TEXAS A&M UNIVERSITY – CORPUS CHRISTI
College of Nursing and Health Sciences

NURS 4670.E01: Nurse Coordinating Care
eLine

Faculty:
Office Phone:
Location:
Office hours: By appointment
Internet:

Credits: Six (6) Semester Hours with lab component
Pre-requisites:

Course Description: This class provides a theoretical and experiential approach to identifying the coordinating role of the professional nurse within health care and its delivery. Current theories of management, leadership, and change are examined and related to nursing practice. There is a focus on synthesis of this knowledge to develop innovative and creative approaches to nursing practice through clinically related applications. Critical thinking is required in case analysis and student assessments of their own thinking, ideas and use of intellect. The student is expected to be self-directed, self-disciplined, and self-motivated.

Course Objectives:

1. Contrasts various management theories in relation to nursing management and the nursing process.
   1.1.1. Analyzes various theoretical approaches applied to nursing management
   1.1.2. Identifies specific and successive levels of management and nursing expertise required for practice in the acute care setting
   1.1.3. Incorporates principles of management theory in the coordination of care for a group of patients (Clinical demonstration)
2. Synthesizes concepts of leadership, management, change and communication in relation to the role of the nurse leader.
   2.1.1. Contrasts various leadership/management styles utilized by nurse leaders or managers
   2.1.2. Analyzes the nurse manager’s role in relation to cost and budgeting factors
   2.1.3. Evaluates theories of change according to their effectiveness in achieving goals
   2.1.4. Utilizes knowledge of leadership/management theory in examining organizational effectiveness and nursing practice
2.1.5. Applies research in nursing management in the coordination of care
2.1.6. Incorporates principles of leadership theory in the delegation of nursing care to members of nursing team. (Clinical demonstration)

3. Utilizes group theory to collaborate and interact with diverse populations in a variety of settings.
   3.1.1. Utilizes a variety of group maintenance behaviors to increase flexibility and adaptability to differing group situations
   3.1.2. Describes individual strengths, weaknesses, and evaluates individual style as a group leader
   3.1.3. Demonstrates the ability to present and defend ideas clearly and objectively
   3.1.4. Utilizes effective communication skills in interaction with individual and groups. (Clinical demonstration)

4. Evaluates internal and external forces which influence nursing practice
   4.1.1. Analyzes legal, ethical, social, political, and historical issues and trends affecting the nursing profession in the delivery of health care
   4.1.2. Analyzes the role of the nurse manager as an initiator of positive change within the health care delivery system
   4.1.3. Analyzes the role of the professional nurse as an initiator of positive change within a specific health care institution
   4.1.4. Describes the role of professional nursing organizations in the development of health care policy

5. Evaluate leadership behaviors useful in the practice of professional nursing
   5.1.1. Implements a plan to increase effectiveness as a nurse leader
   5.1.2. Applies nursing and non-nursing theory as it relates to leadership in professional nursing
   5.1.3. Analyzes the behavior of nurses in leadership/management roles and as change agents in health care systems
   5.1.4. Utilizes the results of research in decision-making
   5.1.5. Determines the teaching functions of the professional nurse
   5.1.6. Evaluates own progress in relation to course objectives and own learning

6. Assess the staffing pattern for the specific unit assigned for the clinical experience
   6.1.1. Analyzes the staffing mix for the type of patients
   6.1.2. Evaluates nursing workload and its impact on quality of nursing care

7. Demonstrates the ability to assess group process
   7.1.1. Demonstrates the ability to critically evaluate contribution to group work
   7.1.2. Demonstrates the ability to critically evaluate the performance of peers

Required Materials:


**Recommended Materials:**

Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website: [ftp://www.bne.state.tx.us/del-comp.pdf](ftp://www.bne.state.tx.us/del-comp.pdf)


Texas Administrative Code: Nurse Practice Act – website [http://www.bne.state.tx.us/nparr.htm](http://www.bne.state.tx.us/nparr.htm)

Kelly & Marthaler. *Nursing Delegation, Setting Priorities, and Making Patient Care Assignments*

**Other readings as assigned – Students are expected to check Black Board Information regularly for additional readings and information.**

**Learning Experiences and Teaching Methods:**

Course objectives may be met through individual study using suggested resources, active involvement in formal and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

- **WebEx** will be used for formal and informal exchange of ideas.
- **Discussion assignments** are provided to enhance student learning and engagement. **Grading Rubrics** for expectations are provided.
- **Wikis** are an online collaborative effort in the eLine learning environment. These assignments differ from Discussion Post assignments. Students should edit actual Wiki pages rather than leave comments on existing content. Comments written in the ‘comments’ section will not count as participation in the Wiki. You must actually edit the Wiki page itself to receive credit. The professor can see all contributions, deletions and page edits on the wiki. The student is encouraged to leave comments as a courtesy if information is deleted, but this will not be graded.
- **HESI case studies** are utilized to enhance student learning by applying content from the modules to an actual patient scenario. You should receive your access code and information during eLine orientation. Instructions for submission are included in the assignment details in the Learning Management System (LMS).
As eLine is an online learning environment students are expected to log-in to the LMS at least daily. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations. Students are expected to act in a professional manner and are accountable for their behaviors and learning.

**Student Responsibilities**

1. eLine is an on-line learning environment. Students are expected to log into the LMS and check announcements and emails at least daily. Web course and lecture/learning materials are located on the course website.

2. Students are expected to respect the learning rights of all others in the online learning environment. Communications should follow the basic rules of netiquette.

3. Cell phones and pagers are to be turned off or put on vibrate during campus labs and clinical.

4. No children are allowed in campus labs or clinical at any time.

5. Students are expected to complete all required reading. As a 6-credit course, it is expected that students will spend at least 8-12 hours of independent study and preparation each week in addition to assignment and assessment time. Preparation includes assigned reading, review of appropriate anatomy, physiology, and pathophysiology, and review of assessment of appropriate body systems. **Students are held accountable for content from previous and concurrent courses. Questions related to content from previous or concurrent coursework may appear on quizzes or examinations.**

6. While printing of course materials is allowed, be mindful that the content is copyrighted through TAMUCC and the adopted text is for personal use only. No content may be shared or disseminated in anyway, including via facebook, you tube, or other social media. Clinical examples cannot be recorded due to patient confidentiality and HIPAA regulations.

7. Only the final overall grade will be rounded.

8. The student is responsible to have the correct system requirements as outlined on the eLine homepage.
**Class Policies**
Completion of NURS 4670 requires the successful completion of both theoretical and clinical components of the course. Students must pass clinical to pass the class. If a student fails clinical, he/she will receive an F in the course, regardless of the theory grade.

In order to pass Nursing 4670, the student must achieve the following:

1. |
   | Assignments | 35% |
   | Quizzes     | 45% |
   | Management of Care HESI Exam | 20% |
   | Comprehensive HESI Exam       | Pass |
   | Total                    | 100% |

2. In calculating the final grade, only the final overall course grade will be rounded.
3. Completion of the HESI (Health Education Systems Inc.) Management of Care Exam that counts as 20% of the course grade. This is a comprehensive exam that covers all of the leadership content. Content from previous courses may be on this exam.
4. All required clinical paperwork and any additional assignments required by clinical faculty.
5. A program comprehensive HESI exam will be administered as a part of the clinical component of this course. Successful completion of the clinical component of this course requires students to complete the comprehensive HESI exam with a passing score. The passing score is set by the CONHS.
6. A grade of "pass" on the Clinical Evaluation Tool used for the clinical component of the course. Must be submitted to course faculty in order to receive a grade.

**Grading scale for Texas A&M University-Corpus Christi, College of Nursing & Health Sciences is:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>83-89</td>
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<tr>
<td>C</td>
<td>75-82</td>
</tr>
<tr>
<td>D</td>
<td>65-74</td>
</tr>
<tr>
<td>F</td>
<td>0-64</td>
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</table>
Clinical Objectives:

1. Function in the role of the charge nurse and/or team leader.
   1.1. Analyze the charge nurse/team leader position.
   1.2. Analyze the relationship between the charge nurse/team leader and all other unit staff.
   1.3. Analyze the relationship between the role of the charge nurse and/or team leader and system administrators.
   1.4. Analyze resource utilization and its relationship to patient outcomes
2. Demonstrate the ability to manage the care of a group of patients equivalent to a 4-5 patient workload by the end of the course.
   2.1. Delegate appropriate tasks to Unlicensed Assistive Personnel (UAP)
   2.2. Organize care for a group of patients
   2.3. Prioritize care activities across a group of patients
   2.4. Safely provide care for the assigned patients.
3. Identify leadership behaviors of the professional nursing staff that promote optimal team outcomes.
   3.1. Analyze leadership behaviors of team members
   3.2. Apply appropriate leadership behaviors during the clinical experience.
4. Demonstrate professional behavior and accountability
   4.1. Conduct self in a professional manner at all times
   4.2. Demonstrate accountability for nursing care and behavior
   4.3. Apply relevant theory to nursing practice
   4.4. Contribute actively to the clinical conference

Clinical Information & Policies:

Satisfactory completion of NURS 4670 requires the successful completion of both the clinical and theoretical components of the course. Because professional behavior is a critical component of this course, students must demonstrate their ability to delegate and work with others in the coordination of care for a group of patients. Students who arrive at the clinical site without a Texas A&M University-CC nametag and appropriate dress will be sent home to change or get their school nametag.

Preparation for clinical practice is required. Clinical performance is graded pass/fail and is evaluated on the basis of written course and clinical objectives.

This course includes a clinical laboratory experience in which students are expected to apply leadership, management, and care coordination principles to the management of a group of patients. Student activities will be supervised by clinical faculty.

- Students must attend all clinical days to receive a grade of passing to allow for appropriate assessment of student performance. Tardiness and absenteeism are considered serious breaches of professional behavior. In the event of an emergency,
the clinical instructor must be notified prior to beginning of clinical. Failure to do so will result in a grade of “Unsatisfactory” for the day.

- It is the responsibility of the student to be sure that all health records, immunizations, CPR certification and Hospital Orientation are current and on file. These are required by the University, the college, and the clinical facilities to insure the health of students and patients. Students who do not have Hospital Orientation, current immunizations, CPR certification, liability insurance, background checks, and urine drug screening on file will not be permitted to attend clinical until their file is up to date. The student will receive a clinical warning for every day clinical is missed related to the above, thus putting themselves at risk for failing clinical related to absences.

- Students in a precepted situation MUST provide the course professor with a tentative clinical schedule, preceptor name and contact information, location and unit information, and the preceptor agreement. All except for the agreement must be submitted PRIOR to starting clinical.

- Three “Unsatisfactory” grades will result in clinical failure.

- Students judged to be unsafe may be failed from the course at any time. Unsafe behavior may be demonstrated through the omission or commission of actions that may harm patients or unprofessional behaviors consistent with inappropriate clinical judgment.

- In the unusual circumstance that, in the instructor’s professional judgment, a student is not providing safe nursing care, the student will be removed from the clinical setting. If this deficit cannot be remedied in the given clinical time with available faculty supervision, the student will receive a grade of “F” in the clinical. If a student fails clinical, he/she will receive a grade of “F” in the course, regardless of grades earned in other course assignments.

- There is often an opportunity for students in 4670 to assist more junior students with simulation activities. This should be considered a privilege and may require preparatory and/or follow up work. Participation in simulation is at the discretion of the clinical faculty.

- The Clinical Evaluation is done mid-clinical and post clinical and should include an evaluation of your progress in meeting your learning goals. Due dates for submission of clinical paperwork will be decided and announced by the clinical faculty. Late clinical assignments may not be accepted and may result in clinical failure for the entire week (two days).
Academic Honesty
Students are held responsible for the information given in the current catalog and student handbook. Students are asked to take special note of the University penalties associated with academic dishonesty. All work handed in by students must be their own work. Extracts, quotes or ideas presented by others must be acknowledged and properly referenced. Group work is held to the same standards of honesty. Refer to APA Manual for the proper way to use and cite quoted material. University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

Plagiarism means to steal and pass off the work of another as one's own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! Wilson, p. 523)

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Examples of Academic Dishonesty
Caution: This list of behaviors is not inclusive of all possible violations. When in doubt about whether your actions may violate the Academic Honesty Pledge, please consult with your instructor.

Plagiarism:
1. In a paper or assignment, if you include material that you researched in a book, magazine, newspaper, and/or on the Web, you must cite the source.
2. You must cite the source in the BODY of the text AND in a Works Cited or Reference.
3. If you copy somebody's test answers, take an essay from a magazine and pass it off as your own, lift a well-phrased sentence or two and copy and paste them without crediting the author or using quotation marks, or even pass off somebody's good idea as examples of your own genius, you are committing plagiarism.
4. Plagiarism covers unpublished as well as published sources. This can mean borrowing another's term paper, handing in as one's work a paper purchased from an individual or off the Net, or submitting as one's own any papers from living group's, club's, or organization's files.
5. EVEN HANDING IN THE SAME PAPER IN MORE THAN ONE CLASS can be considered plagiarism. Always check with the instructor BEFORE doing this. Professors must cite themselves when writing up their research; you are held to the same standards as a "junior" researcher.

Other Forms of Academic Cheating:
These include, but are not limited to:
1. Consultation of textbooks, library material, or notes in examinations where such materials are not to be used during the test;
2. Consultation of cell phone text messages, PDA’s, programmable calculators with materials that give an advantage over other students during an exam;
3. Use of crib sheets or other hidden notes in an examination, or looking at another student’s test paper to copy strategies or answers;
4. Having another person supply questions or answers from an examination to be given or in progress;
5. Having a person other than oneself (registered for the class) attempt to take or take an examination or any other graded activity. In these cases all consenting parties to the attempt to gain unfair advantage may be charged with an Academic Honesty Pledge violation;
6. Deliberate falsification of laboratory results, or submission of samples or findings not legitimately derived in the situation and by the procedures prescribed or allowable;
7. Revising and resubmitting a quiz or exam for regarding, without the instructor’s knowledge or consent;
8. Giving or receiving unauthorized aid on take-home examinations;
9. Facilitating academic dishonesty: intentionally or knowingly helping or attempting to help another to violate the Academic Honesty Pledge;
10. Signing another student’s name on attendance sheets, rosters, scantrons;
11. Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate or knowing concealment or distortion of the true nature, origin, or function of such data or evidence;
12. Procurement and/or alteration without permission from appropriate authority of examinations, papers, lab reports, or other academic exercises, whether discarded or actually used, and either before or after such materials have been handed in to the appropriate recipient; and
13. Collaborating with others on projects where such collaboration is expressly forbidden, or where the syllabus states the default being one’s own work.
Student Course Evaluations: Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. Please be assured that this information is secured and not released until after grades are submitted. In order to garner reliability and validity, the College must have representative data from the student population. That representation based on the literature has been set at 75%.

All nursing courses require a 75% return of evaluations from the entire class before final grades are released. The College is anticipating that students will thoughtfully participate in the evaluation process, which will assist the faculty with the growth of the specific tracks within the CONHS. A link to evaluations will be available on BlackBoard toward the end of the semester.

Mary Jeff Bell Library: There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

Center for Academic Achievement (CASA): The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

Grade Appeals: As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he/she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, please see University Rule 13.02.99.C2, Student Grade Appeals Procedures. These documents are accessible through the University Rules web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall, Room 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*SACs requirement

Quizzes in blackboard will be administered using Respondus Lockdown Browser. Instructions and the link for download are available in the course in blackboard. The Texas A&M University Corpus Christi: TAMUCC College of Nursing and Health Sciences Student Handbook is available online. The handbook and syllabus should be reviewed before signing the receipt form.

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. **It is the student's responsibility to keep abreast of course announcements.** Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.
The following receipt form must be signed before within the first week of classes. You may print, sign, scan, and email it to your instructor via blackboard.

Student Handbook Receipt & Statement of Syllabus Understanding Form

I have reviewed a copy of the College of Nursing and Health Sciences Student Handbook and the course syllabus for eLine NURS 4628. I have been provided an opportunity to clarify questions. I am aware that I may review a copy of any subsequent year handbooks by requesting one at the beginning of the respective college year in the College of Nursing and Health Sciences at the Office of the Dean. Receipt form must be signed and submitted to the course faculty. I understand the expectations set forth in the course syllabus and the CONHS Student Handbook.

__________________________
Student Name(Print)

__________________________  __________
Signature of Student          Date
<table>
<thead>
<tr>
<th>Date</th>
<th>AONE Competency</th>
<th>Class Topic</th>
<th>AACN Essentials</th>
<th>BON Differentiated Educational Competencies</th>
<th>Text Chapter Readings</th>
<th>Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – June 2nd (1st Class Day)</td>
<td></td>
<td>Clinical Practice: Legal &amp; Ethical Delegation</td>
<td>1.6, 2.1, 5.2, 5.9, 8.1, 8.10, 8.12</td>
<td>1A, 1B, 2E, 2H, 3A, 3B, 3F, 4C, 4F, 4G</td>
<td>4, 5, 20</td>
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<tr>
<td>3 – June 16</td>
<td></td>
<td>Quality and EBP</td>
<td>2.6, 2.9, 2.11, 9.9, 9.11</td>
<td>1B, 2A, 2C, 2E, 3B, 4A</td>
<td>23</td>
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<tr>
<td>4 – June 23</td>
<td></td>
<td>Delivery Models: Staffing &amp; Organization of Patient Care</td>
<td>2A, 2C, 2D, 4A, 4C, 4D</td>
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<td>14, 17</td>
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<tr>
<td>5 – June 30</td>
<td>Module 2: Leadership and Professionalism</td>
<td>Advocacy &amp; Policy</td>
<td>2.11, 5.1, 5.8, 5.11, 5.12, 6.6, 7.12</td>
<td>1B, 1C, 2B, 2E, 4A, 4B</td>
<td>6, 13, 22</td>
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<tr>
<td>6 – July 7</td>
<td>Theory, Decisions, &amp; EBM</td>
<td>1.7, 3.1</td>
<td>1B, 1C, 2A, 2C, 2D, 2H, 4A, 4G</td>
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<td>1, 2, 3, 18</td>
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<td></td>
<td>Systems, Complexity &amp; Change</td>
<td>1.8, 2.3, 2.12, 9.11, 9.22</td>
<td>1B, 1C, 2H, 4A, 4D</td>
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<td></td>
<td>Personal and Career</td>
<td>1.9, 8.2-4, 8.6-7, 8.13-14</td>
<td>1B, 1D, 2A, 3A, 3D, 3E</td>
<td></td>
<td>9, 11, 15, 24</td>
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*The material and dates identified in the Class Schedule are subject to change.*

- Introduction Discussion
- Syllabus Agreement – submit via BB email to Professor
- Leadership HESI CS – Due: June 11
- NPSG Discussion Board – Due: June 18
- Suggested: Remaining Management HESI Case Studies
- Managing Multiple Patients with Pain Quiz Assignment
- Delegation Assignment
- Staffing Assignment – Due: July 1
- Module Quiz – Due: July 3
- Letter to Legislator – Due: July 10 (May start clinical after week 5)
- Leadership Theory Essay
- Elevator Speech Discussion Assignment
- Resume Assignment – Due: July 15
- Module Quiz – Due: July 17
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Topics</th>
<th>References</th>
<th>Credits</th>
<th>Due Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 - July 14</td>
<td>Module 3: Communication and Relationships</td>
<td>Organizational Structure</td>
<td>2.4</td>
<td>2D, 2H</td>
<td>7, 12</td>
<td>Organizational Chart Assignment Due: July 22</td>
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<td></td>
<td></td>
<td>Teamwork and Collaboration</td>
<td>1.5, 2.2, 2.7, 5.10, 6.1-5, 7.7, 8.8, 9.4</td>
<td>1B, 1C, 2C, 2E, 2H, 3B, 4A-C, 4G,</td>
<td>16, 19, 21, 25</td>
<td>Communication Scenarios Discussion Board Communication Quiz Assignment Due July 29 Module Quiz Due: July 31</td>
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<td>8 - July 21</td>
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<tr>
<td>9 - July 28</td>
<td>Module 4: Business Skills Wrap Up</td>
<td>Finance and Economics</td>
<td>2.11, 5.1, 5.3, 5.6, 7.13</td>
<td>2A, 2C, 2D, 2H</td>
<td>10</td>
<td>Schedule Leadership HESI IT Discussion Due: August 7</td>
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<tr>
<td></td>
<td></td>
<td>Information Management &amp; Technology</td>
<td>4.2-12</td>
<td>2B, 2E, 4E</td>
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<tr>
<td>10 - August 4</td>
<td></td>
<td>Disaster Management</td>
<td>7.9, 9.20</td>
<td>2E, 3C</td>
<td></td>
<td>Leadership HESI Due August 7th (Testing will occur on August 6th from 1-3 and 3-5 if interested)</td>
</tr>
<tr>
<td>Last class Day</td>
<td></td>
<td>Life Long Learning and Succession Planning</td>
<td>8.6</td>
<td>1D</td>
<td></td>
<td>Schedule Clinical Comprehensive HESI sometime near the end of clinical</td>
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</tbody>
</table>