROJECT 2.0 CR
QTR ATTEMPTED: 6.0 EARNED: 6.0 GPA: 4.00

DR. ANDREW NYDEGGER
ARIZONA COLLEGE OF NURSING
434 W ASCENSION WAY STE 500
MURRAY, UT 84123-2961

This official university transcript does not require a raised seal



Helen B. Garrett
Helen B. Garrett
University Registrar





TranscriptsNetwork™

FROM: UNIVERSITY OF WASHINGTON



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TO: DR. ANDREW NYDEGGER
ARIZONA COLLEGE OF NURSING
434 W ASCENSION WAY STE 500
MURRAY, UT 84123-2961

IMPORTANT: DO NOT DISCARD THIS PAGE.
University of Washington's most current grade scale is listed on the back of this page and must stay with the transcript.

Official Academic Transcript from:
University of Washington
Office of the University Registrar
264 Schmitz Hall
Seattle, WA 98195-0001
FICE: 003798

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570 Lake Cook Rd Ste 250
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(847) 716-3005

Name: DEAN DUDGEON
Order Number: 1GG706419-1

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Questions regarding the content of this transcript should be directed to the issuing institution at the contact number shown in the institution's grade scale.



Dean C. Dudgeon
1252 W. 520 S.
Spanish Fork, UT 84660
Cell: 425-346-7343
dcdud1@aol.com

Education:

Master's in Nursing Degree
University of Washington: Bothell, June 2014

Bachelors Science Degree, Nursing
University of Washington: Bothell, June 2012

Certified Ambulatory PeriAnesthesia Nurse
American Society of PeriAnesthesia Nurses, April 2008

Associate Arts and Science Degree, Nursing
Everett Community College, March 1991

Work History:

Nursing Instructor, Arizona College of Nursing, Salt Lake City, Utah, April 2021-Present

Full-time BSN instructor responsible for upholding the mission of the college by providing the highest level of instruction, demonstrating a commitment to student success, and providing learning opportunities consistent with the institution's statement of teaching effectiveness and faculty competencies.

Nursing Instructor, Nightingale College, Salt Lake City, Utah, July 2019-March 2021

Full-time BSN instructor responsible for upholding the mission of the college by providing the highest level of instruction, demonstrating a commitment to student success, and providing learning opportunities consistent with the institution's statement of teaching effectiveness and faculty competencies. As well as on-ground instructions, other duties include facilitating on-line courses and virtual case studies and being knowledgeable with all types of on-line learning electronic applications.

Staff Nurse, Center for Change, Orem, Utah, April 2019-June 2021

Per-diem RN implements nursing care to female clients with acute addiction and eating disorders in accordance with program procedures established by the Medical Director and Nursing Supervisor and approved by the Executive Director. Duties specific to the Registered Nurse include: Administering drugs, medications, treatments, inoculations, and tests as allowed by law. Communicating with physicians, Nurse Practitioners, nurses, and pharmacists. Completing other tasks within the scope of registered nurses and the program services and procedures. Executes prescribed treatments and medical interventions. Records patient observations and activities in patient records accurately and timely in accordance with nursing standards and organizational policy and procedure.

Nursing Instructor, Provo College, Provo, Utah, December 2014-November 2018

Full-time BSN instructor responsible for upholding the mission of the college by providing the highest level of instruction, demonstrating a commitment to student success and providing learning opportunities consistent with the institution's statement of teaching effectiveness and faculty competencies. Classes taught include medical/surgical, pediatric nursing and nursing preceptorship.

Clinical Educator, The Everett Clinic, January 2014-December 2014

Part-time RN responsible for all TEC employees in competencies and education at different levels within the clinic. I work closely with primary and specialty departments in setting up standard workflow and process improvement for nursing and non-nursing staff.

Staff Nurse, Clinical Educator, Kemp Surgery Center-The Everett Clinic, April 2001-January 2014

Full time RN working in all aspects of short stay surgery. Worked primarily in PACU and PreOp. Also certified to provide IVSA for minor surgical procedures in the OR and GI endoscopy. Responsible for over 130 ASC staff members in education. I present and keep staff updated in annual and departmental competencies that are regulated by the state and federal level.

Staff Nurse, Providence Everett Medical Center, January 1998-April 2001.

Part-time RN that worked the first two years in pediatrics and special care nursery. Comfortable with all age groups and diagnoses, with emphasis in infants and preschoolers. The last year and a half worked in AM Admit, PreOp holding and was back up for GI Lab. Responsible for admitting and prepping patients for all surgical procedures. I was also utilized in the absence of my supervisor to handle all charge nurse duties.

Nursing Supervisor, Staff/Charge Nurse, Children's Hospital, Seattle, April 1991-January 1998.

The first four years I worked in primary nursing on a 65-bed acute care medical unit. Duties as a charge nurse included assigning nurses for next shift, coordinate admits, post-ops, transfers and discharges, and aiding and advice to staff nurses. The last three years as a nursing supervisor on night shift I was responsible for the direction of all medical center activities in the absence of management and administrative staff. Supported nursing staff and all other staff as needed in their provision of care.

Assumed leadership role in initiating and coordinating of activities in emergency situations. Maintained staffing to support needs of patients and hospital while maintaining fiscally responsible decision making.

Memberships/Volunteer:

- American Nurses Association, member since 2017
- National League of Nursing, member since 2015
- Sigma Theta Tau International, Psi Chapter, member since 2011
- Healing the Children: Oregon/Western Washington Chapter, volunteer since 2003 yearly medical/surgical trips to Central America

GRAND CANYON UNIVERSITY

Office of Academic Records

3300 West Camelback Road

Phoenix, AZ 85017-1097

(602) 639-7500

OPE ID: 00107400

Official Transcript when envelope is sealed

Natalie Marquez
4328 N 9th Ave
Phoenix, AZ 85013

Student ID: 0562317
DOB: 11/Mar

Program	Area of Study	Status	LDA	Withdrawal Date	Credits	Grades	Qpts	Atmpt	Cmplt	Pts	GPA	Sem	Cum	TOTAL HOURS
ENG-200 Analysis of World Literature					3.0	WF	0.0							
POS-300 Arizona/Federal Government					3.0	C	6.0							
ENG-200 Analysis of World Literature					3.0	C	6.0							
ENG-201 Intermediate Grammar					3.0	C	6.0							
EDU-303 Foundations of Education					3.0	A	11.1							
EDU-313 Educational Psychology					3.0	A	12.0							
ENG-200 Analysis of World Literature					3.0	C	6.9							
ENG-201 Intermediate Grammar					3.0	C	12.0							
HIS-107 World History Before 1500					3.0	B	9.9							
JNT-463 World Religions					3.0	A	12.0							
PHI-101 Introduction to Philosophy					3.0	A	12.0							
UNI-101 University Success					3.0	B	9.0							
ENG-221 English Literature I					3.0	F	0.0							
SPE-325 Educating Learners with Diverse Needs					3.0	F	0.0							
HIS-317 Studies in the Non-Western World					3.0	B	9.0							
PHI-215 Introduction to Logic					3.0	A	12.0							
PHI-222 Foundations of Critical Thinking					3.0	C	6.0							
POS-300 Arizona/Federal Government					3.0	WF	0.0							
ENG-221 English Literature I					3.0	C	6.0							

Arizona College of Nursing Attn:Talent Acquisition
2510 W Dunlap Ave Suite 290
Phoenix, AZ 85021



Jennifer Leach
University Registrar

GRAND CANYON UNIVERSITY

Office of Academic Records

3300 West Camelback Road

Phoenix, AZ 85017-1097

(602) 639-7500

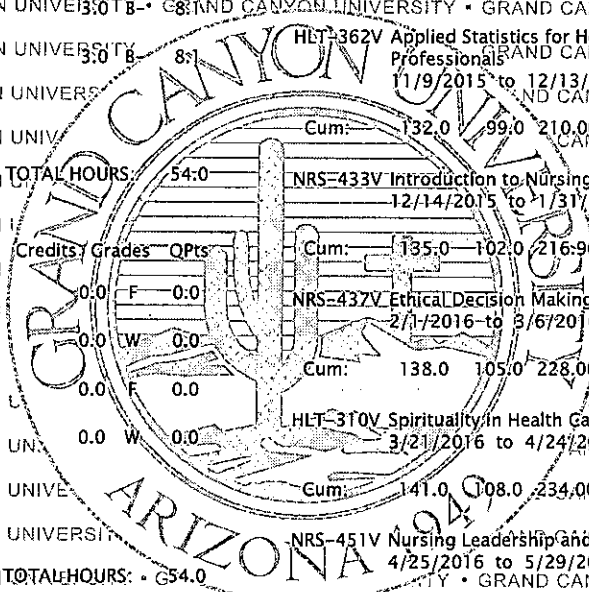
OPE ID: 00107400

Natalie Marquez
4328 N 9th Ave
Phoenix, AZ 85013

Student ID: 0562317
DOB: 11/Mar

Official Transcript when envelope is sealed

Credits	Grades	Qpts	Course/Section	Start Date	End Date	Cumulative GPA	Cumulative Qpts	Cumulative Hours
3.0	A	12.0	NRS-430V Professional Dynamics	7/27/2015	8/30/2015	3.0 A- 11.1 **	126.0	93.0
3.0	A	12.0	NRS-427V Concepts in Community and Public Health	8/31/2015	10/4/2015	3.0 B+ 9.9	132.0	99.0
3.0	B	8.0	HLT-362V Applied Statistics for Health Care Professionals	11/9/2015	12/13/2015	3.0 C 6.0	135.0	102.0
3.0	B	8.0	NRS-433V Introduction to Nursing Research	12/14/2015	1/31/2016	3.0 C 6.9	138.0	105.0
3.0	A-	11.1	NRS-437V Ethical Decision Making in Health Care	2/1/2016	3/6/2016	3.0 A- 11.1	141.0	108.0
3.0	C	6.0	HLT-310V Spirituality in Health Care	3/21/2016	4/24/2016	3.0 C 6.0	144.0	108.0
3.0	B	9.0	NRS-410V Pathophysiology and Nursing Management of Clients' Health	5/30/2016	7/3/2016	3.0 B 9.0	147.0	111.0
3.0	D	3.0	NRS-440V Trends and Issues in Today's Health Care	7/11/2016	8/14/2016	3.0 C 8.1	150.0	114.0



Arizona College of Nursing Attn: Talent Acquisition
2510 W Dunlap Ave Suite 290
Phoenix, AZ 85021

Jennifer Lech

 Jennifer Lech
 University Registrar

GRAND CANYON UNIVERSITY

Office of Academic Records

3300 West Camelback Road

Phoenix, AZ 85017-1097

(602) 639-7500

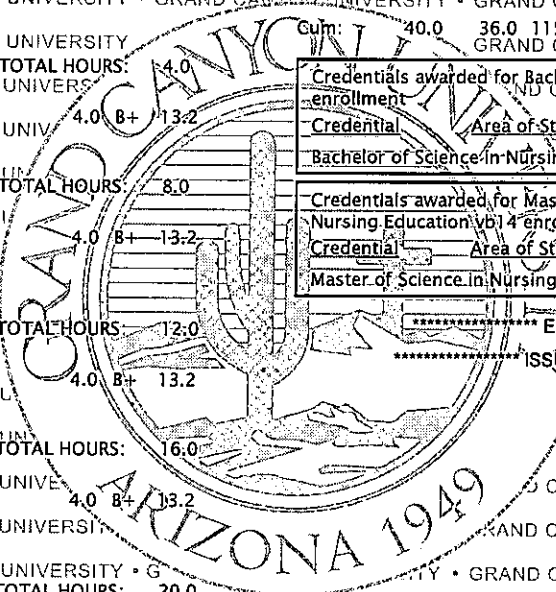
OPE ID: 00107400

Natalie Marquez
4328 N 9th Ave
Phoenix, AZ 85013

Student ID: 0562317
DOB: 11/Mar

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GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-648E Nursing Education Seminar II	0.0	W	0.0					
Cum: 150.0 114.0 254.0 2.730	TOTAL HOURS: 114.0								
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NRS-451V Nursing Leadership and Management	2.0	C	6.0					
8/15/2016 to 9/18/2016	Cum: 32.0 • 28.0 • 91.60 • 3.270	TOTAL HOURS: 28.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-648E Nursing Education Seminar II	4.0	B	12.0					
Cum: 153.0 117.0 262.20 2.820	TOTAL HOURS: 117.0								
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NRS-441V Professional Research Project	3.0	C	6.0					
9/19/2016 to 10/23/2016	Cum: 36.0 • 32.0 • 103.60 • 3.240	TOTAL HOURS: 32.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-665E Nursing Education Practicum I	4.0	C	12.0					
7/1/2021 to 10/20/2021	Cum: 40.0 36.0 115.60 3.210	TOTAL HOURS: 36.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-513 Introduction to Advanced Registered	4.0	B+	13.2					
2/13/2020 to 4/8/2020	Cum: 44.0 40.0 129.60 3.210	TOTAL HOURS: 40.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-514 Organizational Leadership and Informatics	4.0	B+	13.2					
4/9/2020 to 6/3/2020	Cum: 48.0 44.0 142.80 3.210	TOTAL HOURS: 44.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-550 Translational Research and Population Health Management	4.0	B+	13.2					
6/4/2020 to 7/29/2020	Cum: 52.0 48.0 156.00 3.210	TOTAL HOURS: 48.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-590 Evidence-Based Practice Project	4.0	B+	13.2					
7/30/2020 to 9/23/2020	Cum: 56.0 52.0 169.20 3.210	TOTAL HOURS: 52.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-641E Advanced Pathophysiology and Pharmacology for Nurse Educators	4.0	B+	13.2					
9/24/2020 to 11/18/2020	Cum: 60.0 56.0 182.40 3.210	TOTAL HOURS: 56.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-643E Advanced Health Assessment for Nurse Educators	4.0	B-	10.8					
11/19/2020 to 1/27/2021	Cum: 64.0 60.0 193.20 3.210	TOTAL HOURS: 60.0							
GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY • GRAND CANYON UNIVERSITY	NUR-647E Nursing Education Seminar I	4.0	A-	14.8					
1/28/2021 to 3/24/2021	Cum: 68.0 64.0 208.00 3.210	TOTAL HOURS: 64.0							



Credentials awarded for Bachelor of Science in Nursing (RN to BSN) vb10 (3) enrollment

Credential	Area of Study	Date Awarded
Bachelor of Science in Nursing		10/23/2016

Credentials awarded for Master of Science in Nursing with an Emphasis in Nursing Education vb14 enrollment

Credential	Area of Study	Date Awarded
Master of Science in Nursing		10/20/2021

***** END OF TRANSCRIPT *****
 ***** ISSUED: 10 November 2021 *****

Arizona College of Nursing Attn: Talent Acquisition
 2510 W Dunlap Ave Suite 290
 Phoenix, AZ 85021

Jennifer Lech
 Jennifer Lech
 University Registrar

Natalie Marquez, BSN, RN

4328 N 9th Ave • Phoenix, AZ 85013 • (602)908-9774 • nrm4175@gmail.com

Experienced Registered Nurse

Eight years staff RN experience. Maintain strong reputation for achieving high levels of patient care. Seeking nursing instructor position.

LICENSURES & CERTIFICATIONS

Registered Nurse in State of Arizona, License number # RN181591
Basic Life Support (BLS) for Health Care Providers Certification, 2012 to present
Advanced Cardiac Life Support (ACLS) Certification, 2016 to present
Critical Care RN Certification, 2018 to present

SKILL HIGHLIGHTS

... Patient/family education ... ECMO ... Continuous Renal Replacement Therapy ...
... Rotoprone Therapy. ... Precept New Staff ... Code Team. ... NG and Peg tubes. ...
... Intravenous therapy. ... Ventilator management and care ... Trach Care. ...
... Pain management. ... Central line care ... Wound V.A.C ... Student assessments ...
... Lesson/Curriculum Planning ... Microsoft Office. ... Paper Charting ... EMR ... Wound Care ...
... NDNQI assessment. ... Diabetes Management ...

PROFESSIONAL EXPERIENCE

Staff NurseSeptember 2013 –January 2015
Sierra WindsPeoria, AZ
Skilled Nursing Unit with 38 beds

... **Manage** caseload for up to 32 patients with various medical conditions for rehabilitation and long term status.
... **Assist** patients with healing and recovery after surgery during rehabilitation.

Staff NurseNovember, 2014-January 2016
Banner Thunderbird Medical Center Glendale, AZ
Medical Oncology Unit with 30 beds

... **Manage** caseload for 4 to 6 patients with various medical conditions including cancer and chemotherapy administration.

Home Health Nurse May, 2015-January, 2016
MGA Home Healthcare Phoenix, AZ
In Home Care of Medically Fragile Adolescent

... **Monitor** patient in home to recognize any change in condition related to seizure activity.
... **Coordinate** with family and clinical care team to carry out care plans for patient.

Complex Medical Response June, 2017-June, 2018
Corizon Health (Perryville Prison) Goodyear, AZ

- ... **Respond** to emergency calls and administer medications, including AM insulin to diabetic inmates
- ... **Provide** care to inmates in the infirmary and skilled unit setting

Intensive Care Nurse November 2018 -May 2019
 Cancer Treatment Center of America *Goodyear, AZ*
Mixed Oncology Unit

- ... **Manage** caseload for 1 to 4 oncology patients of varying acuities
- ... **Coordinate** with patients and the care team to carry out plan of care

Level 5 Staff Nurse January, 2016-Present
 Banner University Medical Center *Phoenix, AZ*
Medical Surgical Intensive Care Unit with 30 beds

- ... **Manage** caseload for 1 to 2 patients with critical medical conditions
- ... **Collaborate** with members of the ECMO team

SKILLS

- ... **Utilize** strong assessment skills to determine necessary patient care.
- ... **Assist** patients with healing and recovery after surgery during rehabilitation.
- ... **Provide** quality nursing care in accordance with facility policies and procedures.
- ... **Sound**, ethical and independent decision-making ability consistent with medical protocols.
- ... **Educate** patients on health promotion, disease management, medications, and recovery.
- ... **Coordinate** with doctors and a team of nurses to develop effective care plans for patients.
- ... **Recognize** any change in condition and make proper accommodations
- ... **Administer** Continuous Renal Replacement therapy to critically ill patients.
- ... **Monitor** critically ill patients throughout treatment.
- ... **Monitor** and troubleshoot ECMO circuit and cannulas.
- ... **Care** for Post Liver and kidney transplant patients.
- ... **Accurately** document all elements of nursing assessment, treatments, medications, discharge instructions and follow-up care.

EDUCATION & TRAINING

Associates Degree: Brown Mackie College - Nursing 2013
Phoenix, AZ

Bachelor’s of Science: Grand Canyon University - Nursing 2017
Phoenix, AZ

Master’s of Science: Grand Canyon University – Nursing Education
 expected graduation October, 2021

AFFILIATIONS

American Association of Critical Care Nurses

References Available Upon Request

Contact

ryanelias@email.arizona.edu

www.linkedin.com/in/ryan-elias-7071a71a9 (LinkedIn)

Top Skills

Leadership

SWAT

Critical Care Medicine

Certifications

Critical Care Registered Nurse (Adult) (CCRN-A)

Basic Certificate in Quality & Safety

AVADE training: Workplace Violence Prevention

Advanced Cardiac Life Support (ACLS)

Pediatric Advanced Life Support (PALS)

Ryan Elias

MSN, RN

Marana

Summary

Critical Care Registered Nurse currently working in all of the Intensive Care Units and as a SWAT resource nurse for BUMCT/ BUMCS. I have been highly involved in both BUMCP/BUMCT becoming Comprehensive Stroke Certified. My 10 years of critical care nursing has made me very adaptable, independent, calm in stressful environments, and self-reliant. As a nurse leader, I am striving to improve the delivery of healthcare for patients through evidence-based practice.

Experience

Banner University Medical Center Tucson

3 years 3 months

Intensive Care Nurse

October 2019 - Present (11 months)

Tucson, Arizona, United States

This is a Staffing/Resource role where I float to all ICU's including Banner South. Currently, half my shifts involve Covid ICU. I also fill in for SWAT shifts at both facilities as needed.

Neuroscience Nurse

June 2017 - October 2019 (2 years 5 months)

Tucson, Arizona, United States

I was in a Charge Nurse role on night and day shift. I was also involved with the department achieving Comprehensive Stroke Certification. The first in Southern Arizona and the second in the state. During the process, I participated in new protocols, staff education, auditing, and monthly meetings.

Banner University Medical Center Phoenix

Neuroscience Nurse

December 2013 - June 2017 (3 years 7 months)

Phoenix, Arizona, United States

The Neuroscience ICU department was a 24 bed unit. I was involved in helping the unit received the Comprehensive Stroke Certification, the first

facility to do so in Arizona. My position for the last year and a half was a Charge Nurse/SWAT role.

Maxim Healthcare Group

Registered Nurse

October 2014 - January 2017 (2 years 4 months)

Phoenix, Arizona, United States

I worked as an ER and ICU nurse and multiple facilities based on where they needed me.

Sunrise Medical Air Ambulance

Flight Nurse

September 2012 - January 2014 (1 year 5 months)

Safford, Arizona, United States

As a Flight Nurse, I transferred stable and critical patients to Tucson and Phoenix from Safford and the Show Low area. This included patients with multiple critical drips, pacing, and ventilation machines.

Mt Graham Regional Med Ctr

Emergency Room Nurse

March 2010 - January 2014 (3 years 11 months)

Safford, Arizona, United States

This was a 20 bed ER in a rural setting. I was a Charge Nurse on night shift from 2012-2014. During this time I was able to be involved in two real life disaster situations that required all hands on deck. I also completed code reviews for the department and help teach and sign off co-workers on their annual skill competencies.

Education

University of Arizona

Master's degree, Nursing Clinical Leadership · (2018 - 2020)

Eastern Arizona College

Associate's degree, Nursing Science · (2006 - 2009)

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RYAN RICHARD ELIAS
Transcript Created: 2-Jan-2021

Requested by:
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Name: Ryan Richard Elias
 Student ID: 23220951
 Birthdate: 12/03/1986



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Degrees Awarded

Degree: Master of Science	AHRS	EHRS	QHRS	Points
Confer Date: 08/22/2020	Cum GPA: 4.000	18.000	18.000	72.000
Degree GPA: 3.935	Transfer Cum GPA	0.000	0.000	0.000
Plan: Master of Science in Nursing	Combined Cum GPA 4.000	18.000	18.000	72.000
Sub-Plan: Clinical Systems Leadership				

Beginning of Graduate Record

Academic Program History
 Program: Graduate Degree Seeking
 10/18/2013 Active in Program
 Master of Science in Nursing
 Clinical Systems Leadership

		Summer 2019			
Course	Description	AHRS	EHRS	Grade	Points
NURS 545	Healthcare Environ & Care	4.000	4.000	A	16.000
NURS 640	Coor Healthcare Business Dynamics	3.000	3.000	B	9.000
Term GPA:	3.571	AHRS 7.000	EHRS 7.000	QHRS 7.000	Points 25.000
Transfer Term GPA		0.000	0.000	0.000	0.000
Combined GPA	3.571	7.000	7.000	7.000	25.000

Fall 2018

Course	Description	AHRS	EHRS	Grade	Points
NURS 520	Foundations of Sys Leadership	3.000	3.000	A	12.000
NURS 521	Evid-Based Practice Improvemnt	4.000	4.000	A	16.000
NURS 629	Statistic Infer Evid-Bas Pract	3.000	3.000	A	12.000
Term GPA:	4.000	AHRS 10.000	EHRS 10.000	QHRS 10.000	Points 40.000
Transfer Term GPA		0.000	0.000	0.000	0.000
Combined GPA	4.000	10.000	10.000	10.000	40.000

	AHRS	EHRS	QHRS	Points
Cum GPA: 4.000	10.000	10.000	10.000	40.000
Transfer Cum GPA	0.000	0.000	0.000	0.000
Combined Cum GPA 4.000	10.000	10.000	10.000	40.000

Spring 2019

Course	Description	AHRS	EHRS	Grade	Points
NURS 540	Hlth Promotion & Risk Reduct	4.000	4.000	A	16.000
NURS 541	Population Health	4.000	4.000	A	16.000
Term GPA:	4.000	AHRS 8.000	EHRS 8.000	QHRS 8.000	Points 32.000
Transfer Term GPA		0.000	0.000	0.000	0.000
Combined GPA	4.000	8.000	8.000	8.000	32.000

Fall 2019

Course	Description	AHRS	EHRS	Grade	Points
NURS 653	Healing Environs & Practices	4.000	4.000	A	16.000
NURS 654	Quality and Safety Management	4.000	4.000	A	16.000
Term GPA:	4.000	AHRS 8.000	EHRS 8.000	QHRS 8.000	Points 32.000
Transfer Term GPA		0.000	0.000	0.000	0.000
Combined GPA	4.000	8.000	8.000	8.000	32.000

	AHRS	EHRS	QHRS	Points
Cum GPA: 3.909	33.000	33.000	33.000	129.000
Transfer Cum GPA	0.000	0.000	0.000	0.000
Combined Cum GPA 3.909	33.000	33.000	33.000	129.000

Spring 2020

Course	Description	AHRS	EHRS	Grade	Points
NURS 543	Hlth Info & Patient Care Tech	3.000	3.000	A	12.000
NURS 641	Leadership/Patient Center Care	4.000	4.000	A	16.000



Alex Underwood
 Alex Underwood
 University Registrar

Name: Ryan Richard Elias
 Student ID: 23220951
 Birthdate: 12/03/1986



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Page 2 of 2
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 Official Academic Record

		<u>AHRS</u>	<u>EHRS</u>	<u>QHRS</u>	<u>Points</u>
Term GPA:	4.000	7.000	7.000	7.000	28.000
Transfer Term GPA		0.000	0.000	0.000	0.000
Combined GPA	4.000	7.000	7.000	7.000	28.000

		<u>AHRS</u>	<u>EHRS</u>	<u>QHRS</u>	<u>Points</u>
Cum GPA:	3.925	40.000	40.000	40.000	157.000
Transfer Cum GPA		0.000	0.000	0.000	0.000
Combined Cum GPA	3.925	40.000	40.000	40.000	157.000

Summer 2020

<u>Course</u>	<u>Description</u>	<u>AHRS</u>	<u>EHRS</u>	<u>Grade</u>	<u>Points</u>
NURS 660	Clinical Sys Leader Immersion	6.000	6.000	A	24.000

		<u>AHRS</u>	<u>EHRS</u>	<u>QHRS</u>	<u>Points</u>
Term GPA:	4.000	6.000	6.000	6.000	24.000
Transfer Term GPA		0.000	0.000	0.000	0.000
Combined GPA	4.000	6.000	6.000	6.000	24.000

		<u>AHRS</u>	<u>EHRS</u>	<u>QHRS</u>	<u>Points</u>
Cum GPA:	3.935	46.000	46.000	46.000	181.000
Transfer Cum GPA		0.000	0.000	0.000	0.000
Combined Cum GPA	3.935	46.000	46.000	46.000	181.000

End of Graduate Record



Alex Underwood
 Alex Underwood
 University Registrar



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Transcript Guide to Coursework Beginning Spring 1988

Course Numbering System

100 - 299	Lower Division
300 - 399	Upper Division
400 - 499	Upper Division & Graduate
500 - 599	Graduate
600 - 699	Graduate & Professional
700 - 799	Graduate (Doctoral course work only)
800 - 899	Medicine & Pharmacy (Pharmacy effective Fall 1983)
900 - 999	Independent Graduate Study

Current / Cumulative Status Abbreviation System

AHRS	Attempted Hours: the total number of units registered for by the student
EHRS	Earned Hours: the total number of units earned by the student including transfer units
QHRS	Quality Hours: Completed units of A, B, C, D, and E
Points	Quality Points: Points assigned for grades of A, B, C, D, and E

Grade Replacement Opportunity Policy: The grade earned on the first attempt will remain on the academic transcript; however, only the second grade will count in the grade point average. Grades of O, W, WC, WF, WO, WP, or XO do not replace the original grade.

Academic Renewal Granted (Notation): Academic Renewal has been granted. All courses in the affected terms are disregarded in all calculations of academic standing, grade point average, and eligibility for graduation.

Second Start: Terms marked with Second Start have had academic renewal applied. All grades are disregarded in cumulative GPA.

Unit System (Credit Hour) Semesters: A unit usually represents 50 minutes of lecture or recitation or three hours of laboratory work per week for a semester of 15 weeks exclusive of the period of final examinations. (Prior to 1988, 1st = Fall Semester, 2nd = Spring Semester, 1S = 1st Summer Session, 2S = 2nd Summer Session.)

SUN Courses: Shared Unique Number (SUN) courses transfer with direct equivalency among Arizona's public community colleges and three state universities. <https://www.aztransfer.com/sun>

Student in Good Standing unless otherwise stated

For more detailed explanation of grading policies see the General Catalog. <https://catalog.arizona.edu>

For additional information or updates visit the Office of the Registrar website. <https://registrar.arizona.edu/transcript-key>

Grading System

The University of Arizona bases its grade point average (GPA) on a 4.00 grading scale. (Degrees awarded prior to 1973 reflect a CUM GPA using a reverse scale: Highest = 1.0, Lowest = 5.0)

The following grades are included in the calculations of grade point averages:

GRADE ¹	GRADE POINTS PER UNIT
A	4.0
A-	3.667
B+	3.333
B	3.0
B-	2.667
C+	2.333
C	2.0
C-	1.667
D+	1.333
D	1.0
D-	0.667
E*	0

*E = Fail

The following grades are **not** included in the calculations of grade point averages:

Blank	No Grade Submitted ⁴
CR	Credit
F	Fail
HP	High Pass ²
I	Incomplete
IP	In Progress ⁷
K	Course in Progress
O	Audit
P	Pass
S	Superior
W	Approved Withdrawal
WC	Approved Complete Withdrawal ⁶
WF	Approved Withdrawal from the University while Failing ³
WO	Audit Withdrawal, see Audit Policy
WP	Approved Withdrawal from the University while Passing ³
XO	Audit Administrative Withdrawal, see Audit Policy
Y	No Grade Due ⁵

Notes:

- ¹ Plus/Minus grading used only by College of Law
- ² Used only for medical clerkships effective Fall 2012
- ³ Upon complete withdrawal from the University—effective Fall 1998
- ⁴ Effective Spring 2003
- ⁵ Prior to Spring 2010, Y = No Grade Submitted
- ⁶ Effective Fall 2014
- ⁷ Effective Spring 2018 for College of Law and Colleges of Medicine

Revised August 2019

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TRISHA A. BUTLER, MBA, BSN, BA, RN, CNOR

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PROFESSIONAL EXPERIENCE

CLINICAL PROFESSIONAL DEVELOPMENT EDUCATOR – Surgical Services – HCA Healthcare – Sunrise Hospital,
Las Vegas, Nevada (July 2019-Present)

CLINICAL PRACTICE COORDINATOR – Surgical Services - HCA Healthcare - Sunrise Hospital,
Las Vegas, Nevada (February 2017-July 2019)

TEAM LEADER/CHARGE NURSE Surgical Services – HCA Healthcare - Sunrise Hospital,
Las Vegas, Nevada (September 2016-February 2017)

INTRAOPERATIVE CIRCULATING REGISTERED NURSE – Dignity Health - St. Rose Dominican Hospital – Siena Campus,
Henderson, Nevada (November 2015-November 2016)

**INTRAOPERATIVE CIRCULATING REGISTERED NURSE – Oregon Health & Science University (an ANCC Magnet
Recognized Hospital; Level 1 Trauma Hospital), Portland, Oregon (October 2014-October 2015)**

**INTRAOPERATIVE CIRCULATING REGISTERED NURSE – Methodist Hospital (an ANCC Magnet Recognized Hospital),
Omaha, Nebraska (December 2013-September 2014)**

PERIOPERATIVE BSN PRECEPTORSHIP – Alegent Creighton Hospital, Omaha, Nebraska (July 2013-August 2013)

**SUPERVISOR/VIP SERVICES – Caesars Entertainment, Council Bluffs, Iowa (June 2009-August 2012),
Caesars Entertainment, Las Vegas, Nevada (December 2007 – February 2009)**

PERSONAL TRAINER - 24 Hour Fitness, Las Vegas, Nevada (April 2007-December 2007)

**MORTGAGE LOAN OFFICER - Durango Mortgage, Las Vegas, Nevada (July 2007-December 2007),
North American Funding, Henderson, Nevada (December 2006-July 2007)**

BRANCH MANAGER - First State Bank Mortgage, Henderson, Nevada (October 2005-December 2006)

**BRANCH MANAGER/CO-MANAGER - US Bank, Henderson, Nevada (October 2004-October 2005),
US Bank, Denver, Colorado (December 2003-October 2004), US Bank, Omaha, Nebraska (October 2003-December 2003)**

ASSISTANT VICE PRESIDENT - Security First Bank, Lincoln, Nebraska (September 2002-October 2003)

SENIOR BANKER - US Bank, Lincoln, Nebraska (February 2000-September 2002)

EDUCATION

Master of Business Administration (MBA) Degree, Healthcare Concentration
Bellevue University (On-line Program) - Omaha, Nebraska
March 2015-November 2016

Association of periOperative Registered Nurses (AORN) Periop 101: A Core Curriculum Didactic RN Course
December 2013-April 2014

Bachelor of Science in Nursing (BSN) Degree
Creighton University School of Nursing (Accelerated Program) - Omaha, Nebraska
August 2012-August 2013

Hard Science Courses (Nursing School Prerequisites)
University of Nebraska-Omaha, Nebraska
June 2009-May 2012

Bachelor of Arts (BA) Degree
Doane College-Crete, Nebraska
August 1995-May 1999
Major: Psychology Minors: Biology

LICENSURES/CERTIFICATIONS/MEMBERSHIPS

**Nevada State Board of Nursing Registered Nurse License (License #: RN85586)
(October 2015-Present)**

**Oregon State Board of Nursing Registered Nurse License (License #: 201406694RN)
(September 2014-October 2016)**

**Nebraska Department of Health & Human Services Registered Nurse License (License #: 77114)
(December 2013-October 2014)**

**Certified CNOR Coach, CCI-The Leader in Perioperative Certification
(April 2019-Present)**

**CNOR Certified Perioperative Nurse (Certification ID: 1675200)
(September 2017-Present)**

**Certified Registered Nurse Preceptor, Dignity Health - St. Rose Dominican Hospital, Henderson, Nevada
(March 2016-November 2016)**

**Certified Registered Nurse Preceptor, OHSU, Portland, Oregon
(April 2015-October 2015)**

**Certified Registered Nurse Preceptor, Methodist Hospital, Omaha, Nebraska
(July 2014-September 2014)**

**American Heart Association PALS Certified
(October 2015-Present)**

**American Heart Association ACLS Certified
(July 2014-Present)**

**American Heart Association BLS for Healthcare Providers (CPR and AED) Certified
(June 2014-Present)**

**Association of Nursing Professional Development (ANPD) Member
(September 2019-Present)**

**Children's OR Operations Committee Member, Sunrise Children's Hospital, Las Vegas, Nevada
(October 2017-Present)**

**Fire & Life Safety EOC Sub-Committee Member, Sunrise Hospital & Medical Center, Las Vegas, Nevada
(December 2016-Present)**

**Safety & Security EOC Sub-Committee Member, Sunrise Hospital & Medical Center, Las Vegas, Nevada
(November 2016-Present)**

**Association of periOperative Registered Nurses (AORN) Member
(December 2013-Present)**

**UHC/AANC Nurse Residency Program Member, Methodist Hospital, Omaha, Nebraska
(December 2013-September 2014)**

**Unit Based Council (UBC) Member-Intraoperative Team, Methodist Hospital, Omaha, Nebraska
(December 2013-September 2014)**

EXTRACURRICULAR ACTIVITIES

**VOLUNTEER Big Couple-Big Brothers Big Sisters, Omaha, Nebraska
(May 2011-August 2012)**

**VOLUNTEER Child Life 6th Floor-Children's Hospital, Omaha, Nebraska
(June 2009-June 2010)**

**PERIOPERATIVE/ANESTHESIA INTERN Anesthesia Associates-St. Rose Dominican Hospitals, Henderson, Nevada
(October 2008-February 2009)**

REFERENCES

Sandi Scaccia, BSN, RN, CNOR
Director of Surgical Services (Pre-Admit, Pre-op & PACU)
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Sunrise Hospital & Medical Center
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Las Vegas, Nevada 89109
(702) 961-8551 Work Phone
Wendy.Denman@HCAhealthcare.com



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 1000 Galvin Road South
 Bellevue, NE 68005-3098

OFFICE OF THE REGISTRAR
 Official Transcript - Graduate

Name: **Trisha Butler**
 Student ID: **21068159**

Institution Info: **Bellevue University**
 SSN: **XXXX-XX-7754**
 Birthdate: **28-Oct**
 Print Date: **2020-03-10**
 Other Institutions Attended: **Creghton University**
Doane University

Beginning of Graduate Record

		9 pr 2015							
Course	500	Attempted	3,000	Earned	3,000	Grade	A	Points	12,000
MBA	520	Attempted	3,000	Earned	3,000	Grade	A	Points	12,000
Term GPA	4.000	Transfer Term GPA	4.000	Combined GPA	4.000	Term Totals	8,000	0,000	24,000
Transfer Term GPA	4.000	Transfer Totals	8,000	0,000	8,000	0,000	8,000	0,000	0,000
Combined GPA	4.000	Combd Totals	6,000	6,000	6,000	6,000	6,000	24,000	24,000

		Fall 2015							
Course	624	Attempted	3,000	Earned	3,000	Grade	A-	Points	11,010
MBA	624	Attempted	3,000	Earned	3,000	Grade	B-	Points	8,010
Term GPA	3.667	Transfer Term GPA	3.667	Combined GPA	3.667	Term Totals	6,000	0,000	35,010
Transfer Term GPA	3.667	Transfer Totals	6,000	0,000	6,000	0,000	6,000	0,000	0,000
Combined GPA	3.667	Combd Totals	9,000	9,000	9,000	9,000	9,000	35,010	35,010

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Coleene Lewis, University Registrar

Bellevue University
 1000 Galvin Road South
 Bellevue, NE 68005-3098

OFFICE OF THE REGISTRAR
 Official Transcript - Graduate



Name: **Trisha Butler**
 Student ID: **21068159**

Term GPA	3.170	Term Totals	8.000	8.000	6.000	19.020
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	3.170	Comb Totals	6.000	8.000	6.000	19.020
Cum GPA	3.668	Cum Totals	16.000	18.000	16.000	68.030
Transfer Cum GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined Cum GPA	3.668	Comb Totals	16.000	18.000	16.000	68.030
Academic Standing Effective 2015-12-11: Good Standing						

W/n 2015

Course	641	Description	Attempted	Earned	Grade	Points
MBA	641	Accounting for Performance Man	3.000	3.000	B+	9.990
MHA	601	Healthcare Finance	3.000	3.000	A	12.000
College of Business Master of Business Administration Major Healthcare Concentration						

Term GPA	3.665	Term Totals	6.000	6.000	6.000	21.990
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	3.665	Comb Totals	6.000	6.000	6.000	21.990
Cum GPA	3.667	Cum Totals	24.000	24.000	24.000	88.020
Transfer Cum GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined Cum GPA	3.667	Comb Totals	24.000	24.000	24.000	88.020
Academic Standing Effective 2016-03-21: Good Standing						

Sp/ 2016

College of Business

Course	655	Description	Attempted	Earned	Grade	Points
MBA	655	Financial Management & Strategy	3.000	3.000	B+	9.990
MHA	626	Organizational Dev & Del Sys	3.000	3.000	A-	11.010
Master of Business Administration Major Healthcare Concentration						

Term GPA	3.500	Term Totals	6.000	6.000	6.000	21.000
Transfer Term GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined GPA	3.500	Comb Totals	6.000	6.000	6.000	21.000
Cum GPA	3.634	Cum Totals	30.000	30.000	30.000	109.020
Transfer Cum GPA		Transfer Totals	0.000	0.000	0.000	0.000
Combined Cum GPA	3.634	Comb Totals	30.000	30.000	30.000	109.020
Academic Standing Effective 2016-06-21: Good Standing						

Sum 2016

Course	675	Description	Attempted	Earned	Grade	Points
MBA	675	Operations & Logistics in the	3.000	3.000	B+	9.990
College of Business Master of Business Administration Major Healthcare Concentration						

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Colette Lewis, University Registrar

Bellevue University
 1000 Galvin Road South
 Bellevue, NE 68005-3098

OFFICE OF THE REGISTRAR

Official Transcript - Graduate



Name: **Trisha Butler**
 Student ID: **21068159**

Cum GPA **3.609** Cum Totals **33,000** **33,000** **33,000** **119.010**
 Transfer Cum GPA **0.000** Transfer Totals **0.000** **0.000** **0.000**
 Combined Cum GPA **3.609** Comb Totals **33,000** **33,000** **119.010**
 Academic Standing Effective 2016-08-26: **Good Standing**

End of Official Transcript - Graduate

Fall 2016

College of Business
 Master of Business Administration Major
 Healthcare Concentration

Course	Description	Attempted	Earned	Grade	Points
MBA 683	Strategy/Innovation & Integrat	3,000	3,000	A-	11.010
Term GPA 3.670 Term Totals 3,000 3,000 11.010					
Transfer Term GPA 0.000 Transfer Totals 0.000 0.000					
Combined GPA 3.670 Comb Totals 3,000 3,000 11.010					
Cum GPA 3.611 Cum Totals 36,000 36,000 130.020					
Transfer Cum GPA 0.000 Transfer Totals 0.000 0.000					
Combined Cum GPA 3.611 Comb Totals 36,000 36,000 130.020					
Academic Standing Effective 2016-11-30: Good Standing					
Graduate Career Totals					
Cum GPA:		3.611	Cum Totals	36,000	130.020
Transfer Cum GPA		0.000	Transfer Totals	0.000	0.000
Combined Cum GPA		3.611	Comb Totals	36,000	130.020

Degrees Awarded

Degree: **Master of Business Admin**
 Confer Date: **2016-11-30**
 Plan: **Master of Business Administration**
 Healthcare
 Degree Requirements Completed: **November 19, 2016**

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OFFICE OF THE REGISTRAR

Guide To Transcript Interpretation

ACCREDITATION:
Bellevue University (formerly Bellevue College) is accredited by the North Central Association of Colleges and Secondary Schools as a degree granting institution at the baccalaureate, master, and doctoral levels.

ACADEMIC CALENDAR:
Bellevue University operates on a semester system with fall, winter, spring, and summer terms.

GRADING SYSTEM:
After August 21, 1995:
UNDERGRADUATE & GRADUATE PROGRAM:
Standard Grades = Grade Points

A = 4.00	F = 0.00
A- = 3.67	IF* = 0.00
B+ = 3.33	N = 0.00
B = 3.00	AU = 0.00
B- = 2.67	S = 0.00
C+ = 2.33	W = 0.00
C = 2.00	WC* = 0.00
C- = 1.67	WP* = 0.00
D+ = 1.33	P = 0.00
D = 1.00	NR = 0.00
D- = 0.67	IP = 0.00

Prior to August 21, 1995:
GRADUATE PROGRAM:
Standard Grades = Grade Points

E = 4.00
HP = 3.50
P = 3.00
LP = 2.75
NP = 0.00
S = 0.00
W = 0.00

A letter grade followed by "X" indicates a repeat course.
Prior to August 21, 1995 + and - were not used.

*Grade types added after July 1, 2014:
IF - Incomplete in which an F is eventually earned,
WC - Administrative withdrawal for cause,
WP - Administrative withdrawal for non-participation

GRADE POINT AVERAGE:
The GPA is computed by dividing the total number of Grade Points (PTS) by the total number of Credit Hours (Unit). The hours for courses with grades of "PF", "IP", "I", "NR", "WC", "WP" and "W" are not computed in the GPA. However, "I" that are not completed within the colleges specified time frame will be converted to "IP" and included in the credit hours for calculation of the GPA. Prior to 1985, the grade of "I" could be changed to "P" (permanently incomplete) and was not calculated into the GPA.

TRANSFER CREDIT:
Transfer credit is indicated on the transcript if the student was degree seeking at Bellevue University. Transfer credit is not calculated into the GPA.

COURSE NUMBERING SYSTEM:
Courses numbered 0-99 are remedial courses; 100-299 are lower level (freshman and sophomore) and 300-499 are upper level (junior and senior). This numbering system applies to all undergraduate degree programs. Courses numbered; 500 - 699 are upper-division courses for students enrolled in graduate level studies; 700 - 799 typically entry level doctoral courses; 800 - 899 upper and seminar level doctoral courses.

RELEASE OF INFORMATION:
In accordance with the Family Educational Rights and Privacy Act of 1974, this transcript must not be released to a third party without written authorization from the student.

NOTICE OF DEGREE CHANGE:
Bachelor of Professional Studies degree name, changed to Bachelor of Science effective November 4, 1994. This change is due to an academic reorganization and does not reflect any change to the content or the intent of the degree program.

TO TEST FOR AUTHENTICITY ON ELECTRONIC TRANSCRIPTS: An electronically transmitted official transcript carries an imbedded digital signature and certification that the Office of the Registrar is the place of origination.

TO TEST FOR AUTHENTICITY: Translucent globe icons **MUST** be visible from both sides when held toward a light source. The face of this transcript is printed on purple SCRIP-SAFE® paper with the name of the institution appearing in white type over the face of the entire document.

BELLEVUE UNIVERSITY = BELLEVUE UNIVERSITY BELLEVUE UNIVERSITY BELLEVUE UNIVERSITY
UNIVERSITY BELLEVUE UNIVERSITY BELLEVUE UNIVERSITY BELLEVUE UNIVERSITY
ADDITIONAL TESTS: The institutional name and the word COPY appear on alternate rows as a latent image. When this paper is touched by fresh liquid bleach, an authentic document will stain brown. A black and white or color copy of this document is not an original and should not be accepted as an official institutional document. If you have any questions about this document, please contact our office.
ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

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Coleene Lewis, University Registrar

Bellevue University

Student Records Office - Transcripts

Administrative Services Building
1000 Galvin Rd S.
Bellevue, NE 68005
Phone (800) 756-7920

This official transcript has been transmitted and is viewable electronically

Statement of Authenticity: This transcript was requested following all applicable state and federal laws, and is the official transcript of the student identified above. The document was transmitted electronically to the recipient identified above and is intended solely for that person's use. If you are not the intended recipient, please notify the Student Records at Bellevue University at (800) 856-7920. It is not permissible to replicate this document or forward it to any person or organization other than the identified recipient.

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The blue ribbon symbol is your assurance that the digital certificate is valid, the document is authentic, and the contents of the transcript have not been altered.



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The transcript key and guide to transcript evaluation is the last page of this document.

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If you require further information regarding the authenticity of this transcript, you may email or call the Student Records Office at the Bellevue University at OneStop@bellevue.edu or (800)-756-7920.

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SSN:***-**-7754

NETID:TAB75831

Date of Birth: 28-OCT

Date Issued: 10-MAR-2020 OFFICIAL

Record of : Trisha Ann Butler

Issued To: ARIZONA COLLEGE OF NURSING

Course Level: Undergraduate

Current Program Admitted to:
Degree: Bachelor of Science in Nursing
Major:
Nursing

Degree Information:
Degree Awarded: Bachelor of Science in Nursing 17-AUG-2013

Major:
Nursing

Subj	No.	Title	Cred	Grade	Pts	R
INSTITUTION CREDIT:						
NUR	496	Care Management And Outcomes Improvement For Complex Altered	4.00	B	12.00	
NUR	497	Care Management And Outcomes Improvement For Complex Altered	4.00	SA	0.00	
NUR	498	Senior Preceptorship	6.00	SA	0.00	
Earned Hrs		GPA-Hrs	QPts	GPA		
19.00		9.00	32.00	3.55		

Transcript Totals	Earned Hrs	GPA Hrs	Points	GPA
OVERALL	154.00	35.00	116.50	3.32
END OF TRANSCRIPT				

Subj	No.	Title	Cred	Grade	Pts	R
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TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:

Transfer Transfer Work

NUR	000	NUR Transfer Credit	96.00	TR		
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Earned Hrs	GPA-Hrs	QPts	GPA
96.00	0.00	0.00	0.00

Subj	No.	Title	Cred	Grade	Pts	R
------	-----	-------	------	-------	-----	---

INSTITUTION CREDIT:

Fall 2012
Enrolled in the School of Nursing

NUR	252	Human Pathophysiology	3.00	B	9.00	
NUR	288	Health Assessment Across the Lifespan	2.00	A	8.00	
NUR	289	Health Assessment Practicum	1.00	SA	0.00	
NUR	290	Care Management Concepts For Health Promotion And Outcomes I	5.00	B	15.00	
NUR	291	Care Management For Health Promotion And Outcomes Improvement	5.00	SA	0.00	
NUR	341	Nursing Management Of Pharmacotherapy	3.00	B+	10.50	

Earned Hrs	GPA-Hrs	QPts	GPA
19.00	13.00	42.50	3.26

Spring 2013

NUR	381	Care Management of Populations	2.00	B+	7.00	
NUR	382	Care Management of Populations Practicum	1.00	SA	0.00	
NUR	386	Research and Evidence-based Practice For Care Management	3.00	A	12.00	
NUR	390	Care Management And Outcomes Improvement For Altered Health	6.00	C+	15.00	
NUR	391	Care Management And Outcomes Improvement For Altered Health S	6.00	SA	0.00	
NUR	394	Health Care Management And Leadership	2.00	A	8.00	

Earned Hrs	GPA-Hrs	QPts	GPA
20.00	13.00	42.00	3.23

Summer 2013

NUR	493	Dissemination of Research and Evidence Based Knowledge	1.00	A	4.00	
NUR	494	Seminar In Professional Nursing	4.00	A	16.00	

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Butler, Trisha Ann
Birth Date: 10/28
Print Date: Mar 11 2020

ID Number: 0007083

COURSE	Course Title	EARN	GRD	GRDPT	COURSE	Course Title	EARN	GRD	GRDPT
****95/FAL (08/30/1995 to 12/15/1995)									
ATV153	INTERCOLL.BASKETBALL	1.00	P	.....				
BIO101	INTRO. TO BIOLOGY	4.00	B+	13.20	ATV153	INTER. BASKETBALL	1.00	P	.....
CHM125	GENERAL CHEMISTRY	4.00	C	8.00	EDU211	W-PRACTICUM IA	4.00	A-	14.80
CHM125L	CHEMISTRY LAB	0.00	P	.....	PED101	RACQUETBALL/TENNIS	1.00	A	4.00
CSA101	INTRO. WORD PROCESS.	1.00	B	3.00	PED346	W-SCI.FOUND. PED II	3.00	B+	9.90
ENGL01	W-WRITING ENGLISH	3.00	B+	9.90	PSY336	SOCIAL PSYCHOLOGY	3.00	A-	11.10
PSY117	INTRO. TO PSYCH.	3.00	A	12.00	SSI217	APPLIED STATS.SOCSCI	3.00	A	12.00
	Att Earn QHrs QPts GPA					Att Earn QHrs QPts GPA			
Term	16.00 16.00 15.00 46.10 3.07				Term	15.00 15.00 14.00 51.80 3.70			
Cumulative	16.00 16.00 15.00 46.10 3.07				Cumulative	70.00 70.00 65.00 210.50 3.24			
****96/ITM (01/03/1996 to 01/23/1996)									
ITM161	THE VOICE OF LEADERS	3.00	A	12.00	ART107	TWO-DIMENSIONAL DES.	3.00	B	9.00
	Att Earn QHrs QPts GPA				ATV153	INTERCOLL.BASKETBALL	1.00	P	.....
Term	3.00 3.00 3.00 12.00 4.00				CED205	INTRO. FIELD EXPER.	1.00	P	.....
Cumulative	19.00 19.00 18.00 58.10 3.23				IST109	INFORM. RETRIEVAL	1.00	A-	3.70
****96/SPR (01/31/1996 to 05/17/1996)									
BIO106	GENERAL ZOOLOGY	4.00	B	12.00	PSY234	INTRO.COUNSEL.THEORY	3.00	A	12.00
CHM126	GENERAL CHEMISTRY	4.00	C-	6.80	PSY256	ADULT DEVELOPMENT	3.00	B-	8.10
CHM126L	CHEMISTRY LAB	0.00	P	.....	PSY342	PSYCH.LEARN.& MEMORY	3.00	B-	8.10
IDS102	THE COMMUNITY	1.00	A+	4.00		Att Earn QHrs QPts GPA			
PED104	THEORY LIFETIME FIT.	1.00	A	4.00	Term	15.00 15.00 13.00 40.90 3.15			
PRE110	W-PHILOSOPHICAL PROB	3.00	B	9.00	Cumulative	85.00 85.00 78.00 251.40 3.22			
PSI101	AMERICAN POLITICS	3.00	B+	9.90		Att Earn QHrs QPts GPA			
Term	16.00 16.00 16.00 45.70 2.86				Term	3.00 3.00 0.00 0.00 0.00			
Cumulative	35.00 35.00 34.00 103.80 3.05				Cumulative	88.00 88.00 78.00 251.40 3.22			
****96/FAL (08/28/1996 to 12/13/1996)									
ATV153	INTERCOLL.BASKETBALL	0.00	P	.....	ATV153	INTERCOLL. BASKETBAL	1.00	P	.....
BIO252	W-BACTERIOLOGY	4.00	B+	13.20	BIO351	W-COLLOQUIUM	2.00	A	8.00
CMS205	FUND. SPEECH COMM.	3.00	B+	9.90	PED425	FITNESS & SPORTS MGT	3.00	A	12.00
ENG237	INTRO. TO FICTION	3.00	B+	9.90	PSY252	PSYCHOL. RESEARCH	4.00	A+	16.00
HIS205	HISTORY OF U.S. I	3.00	B+	9.90	PSY365	PSYC. OF PERSONALITY	3.00	A	12.00
MTH235	CALC. & ANAL.GEOM.I	4.00	B	12.00	SOC324	RACE & NATIONALITY	3.00	B-	8.10
	Att Earn QHrs QPts GPA					Att Earn QHrs QPts GPA			
Term	17.00 17.00 17.00 54.90 3.23				Term	16.00 16.00 15.00 56.10 3.74			
Cumulative	52.00 52.00 51.00 158.70 3.11				Cumulative	104.00 104.00 93.00 307.50 3.31			
****97/ITM (01/06/1997 to 01/24/1997)									
ITM119	"AHA!" POWER	3.00	P	.....	ANT308	CULTURAL ANTHROPOL.	3.00	B+	9.90
	Att Earn QHrs QPts GPA				ATV153	INTERCOLL.BASKETBALL	1.00	P	.....
Term	3.00 3.00 0.00 0.00 0.00				BIO108	GENERAL BOTANY	4.00	B-	10.80
Cumulative	55.00 55.00 51.00 158.70 3.11				PED101	WT. TRAIN.-ATHLETES	1.00	A	4.00
****98/ITM (01/05/1998 to 01/22/1998)									
PSY421	PSYCH. INTERNSHIP	3.00	P	.....	PSY445	HIST. OF PSYCHOLOGY	3.00	B+	9.90
	Att Earn QHrs QPts GPA				PSY496	W-SMR: ISS. IN PSYCH	3.00	B-	8.10
Term	3.00 3.00 0.00 0.00 0.00					Att Earn QHrs QPts GPA			
Cumulative	88.00 88.00 78.00 251.40 3.22				Term	15.00 15.00 14.00 42.70 3.05			
	Att Earn QHrs QPts GPA				Cumulative	119.00 119.00 107.00 350.20 3.27			
****98/SPR (01/28/1998 to 05/15/1998)									
ATV153	INTERCOLL. BASKETBAL	1.00	P	.....	ANT308	CULTURAL ANTHROPOL.	3.00	B+	9.90
BIO351	W-COLLOQUIUM	2.00	A	8.00	ATV153	INTERCOLL.BASKETBALL	1.00	P	.....
PED425	FITNESS & SPORTS MGT	3.00	A	12.00	BIO108	GENERAL BOTANY	4.00	B-	10.80
PSY252	PSYCHOL. RESEARCH	4.00	A+	16.00	PED101	WT. TRAIN.-ATHLETES	1.00	A	4.00
PSY365	PSYC. OF PERSONALITY	3.00	A	12.00	PSY445	HIST. OF PSYCHOLOGY	3.00	B+	9.90
SOC324	RACE & NATIONALITY	3.00	B-	8.10	PSY496	W-SMR: ISS. IN PSYCH	3.00	B-	8.10
	Att Earn QHrs QPts GPA					Att Earn QHrs QPts GPA			
Term	16.00 16.00 15.00 56.10 3.74				Term	15.00 15.00 14.00 42.70 3.05			
Cumulative	104.00 104.00 93.00 307.50 3.31				Cumulative	119.00 119.00 107.00 350.20 3.27			
****98/FAL (09/02/1998 to 12/18/1998)									
ANT308	CULTURAL ANTHROPOL.	3.00	B+	9.90	ANT308	CULTURAL ANTHROPOL.	3.00	B+	9.90
ATV153	INTERCOLL.BASKETBALL	1.00	P	.....	ATV153	INTERCOLL.BASKETBALL	1.00	P	.....
BIO108	GENERAL BOTANY	4.00	B-	10.80	BIO108	GENERAL BOTANY	4.00	B-	10.80
PED101	WT. TRAIN.-ATHLETES	1.00	A	4.00	PED101	WT. TRAIN.-ATHLETES	1.00	A	4.00
PSY445	HIST. OF PSYCHOLOGY	3.00	B+	9.90	PSY445	HIST. OF PSYCHOLOGY	3.00	B+	9.90
PSY496	W-SMR: ISS. IN PSYCH	3.00	B-	8.10	PSY496	W-SMR: ISS. IN PSYCH	3.00	B-	8.10
	Att Earn QHrs QPts GPA					Att Earn QHrs QPts GPA			
Term	15.00 15.00 14.00 42.70 3.05				Term	15.00 15.00 14.00 42.70 3.05			
Cumulative	119.00 119.00 107.00 350.20 3.27				Cumulative	119.00 119.00 107.00 350.20 3.27			

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Denise Ellis

National Student Clearinghouse
RE: Trisha A Butler
13454 Sunrise Valley Drive
Suite 300
Herndon, VA 20171-3280



DOANE UNIVERSITY

doane.edu

Butler, Trisha Ann
Birth Date: 10/28
Print Date: Mar 11 2020

ID Number: 0007083

COURSE	Course Title	EARN	GRD	GRDPT	COURSE	Course Title	EARN	GRD	GRDPT
****99/ITM (01/04/1999 to 01/21/1999)									
ITM166	CAPE HATTERAS								
		3.00	P	.....				
		Att	Earn	QHrs	QPts	GPA			
Term		3.00	3.00	0.00	0.00	0.00			
Cumulative		122.00	122.00	107.00	350.20	3.27			
****99/SPR (01/27/1999 to 05/14/1999)									
ATV153	INTERCOLL. BASKETBALL								
		1.00	P	.....				
BIO315	GENETICS								
		4.00	B+	13.20					
BIO390	DS-PHARMACEUT. SALES								
		2.00	B+	6.60					
FAR103	INTRO. FINE ARTS: MUS								
		3.00	A-	11.10					
PED101	ADV. WT. TRNG-ATHLETES								
		1.00	A	4.00					
PSY416	ABNORMAL PSYCHOLOGY								
		3.00	A-	11.10					
		Att	Earn	QHrs	QPts	GPA			
Term		14.00	14.00	13.00	46.00	3.54			
Cumulative		136.00	136.00	120.00	396.20	3.30			

Degree Received: Bachelor of Arts									
Degree Date.....: 05/16/1999									
Majors.....: Psychology									
Minors.....: Biology									

End of official record.									

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3/11/2020
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Denise Ellis



Arizona College of Nursing is a rapidly growing, nursing school that transforms people's lives by preparing them for careers in nursing and improving communities through the care its graduates provide. As a leading nurse educator, Arizona College of Nursing offers students the opportunity to earn a bachelor's in nursing in 3 years or less with qualified transfer credits. Our quality nursing curriculum prepares students for an in-demand career to help communities overcome the chronic, well-known, and increasing nursing shortage. Through the execution of a targeted growth strategy, the college plans to meet the growing demand for nurses by launching campuses in markets where bachelor's prepared nurses are needed.

Putting students first, we are dedicated to providing students with an exceptional education in growing healthcare fields; teaching them relevant, required skills for today and the future. Our culture is positive, supportive, and collaborative. As a team, we continually embrace our core values:

- Passion:** We love helping others succeed.
- Excellence:** We strive to be the best.
- Adaptability:** We learn, in part by trying new ideas.
- Accountability:** We own our results.
- Integrity:** We do the right thing.

Learning Resource Center Coordinator

What You'll Do:

Under direction of the Executive Director of Academic Operations (EDAO), the LRC Coordinator provides broad oversight of the Learning Resource Center (LRC) including coordinating and delivering academic support services.

- Supports student persistence and success by coordinating a comprehensive offering of tutoring, academic workshops, supplemental instruction, group study sessions, and writing assistance for students, representing a diverse array of courses and levels.
- Selects, trains, schedules, and supervises student peer tutors to work with fellow students in their academic pursuits.
- Communicates often and proactively with Deans and faculty regarding the needs of at-risk students to align services with those needs.
- Collaborates with faculty to provide course-specific tutoring as needed.
- Develops and/or collaborates with faculty academic support resources for students to be included in academic workshops; acts as liaison with faculty and deans in the development of programs targeting specific student needs; creates electronic/web resources for students.
- Staffs and maintains resources in the Learning Resource Center to include the development of flyers on various topics as requested by students; maintains comprehensive list of community resources available for students.
- Tracks and reports on the use of LRC services and creates plans to increase service adoption.
- Advises students in the areas of time management and other soft skills.
- Participates in college activities, including but not limited to, committee work and orientation.
- Proctors exams.
- Serves as the campus ADA Coordinator.
- Track and report tutoring for weekly reporting

- Supports student career development through activities such as resume preparation and the coordination of mock interviews. Serves as a resource to employment events and career fairs conducted thru the campus Clinical Coordinator.

Other duties as assigned.

What We Need From You:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements below are representative of the knowledge, skill, and/or ability required.

- Bachelor's Degree required.
- Graduate degree from an accredited program recognized by the U.S. Secretary of Education or the Council for Higher Education Accreditation (CHEA) preferred.
- Teaching experience is preferred.
- At least two (2) years of experience working in the area of student support or related experience; student support services experience in higher education preferred.
- Possesses good written and verbal communication skills.
- Able to maintain confidentiality.
- Computer literate with Microsoft Office 365 (or similar software) and videoconferencing software required; experience with Canvas LMS, SMART board, ExamSoft/Examplify (or similar software) preferred.
- Is committed to support the needs of students from under-represented populations.

Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Light to Moderate Work: Exerting up to 25 pounds of force occasionally, and/or up to 10 pounds of force frequently, and/or a negligible amount of force constantly to move objects.

Visual Acuity: Position requires close visual acuity to perform activities (i.e. preparing/analyzing data and figures; transcribing; viewing a computer monitor; extensive reading; visual inspection involving small defects, small parts, and/or operation of machines; using measurement devices; and/or assembly or fabrication parts at distances close to the eyes).

Work Environment: Moderate noise.

Environmental Conditions: Laboratory conditions. Exposure to hazardous waste and materials.

Our schools prohibit discrimination and harassment based on race, color, creed, religion, sex, gender, national origin, citizenship, ethnicity, marital status, age, disability, sexual orientation, gender identity and gender expression, genetic information, veteran status, or any other status protected by applicable law to the extent prohibited by law.

EMPLOYEE NAME (PRINT): _____

EMPLOYEE SIGNATURE: _____

DATE: _____

TO BE COMPLETED BY HUMAN RESOURCES:

Title of Supervisor: Executive Director of Academic Operations	Department: Student Services
Date Last Updated: 6/17/2022	Job Classification: Professional
Position Status: <input checked="" type="checkbox"/> Full-time <input type="checkbox"/> Part-time	FLSA/Pay Type <input checked="" type="checkbox"/> Exempt <input checked="" type="checkbox"/> Salary <input type="checkbox"/> Non-exempt <input type="checkbox"/> Hourly

LRC GUIDE

Workshops | Tutoring | Resources

Aug. 26, 2019 Term

Workshops:

Canvas, MyLab/Mastering, & E-book Training:

Aug. 21-23 @3pm (Canvas & E-books only)

Aug. 26-30 @4pm (MyLab/ Mastering included)

Bring your laptops to Room 465!

Basics of APA Style:

Aug. 30 @4:30pm

Aug. 31 @10am & 1pm

Sept. 2 @5pm

All Arizona College students are required to write papers in APA Style.

If you are taking PSC 101, PSY 101, PSY 240, ENG 101/102, or HCR 230 it is highly recommended that you attend.

Managing Testing Anxiety:

Sept. 7 @1pm

New workshops can be added based on student needs! E-mail echaffin@arizonacollege.edu to request a topic.

View the tutoring calendar and sign up (24 hours in advance) for sessions on the LRC Canvas Page!

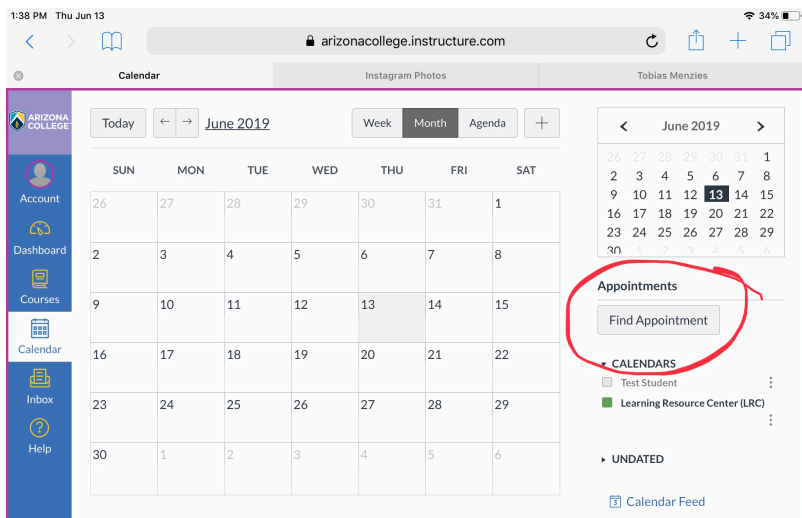
Receive raffle tickets for attending workshops and tutoring Aug. 21-Sept. 8!



The LRC on Canvas

How to RSVP for workshops and tutoring

1) Click "View Calendar" and select "Find Appointment."



(MORE ON BACK)

A note from Emily Chaffin, your Learning Resource Center Coordinator:

Hello, BSN students!

I am so excited for you as you begin or continue your journey to becoming a nurse! Please let me know if you have any academic needs, and I will do my best to meet them. Whether it is tutoring, workshops, or other resources you need, it is my job to assist you. Here are a few resources we do offer besides subject tutoring and workshops:

- Four private study rooms with chairs, tables, and whiteboards (Rooms 466-469).
- Resources for LIRN, our online academic database. I can help you search and navigate as you research particular topics.
- Time management and study skills coaching.
- COMING SOON - library book checkout system!

Communicate with me via e-mail/phone, or come see me at my desk in the LRC!

Wishing you success,

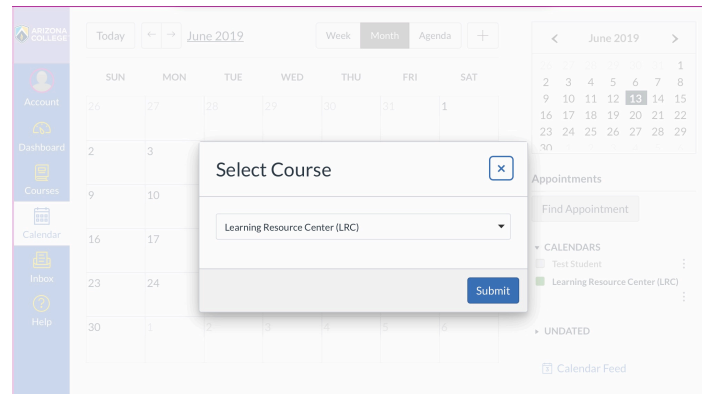
Emily Chaffin, M.A.

echaffin@arizonacollege.edu

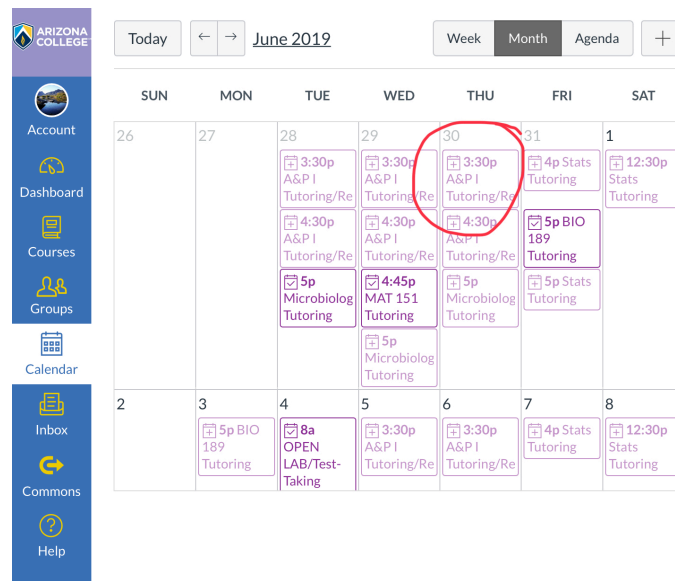
LRC Coordinator/English Faculty

480-530-3513

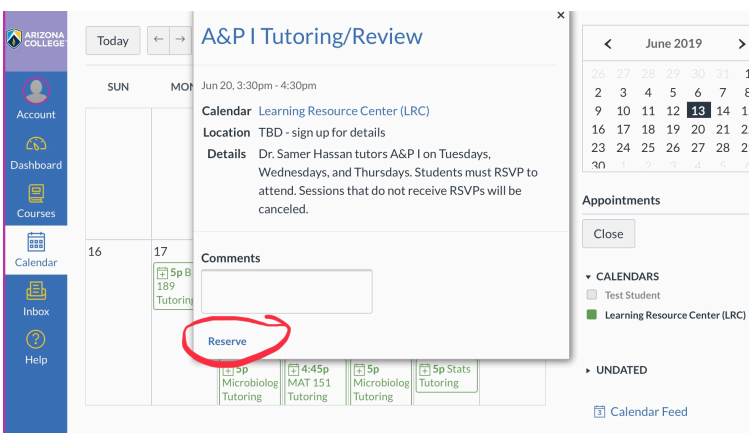
2) Select the Learning Resource Center and Submit.



3) Select a calendar appointment.



4) Click "Reserve." You're all set! You'll receive updates and reminders for any sessions you sign up for.





Arizona College Library

Overview of Online Library Resources & Services for Arizona College Compiled by the LIRN Librarian Service

Overview Report Date	January 7, 2020
LIRN Librarian Service Subscription Term	09/01/2019-08/31/2020
LIRN Database Subscription Term	09/01/2019-08/31/2020
LIRN Products & Services	ProQuest Nursing & Allied Health Database, ProQuest Health & Medical Collection, Ebook Central: Academic Complete, LIRN Librarian Service , subscriptions directly from EBSCO: EBSCO CINAHL Complete (Access for RN-to-BSN students), and EBSCO Academic Search Premier

Summary

Arizona College provides students and faculty with the LIRN Librarian Service and database subscriptions as a consortium member of the Library & Information Resources Network (LIRN). Arizona College subscribes to 5 research databases from ProQuest and EBSCO to provide access to online books, as well as content from journals, magazines, news publications, and other sources covering topics relevant to general education, nursing, and numerous other content covering all disciplines. Students & faculty can access Arizona College's online library resources seven days a week, 24 hours a day.

Accessing the Online Library

Nursing Students: Nursing students log into the Canvas LMS, select a course they are enrolled, and choose “LIRN Library” on the left-hand side of the online classroom.

Allied Health Students: Allied Health students go to <https://prx-arizonacollege.lirn.net/ArizonaCollege> and log in with their Arizona College credentials.

The LIRN Librarian Service

In addition to being a subscribing member of library research databases, Arizona College subscribes to the LIRN Librarian Service. LIRN Librarians have masters’ degrees in Library and Information Sciences from programs accredited by the American Library Association (ALA). Arizona College is supported by a team of highly engaged Librarians that stay abreast in emerging trends and traditions in higher-education. They participate in regular professional development activities and attend national, regional, and state conferences to stay current with the latest developments in the field. Please see the credentials document submitted in addition to this document.

Research Assistance & Reference Support

For research assistance, students and faculty may contact helpful LIRN librarians by accessing Arizona College’s LIRN Portal and clicking the “Ask a Librarian” button on the right-hand side of the LIRN portal and completing a request for help from our Librarians. Students and faculty can also directly contact a LIRN Librarian at ArizonaCollege@lirn.libanswers.com for assistance. Depending on the inquiry/need, Librarians may follow-up with a student or faculty member via email, phone call, or screenshare.

Research assistance/reference support is available 7 days/week.

-Closed on observed LIRN Holidays

Research Assistance and Reference Support Hours

Day	Time	Total Hours
Monday - Friday	7AM EST to 9PM EST	70 Hours
Saturday - Sunday	12PM EST to 7PM EST	14 Hours
Total Hours/Week		84 Hours

Student & Faculty Training

LIRN Librarians provide a [YouTube playlist of training material for Arizona College](https://goo.gl/a7MK92) at <https://goo.gl/a7MK92> with instructional videos to help students and faculty get started with their research needs.

LIRN also provides LIRN Orientations , and other live and recorded webinars geared toward specific subject areas, courses, and projects per request.

Faculty Support & Collaboration

LIRN Librarians are available to advise faculty on developing research assignments and incorporating library content into the curriculum. We can also assist faculty with their own research as they contribute to scholarship in their disciplines. The resources available to faculty and students through the online library support advanced research. Please see the **Research Databases** section of this document for more details.

Faculty Professional Development

LIRN Librarians are available to provide faculty training webinars upon request. Example topics include:

- Incorporating information literacy skills into courses;
- Locating resume and career resources in the online library;
- Starting a journal club;
- Discussing the importance of academic credibility; and
- Leveraging library resources into discussion requirements

Collaboration on Developing Research Assignments

A Project with Arizona College: Many times, when a research assignment is created in a course, students need more direction and training to learn how to apply research strategies to refine and simplify their search in order to get the results they need. LIRN Librarians help assist faculty refine research assignments to align with the resources and search experience students will encounter in the online library. LIRN Librarians identify sources and suggest search strategies to share so that students encounter the right mix of challenge and support.

Yearly, LIRN Librarians work with Arizona College faculty to develop an interactive webinar to introduce core Nursing students to library resources.

Library Usage Analysis

Please see the usage report that accompanies this document for a summary of library usage to date for Arizona College. LIRN provides monthly usage reports to the institution's designated contacts. These reports include details about Arizona College's usage of the LIRN Librarian Service and subscription databases.

To further help determine the effectiveness of online library research database usage, it is helpful to look at the publications students & faculty have accessed. The titles listed below show a sample of the titles most frequently accessed at your campuses during the current subscription term:

Selected Journals from EBSCO Journal

Report 1

PLoS One

British Journal of Nursing

American Journal of Public Health

BMC Health Services Research

Critical Care Nurse

British journal of community nursing

American Nurse Today

Nutritional Neuroscience (An International Journal on Nutrition, Diet and Nervous System) Online

BMC Psychiatry

MedSurg Nursing

Colorado Nurse

Online Journal of Issues in Nursing

BMC Public Health

Health Expectations

Clinical Journal of Oncology Nursing

Contemporary OB/GYN

American Journal of Health-System

Pharmacy : AJHP

Nursing

BMC Infectious Diseases

Addiction biology

American Nurse

Australian Nursing and Midwifery Journal

British Journal of Midwifery

Journal of Oncology Navigation & Survivorship

Nephrology Nursing Journal

Pediatric Nursing

Revista de Enfermagem UFPE On Line

American journal of critical care

Nursing Standard

Time.com

Clinical & Experimental Allergy

Health Services Research

Journal of the Association for Vascular Access

PLoS Medicine

Brown University Child and Adolescent

Behavior Letter

Health & Social Care in the Community

Maclean's

BioMed Research International

BMC Family Practice

Inhalation Toxicology

Psychiatric Times

Acta Paulista de Enfermagem

**Selected Journals from ProQuest
Journal Report 1**

ProQuest Dissertations and Theses
PLoS One
Medsurg Nursing
Health & Medicine Week
Journal of Nursing Education
The New England Journal of Medicine
BMJ Open
The Journal of Continuing Education in Nursing
BMC Health Services Research
Nursing Standard (2014+)
Nursing Economics
International Journal of Caring Sciences
Nursing Ethics
Intensive & Critical Care Nursing
The Lancet
Nurse Education in Practice
American Journal of Public Health
Journal of Nursing Scholarship
Journal of Emergency Nursing
Nursing Standard (through 2013)
AORN Journal
British Medical Journal
Journal of Medical Ethics
Journal of General Internal Medicine

Journal of Psychosocial Nursing & Mental Health Services
Obesity Fitness & Wellness Week
Psychological Medicine
BMC Pregnancy and Childbirth
Nephrology Nursing Journal
Medicine Health Care and Philosophy
BMJ : British Medical Journal (Online)
Journal of Critical Care
Journal of Eating Disorders
Journal of Nursing Scholarship
BMJ Quality & Safety
Nursing Education Perspectives
Journal of Health Care for the Poor and Underserved
Health Affairs
International Journal of Environmental Research and Public Health
Archives of Women's Mental Health
Association of Operating Room Nurses.
AORN Journal
Online Journal of Issues in Nursing
Pediatric Nursing
Pediatrics Week
Contemporary Nurse : a Journal for the Australian Nursing Profession
Medical Devices & Surgical Technology Week

Research Databases Supporting Arizona College's Programs of Study and Degree Levels

Ebook Central: Academic Complete (Ebook Central stand alone)

Ebook Central's growing collection of over 134,000 scholarly ebooks from leading publishers with coverage in all academic subject areas, including coverage of nursing, health, and medicine as well as other content areas. Titles are selected by a team of librarians at ProQuest.

[Title List](#)

CINAHL Complete (EBSCO) (CINAHL Complete (EBSCO))

CINAHL Complete provides full-text access to journals, evidence-based care sheets, quick lessons and more. Content includes full text for more than 1,400 journals indexed in CINAHL Database, indexing for more than 5,400 journals, searchable cited references for more than 1,500 journals, full text dating back to 1937, and nearly 5 million records. It also includes continuing education modules, evidence-based care sheets, quick lessons providing overviews of disease and conditions, research instruments.

[Title List](#)

Academic Search Premier (EBSCO) (Academic Source Premier (EBSCO))

Academic Search Premier covers multiple academic disciplines with content from more than 6,000 full-text journals and magazines. It includes PDF backfiles to 1975 for more than 120 journals and searchable cited references for more than 1,000 titles. The database includes access to video content from the Associated Press with footage from 1930 to the present and updated monthly.

[Title List](#)

Health & Medical Collection (ProQuest) (Health & Medical Collection stand alone)

Health & Medical Collection includes content from clinical, biomedical, and health journals, including many indexed in MEDLINE. It includes reports on research on both human and animal populations.

[Title List](#)

Nursing & Allied Health Database (ProQuest) (Nursing & Allied Health Database stand alone)

Nursing & Allied Health Database includes scholarly literature, trade publications, dissertations, systematic reviews, and more. Ongoing full-text access to high impact nursing publications includes Journal of Nursing Scholarship, Journal of Emergency Nursing, and Nursing Standard. Core nursing journal coverage is augmented with elite medical publications such as The New England Journal of Medicine and The Lancet.

[Title List](#)