**SLS 1110 Strategies for Nursing Success**

<table>
<thead>
<tr>
<th>Instructor Name:</th>
<th>Donna MacDonald, RN, MSN</th>
<th>Campus Phone:</th>
<th>702 567-1920 Ext 216</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Section:</td>
<td>SLS 1110</td>
<td>Other Telephone:</td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>As posted</td>
<td>Email Address:</td>
<td><a href="mailto:domacdonald@cci.edu">domacdonald@cci.edu</a></td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>2</td>
<td>Theory Hours:</td>
<td>20</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>none</td>
<td>Lab Hours:</td>
<td>N/A</td>
</tr>
<tr>
<td>Corequisites:</td>
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</table>

Grades and understanding course content are dependent upon consistent study and attendance. Students are expected to designate an average of 72+ hours for out-of-class study and assignments for this course.

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**Course Description:**

This course is designed to prepare students for transitions in their nursing education and life. The course includes introduction to the College and its resources, study skills, test-taking skills, critical thinking, medical terminology, abbreviations, math review, communication, written and personal resource management skills. Students will be actively involved in learning and integrating practical applications to promote success.

**Course Outcomes:**

**A. Nursing Process**
1. Discuss School of Nursing Policies and Procedures.
2. List selected medical terminology and abbreviations.
3. Be able to perform basic dosage calculations
4. Demonstrate the ability to research a subject using a variety of library resources.
5. Explain how to utilize concept maps with learning strategies.

**B. Critical Thinking**
1. Choose actions and develop practices that demonstrate student accountability toward nursing success.
2. Demonstrate the ability to use critical thinking skills.

**C. Communication**
1. Practice effective note-taking, reading, writing, speaking, research, and testing strategies to prepare for future class requirements.
2. Identify and interact with personnel and the various facilities and resources.
available to the student at Everest College and the School of Nursing.
3. Demonstrate the use of proper APA document formatting.

D. Health Promotion
1. Practice stress reduction and test anxiety reduction techniques.
2. Enumerate hurdles likely to be experienced in the course of program completion.

E. Professional Role
1. Assess personal strengths, weaknesses, abilities and deficiencies against the
skills and attributes necessary for nursing academic success.
2. Describe the importance of the professional role in the clinical setting.

Course Resources:

Required Textbooks:
Adams Math and Drug Calculations On Line for Nursing and Health Care Professionals
Wolter Kluwer Health/Lippincott Williams and Wilkins.
Philadelphia: Lippincott, Williams & Wilkins.

Required Software: included with text

Library and Online Resources

Evolve Learning System
Students will be evaluated throughout the program using Evolve Learning System Online. This
program allows students to master nursing exams in a simulated NLCEX question and answer
environment and also sharpens reading comprehension and critical thinking skills. This is also
the site where the on-line math part of the course is completed.
Website: https://evolve.elsevier.com Technical Support: 1-800-401-9962

Engrade
Students can monitor their grades on line. They also can access on-line quizzes set up by their
instructor. A calendar for the course is available to view. Power points used in class will be
available for the students to access prior to class. Website: www.engrade.com

The Point
Students can access more information and helpful guides for the books that are utilized thru the
Point. http://thePoint.lww.com

Everest School of Nursing Website: www.everesthenderson.webs.com. Forms and course
materials are available
APA Style

Papers that you write in your program of study must follow the guidelines set by the American Psychological Association (APA) 6th edition. (Includes: 1 inch margins, title page, references page, correct in-text citations, correct reference page citations.)

Teaching Strategy

The teaching strategy is developed from a curriculum designed to use various teaching methods, and support different student learning styles. The curriculum presents activities that support the course description, the course outcomes, and the course higher reasoning skills. These include critical and analytical thinking, communication, and problem solving. The curriculum approach takes advantage of various instructional materials, tools, and applications to be used in an interactive and engaging learning environment. This course will combine lecture with power points presentations, case studies, group exercises, group presentations, discussion and problem solving. SMART boards® are used to enhance teaching and learning by utilizing technology resources and multimedia applications in the classroom.

Course Evaluation and Grading

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Scale</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>Superior</td>
</tr>
<tr>
<td>B</td>
<td>84-91</td>
<td>Above average; good</td>
</tr>
<tr>
<td>C</td>
<td>76-83</td>
<td>Average; standard</td>
</tr>
<tr>
<td>D</td>
<td>68-75</td>
<td>Below standard</td>
</tr>
<tr>
<td>F</td>
<td>67 or below</td>
<td>Failing</td>
</tr>
</tbody>
</table>

A score of 76% or greater must be achieved on the final examination and overall course grade in order to progress in the program.

<table>
<thead>
<tr>
<th>Grade Categories</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurse Handbook Quiz</td>
<td>5%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>math quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Med Term Quizzes</td>
<td>6%</td>
</tr>
<tr>
<td>Semester quarter calendar</td>
<td>5%</td>
</tr>
<tr>
<td>Clinical paperwork</td>
<td>10%</td>
</tr>
<tr>
<td>APA Paper</td>
<td>7%</td>
</tr>
<tr>
<td>Concept Map: Professionalism</td>
<td>7%</td>
</tr>
<tr>
<td>Mid Term Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>
NOTE: Grade rounding is not allowed when calculating final course grades. The grade earned is the grade that will be recorded.

Professionalism: the content graded in Professionalism is attendance, being on time, proper uniform, homework completed and turned in the beginning of class, proper communication, participation in class etc.

Evaluation of Student’s Progress: Student’s academic progress will be evaluated by the grading scale above with at least 76% for the final grade in order to progress. A score of 76% or greater must be achieved on the final examinations and overall course grade in order to progress in the program.

Attendance for Class: Students are expected to attend all designated class meetings. Refer to the Student Handbook for the policies.

This syllabus is a representation of the course content, organization and evaluation processes. The Campus Nursing Director and faculty teaching this course reserve the right to reasonably alter the sequences of activities, evaluation and assignment dates. Every effort will be made to inform class members in advance of such changes. Students are responsible for following the syllabus and any changes instituted by the faculty.

Date of Last Review: January 2012
### Course Outline and Assignments

**WEEK ONE: July 19, 2012**

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In class topic</th>
<th>Out of class activity</th>
<th>Hours</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this class you will be able to:</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| 1. Utilize your syllabus to know what is expected of you each week and to organize your time.
2. Relate the importance of the student handbook to your success at Everest
3. Relate why class rules are important to the success of all the students.
4. State how the rungs of the accountability ladder and relate how they will predict your success in the program.
5. Develop time management strategies such as a calendar in each course. SSP: Mandatory: with Jeffrey Simons
1. Relate why it’s important to stay current with financial aid.                           | Your syllabus is the map to each course: grades, due dates for homework, when you will have tests.
   What is the importance of the student handbook. Establishing the class rules.
   Importance of the accountability ladder
   Managing your time through the development of a calendar | Reading: Student success for Health Professionals: chpt 2
   Adams on-Line math course: module I, Section 1 Basic math lessons 1-5.
   Homework: Handbook Quiz and syllabus signature page |          | Info will be on test 1
   Homework evaluation |
|                                                                                        |                                                                               |                                                                                      |          |                                   |

Reading: Student success for Health Professionals: chpt 2
Adams on-Line math course: module I, Section 1 Basic math lessons 1-5.
Homework: Handbook Quiz and syllabus signature page

Homework evaluation

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SYL SLS 1110 Strategies for Nursing Success 06192012
<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
</table>
| Upon completion of this class you will be able to:  
1. State how a positive attitude will help the student to succeed at Everest  
2. State the traits of good academic character and what academic honesty encompasses  
3. Relate how they look reflects on them as a professional |  
Professionalism:  
How your attitude affects your professionalism.  
What is academic honesty?  
What does a professional look like “walk the walk and talk the talk”  
Why are listening skills important |  
Reading:  
Strategies for Nursing Success:  
Chapter 1 and 6  
Journal Articles:  
1. The Journey to Nursing Professionalism: A Learner-Centered Approach  
2. Can’t We All just get Along  
Adams Math and Drug: Module 2, sections 1 & 2 |  
Reading 2 hours  
Creating Calendar: 2 hrs  
Math on-line: 2 hrs |  
Content will be on exam 1  
Basic Math Quiz  
Homework |
| SSP  
1. Apply one of the three methods of dosage calculation to drug calculation problems  
2. Complete Basic Math Quiz |  
SSP: Basic Math quiz |  |  |
WEEK THREE: August 2, 2012

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this class you will be able to:</td>
<td>What is APA Format</td>
<td><strong>Reading:</strong> APA: The Easy Way</td>
<td>Reading: 2 hours</td>
<td>Math quiz</td>
</tr>
<tr>
<td>1. Apply APA format to future papers.</td>
<td>How to research professional topics through our Library: Guest Speaker: Paoline Tagenti</td>
<td><strong>Homework:</strong> Adams Math on-line: Module 2: section 3 all lessons</td>
<td>Math on-line: 3 hours</td>
<td>MidTerm Exam</td>
</tr>
<tr>
<td>2. State how to research professional journals</td>
<td>SSP: Math Quiz 2</td>
<td></td>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td>3. Calculate administration of oral and enteral medications</td>
<td></td>
<td></td>
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</tbody>
</table>

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Reading: APA: The Easy Way
**Homework:** Adams Math on-line: Module 2: section 3 all lessons

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Reading: 2 hours
Math on-line: 3 hours

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Math quiz
MidTerm Exam
Homework
### Instructional Objectives

Upon completion of this class you will be able to:

1. State how to analyze questions on multiple choice Nursing exams.
2. Relate how to know what the question is asking for (especially in math questions).
3. Relate why underlining important parts of the question will help the student to focus.
4. Relate their study habits and how they might improve on them.
5. Relate why cramming really will not work on nursing courses.
6. State what is expected of the members in study groups.
7. State measures to reduce their stress.

**SSP**
1. State supplies and types of parenteral medications.

### In Class Topic and Learning Activities

- How to take Nursing Tests: The sure fire way to succeed.
- Before the Tests: How do I study
- The stress of the test: How to take care of yourself.
- Guest speakers: students from previous cohorts
- SSP: Math quiz 3 on oral and enteral meds

### Out of Class Activities

- **Read:** Strategies for Nursing Success: Chapter 8&9
- **Homework:** Adams math on line: Module 2: section 4, lessons 1 & 2
- **SSP:** Math quiz 3 on oral and enteral meds

### Total Hours

- Reading: 2.5 hours
- On-line math: 2 hours

### Assessment Activities

- Math quiz
- Homework
- MidTerm Exam
### WEEK FIVE: August 16, 2012

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this class you will be able to:</td>
<td>Knowing your Learning Style may help you to Succeed</td>
<td><strong>Reading:</strong> Strategies for Nursing Success: Chapter 5</td>
<td>2 hours</td>
<td>Mid term APA Paper</td>
</tr>
<tr>
<td>1. Describe the brain’s role in learning</td>
<td>What is critical thinking and how do I critically think</td>
<td><strong>Homework:</strong> Review your learning style that you did on HESI</td>
<td>4 hours</td>
<td>Math quizzes</td>
</tr>
<tr>
<td>2. Identify your learning style and know how to make the most out of it.</td>
<td>Concept Mapping can it help you to critically think.</td>
<td>Write an APA paper (body will be 3 to 5 pages) after researching 2 professional articles on one of the following topics: 1. Professionalism in Nursing 2. What is critical thinking and why nurses need to be able to critically think</td>
<td>3 hours</td>
<td></td>
</tr>
<tr>
<td>3. Explain how critical thinking applies in health care settings</td>
<td>Components of the Nursing Process</td>
<td>Adams On line math: module 2: section 4: lesson 3&amp;4</td>
<td>30 min</td>
<td></td>
</tr>
<tr>
<td>4. Describe Benjamin Blooms six levels of cognitive learning</td>
<td></td>
<td></td>
<td>2 hrs</td>
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<tr>
<td>5. State the how parenteral medications are supplied and how to calculate for administration</td>
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<tr>
<td>6. State the components of the nursing process and how they are utilized by the nursing profession</td>
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<tr>
<td>7. State how to mix medications</td>
<td></td>
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<tr>
<td>8. Calculate parenteral medication dosage problems</td>
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<td></td>
</tr>
</tbody>
</table>

SSP
## Instructional Objectives

Upon completion of this class you will be able to:

- SSP: Review nursing process and concept maps

## In Class Topic and Learning Activities

- MIDTERM EXAM: will include all the concepts discussed in previous weeks and math completed through week 5.

## Out of Class Activities

- **Reading:**
  - Homework:
  - Clinical Requirements due
  - Study for MIDTERM Exam

## Total Hours

- Studying for Exam: 8 hours

## Assessment Activities

- MidTerm exam
### WEEK SEVEN: August 30, 2012

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this class you will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Distinguish among the four elements of Medical Terms</td>
<td>How to analyze Medical Terms.</td>
<td>Reading:</td>
<td></td>
<td>Med Term quiz</td>
</tr>
<tr>
<td>2. Describe how medical terms are divided into word elements</td>
<td>Know your common Suffixes and Prefixes</td>
<td>Medical terminology: Chapters 1 -3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Define a suffix and a prefix</td>
<td>Body Organization</td>
<td><strong>Homework:</strong></td>
<td></td>
<td>Math quiz</td>
</tr>
<tr>
<td>4. Analyze and define new terms introduced in each chapter</td>
<td>Medical Terms</td>
<td>Adam’s math on line:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Discuss the levels of body organization</td>
<td>Math Calculations:</td>
<td>Module 2 section 5 Insulin: all three lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Define anatomical position and directional terms used in relation to the body.</td>
<td>Insulin</td>
<td>Medical terminology crossword puzzles for chapter 2 &amp; 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Describe what is meant by the planes of the body</td>
<td>Math quiz: Parenteral Medication</td>
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<tr>
<td>SSP</td>
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<tr>
<td>8. Calculate dosages for insulin</td>
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</table>

**Total Hours:**

- Reading: 2 hrs
- Homework: Math: 2 hrs
- Other: 1 hour
<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
</table>
| Upon completion of this class you will be able to: | The Integumentary system Medical Terms. | **Reading:**  
Medical Terminology:  
Chapters: 4-6 | Reading:  
2 hr  
Math on line: 1.5 hr | **Exam II**  
Med terminology quiz |
| 1. State the anatomy of the skin  
2. Relate medical terms of skin  
3. Define the medical terms and abbreviations of the skeletal and muscular system  
4. Calculate flow rates dependent on type of administration set | Medial terms of the skeletal and muscular systems  
Dosage calculations: Administration sets and Calculation of Flow rates  
Med Term Quiz 1 | **Homework:**  
Adam’s math on line:  
Module 2 section 6: lessons 1-3  
Med Terminology Crossword puzzle for Chapters:4, 5 & 6 | Med term quiz: 30 min |
### Instructional Objectives

Upon completion of this class you will be able to:

1. Analyze and define terms and abbreviations of the Nervous, Endocrine and Cardiovascular system.

   **SSP**

2. Calculate IV flow rates utilizing pumps and gravity infusion sets.

### In Class Topic and Learning Activities

- Medical Terminology: Medical terms of the nervous, endocrine and cardiovascular system
- Dosage Calculation: Adjusting flow rates
- Electronic infusion devices
- IV flow rates with multiple solutions
- Calculating IV flow rates by gravity flow

### Out of Class Activities

- **Reading:**
  - Medical Terminology Chapter 7-9
  - Adam’s math on line: Module 2: Section 6: Lessons 4-7
  - Med Terminology Crossword puzzles for chapter : 7, 8 & 9

- **Total Hours:**
  - Reading: 3 hr
  - Math on line 1.5hrs

- **Assessment Activities**
  - Quizzes
  - Final Exam
### WEEK TEN: September 20, 2012

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of this class you will be able to:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Analyze and define the lymphatic, respiratory and digestive systems medical terms and abbreviations</td>
<td>Medical Terminology: The lymphatic, respiratory and digestive systems</td>
<td>Reading:</td>
<td>Reading 3 hrs</td>
<td>Quizzes</td>
</tr>
<tr>
<td></td>
<td>Dosage Calculation: Addition of a medication to an IV solution and steps to calculating a problem with an unknown</td>
<td>Medical Terminology : Chapters 10 - 12</td>
<td>Math on line 1.5 hrs</td>
<td>Final exam</td>
</tr>
<tr>
<td></td>
<td>Med Term quiz 2</td>
<td>Homework:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SSP: math quiz</td>
<td>Adam’s Math on line: Module 2: Section 6: lessons 8-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Medical terminology crossword puzzles: chapter: 10, 11 &amp; 12</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WEEK ELEVEN: September 27, 2012

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
</table>
| Upon completion of this class you will be able to:  
1. Analyze and define urinary, reproductive and special senses medical terms and abbreviations  
   SSP  
2. Calculate ml/hr on IVs | Medical Terminology: Urinary, Reproductive and Special Senses  
Calculating Ml/hr, calculating infusion time when ml/hr not indicated  
And documenting IV therapy | **Reading:**  
Medical Terminology: 13 - 15  
**Homework:**  
Adam’s Math on Line:  
Module 2: Section 6: Lessons 11-13 | Reading 1hr  
Math on line: 1hr  
Math quiz: 1 hr  
Studying for final 2 hr | **Math quiz**  
**Final exam** |
### WEEK TWELVE: October 4, 2012

<table>
<thead>
<tr>
<th>Instructional Objectives</th>
<th>In Class Topic and Learning Activities</th>
<th>Out of Class Activities</th>
<th>Total Hours</th>
<th>Assessment Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Final Exam: Includes Medical Terminology and Math completed this quarter</strong></td>
<td>Study for Final Exam</td>
<td>6-8 Hours</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>
I have received the SLS 1110 Strategies for Nursing Success syllabus which includes the grading policy, weekly readings, assignments, quiz, test schedule, etc. The grading policy was reviewed and I was given the opportunity to ask questions regarding the grading policy, and other items in the syllabus.

My signature below acknowledges that I understand the syllabus, expected requirements, and the Student Success Program (SSP) Policy.

______________________________  ____________________
Student Name (Print)             Date

______________________________
Student Signature

This form will be maintained in the student’s file throughout the nursing program.