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# BSN Pre-Licensure Orientation



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# WELCOME & PRAYER



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I am a nurse...



- **Dean of College of Nursing & Health Care Professions**
  - Dr. Lisa Smith, PhD, RN, CNE
- **Associate Dean of Pre-Licensure Nursing**
  - Trina Staton, MSN, RN
- **Director of Lab & Simulation**
  - Vanessa Slaughter, MSN, RN
- **Director of Clinical Operations**
  - Heather Ziemianski, MBA, MSN, RN
- **Director of Academic Excellence**
  - Zachariah Mikutowicz, MBA, MSL



- **NCLEX Success Manager**
  - Amy Leach, MSN, RN
- **Undergraduate Program Manager**
  - Kurt McDonald, MBA
- **Program Coordinator**
  - Milana Chung, MBA
- **Administrative Assistant**
  - Robyn Poynter



- **Clinical**
- **Lab**
- **Didactic**
  - Level 1
  - Level 2
  - Level 3
  - Level 4



- **Lab – “Welcome Song”**

**Welcome to the skills lab, we’re really glad you’re here  
We’re always full of happiness and joy and love and cheer  
So if you’re ever feeling bad or sad and sick and blue  
Just come right up and we will sing this joyful song for you**

**Because we’re happy, so very happy  
We’ve got the love of Jesus in our hearts  
Oh yes, we’re happy, so very happy  
We’ve got the love of Jesus in our hearts**



- **Lab – “Six Rights Song”**

**Right patient, right drug, right dose, right route, right time, right documentation**

**Right patient, right drug, right dose, right route, right time, right documentation**

**Three times you’ll hear me say, and I’ll pass my PBA**

**Right patient, right drug, right dose, right route, right time, right documentation**

**Now FASTER!!!**





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# OFFICE OF FIELD EXPERIENCE



- The Office of Field Experience (OFE) offers support to students who have clinical experiences
- Students will have clinical experiences in Levels 1-4
- Each student will be assigned a Field Clinical Counselor
  - Assists students with required procedures & documentation prior to starting clinical experiences



- All nursing students are required to provide immunization documentation & keep it up to date
- Your Field Clinical Counselor will provide relevant information & procedures prior to clinical experiences.
- Failure to comply will result in clinical restricted status (not allowed to go to the site), which can result in clinical/course failure



- Students will be using My Clinical Exchange (mCE)
- Completing mCE requirements is mandatory
- Failure to complete mCE requirements will prevent access to the clinical site, which will affect clinical grades & can result in clinical/course failure
- Be proactive & work with your Field Clinical Counselor to complete required steps & documentation prior to the established deadline (Clinical Ready!)



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# STUDENT SERVICES COUNSELORS



- Students are expected to work with their Student Services Counselors (SSCs) in order to be financially cleared, scheduled, & ready to start prior to each semester
- Includes completion of all required forms & documents in a timely manner
  - Application and Forms, if applicable
    - FAFSA
    - Verification documents
    - Payment plan setup
  - Housing
  - Any additional requirements not listed



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# LEVEL 1 OVERVIEW



Level 1	NSG-300, Foundations of Nursing Practice	4
	NSG-300C, Foundations of Nursing Practice Clinical	2
	NSG-310, Introduction to Professional Nursing	3
	NSG-316, Health Assessment	4
	NSG-318, Nursing Pharmacology	3





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# CLINICAL/LAB EXPECTATIONS & PROFESSIONALISM



- Get some rest
- Be on time
- Be professional
- Know the dress code
- Eat breakfast
- Stay hydrated
- Stay positive
- Stay engaged
- Be prepared
- Practice self-care



- Know your policies!
  - Lab, Simulation, and Clinical Safe Practice Guidelines
  - Bodily Fluids Exposure and/or Injury During Field Experiences
  - Communicable Disease Policy
  - Clinical & Lab Attendance and Participation Policy
  - Clinical, Lab, and Simulation Tardy Policy
  - Immersive Simulation Confidentiality and Ground Rules
  - Policy for Student Substance Screening
  - Clinical Restriction Policy



- Appropriate clinical attire is required for skills labs, simulations, and direct patient care clinical rotations
- Make sure to review the Guidelines for Undergraduate Field Experiences for Professional Dress and Behavior expectations
- Uniforms can be ordered from purchased at the Lope Shop on campus or through Apparel Pro at:  
<http://www.apparelprousa.com/gcu/>



[Immersive Simulation Video](#)



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# ADDITIONAL POLICIES & PROCEDURES



Every student is responsible to know & adhere to:

- Standard GCU policies, as outlined in the [University Policy Handbook](#)
- Classroom policies
- Clinical site policies & field experience guidelines.

Tip: Policies & guidelines located in the **Guidelines for Undergraduate Field Experiences Manual** can be found on the [CONHCP site](#).

- Chain-of-Command



## Students:

- Will be accountable for the grade earned; faculty will not round scores up
- Must pass each course with a score of 76% or higher
- Course exam average must also be 76%
- Must successfully pass performance-based assessments & med-math assessments at each level in order to progress in the program

Our obligation is to produce **safe, effective, ethical** nurses & to protect the public from harm





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**BREAK!!!**



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# Time Management



# Become a Planner or Buy One!!

- Month- Week- Day at a glance and room for details!
- Start with a week
  - Plot all the things you actually do in the week
  - Get detailed – Eat, Sleep, Church, Exercise



# Pull Out a Piece of Paper

- Write everything down that has a “time to do” it.
  - Church
  - Breakfast
  - Work\*
  - Class
  - Sleep



# Make a Study Plan

- Use your syllabus/assignments in Loud Cloud and plot your study
  - Reading
  - Review and rewrite notes
  - Make drug cards/ terminology or skill flash cards
  - Review case studies
  - Skills practice (add practice lab to your calendar!)
  - Group study
  - Quizzing
  - Assignments



# Not a Planner?

- Find great tools and tips at:  
[www.studygs.net](http://www.studygs.net)
- Study in blocks of time that work **best for you** (30-50min) with small frequent breaks
  - Snack
  - Hydrate
  - Quick exercise
  - Relaxation or Meditation
- Schedule how long your break is going to be and hold yourself to it!



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# Study Tips



# How to Survive Nursing School

- Figure out what kind of learner you are
  - Take an assessment (VARK)
  - Find tools that help you learn to meet your needs
  - Use the resources that are offered in the book bundles
    - They are FABULOUS and selected to help you be successful



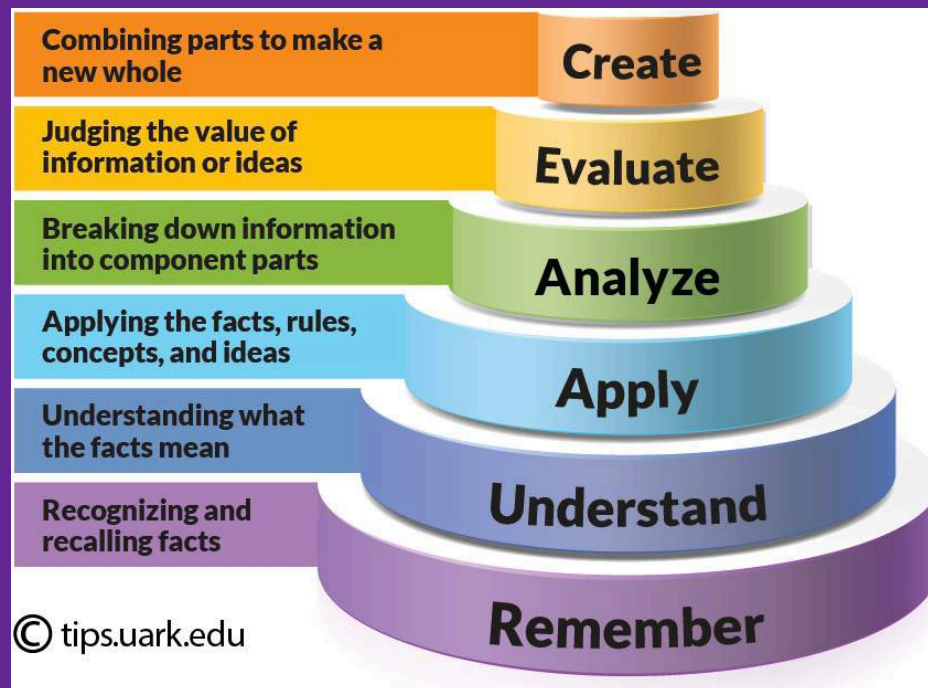


# Set Yourself Up for Success

- Study space & environment
  - Limit the distractions
  - Turn off the cell phone alerts
  - Silence the devices
  - Calls/text can be returned during break time
  - Schedule social media time!
- Prioritize your assignments
  - Those papers that take the longest may need several slots on your schedule
  - Plan ahead and work in small chunks



# Why is Nursing School Different?





# Your Study Plan

- Include application level learning activities
  - Case studies
  - Concept mapping- thinking like a nurse
  - Discussion about the “why” and the “what ifs”
  - Quizzing



# Review BEFORE Class

- Take time before your class to review the chapters/topics prior to arriving
- This is a quick first review to familiarize yourself with the topic
- You will find you are able to engage in the discussions in class better and prime your brain to take in important points, examples



# Review AFTER Class

- Once class has ended, take a few minutes to jot some notes down
- Summarize what you learned
  - Use NURSE THINK NOTES for this!!
- Write questions down
  - this is the **first place you will start** when you sit down to do more thorough study
- Use office hours or the individual forum in Loud Cloud to clarify anything from the instructor



GCU Discount Code  
for Nurse Think Notes:  
GCU2019



# Progress NOT Perfection

- Procrastination usually comes when it seems too big or too hard
- Get “stage one” - the first part done!
- Form a rough draft
- If you start early, it will give you time to contemplate, plan, and revise your approach!



# Remediation

- Be intentional with your studies
- Quiz and monitor your progress- Fix what is “broken”
- Ask yourself “Why did I get that wrong”
- Self Awareness and Analysis is a vital strength in nursing
- How can I improve?



# Build Recovery Time Into Plan

- Nursing school is stressful and challenging
- Make sure you take time to take care of YOU
- Managing stress is a large part of being successful in the program
- More about this to come later....





# If You are Struggling

- There are times when you may need some help
- Instructor Office Hours
- ACE and student LEADs
- Join a study group
- Spiritual Life
- Student Care

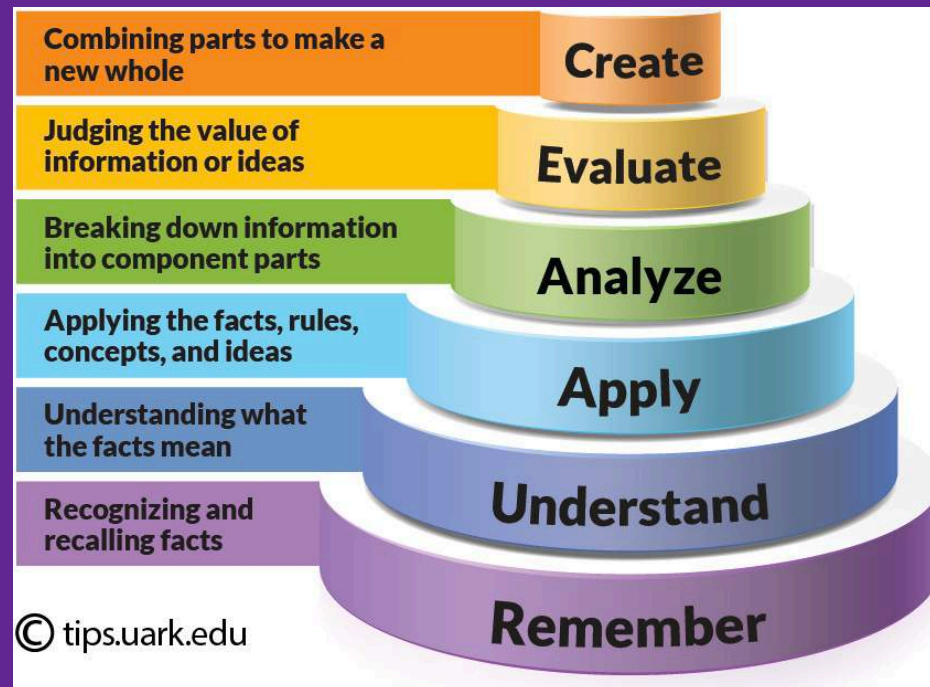


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# Test Taking Strategies



# Why Are Nursing Exams so Different?





# Basic Strategies

- Read **every** word in the question
- Determine specifically **what the question is asking**
- Focus **only** on the **information** in the question
  - You do not have permission to re-write the exam
- Look for the **strategic words** or phrases in the question
  - First
  - Immediate
  - Initial
  - Best
  - Priority



# Priority Things to Ponder

- Think about ABCs and Maslow's Hierarchy of Needs when answering questions
  - Airway/Oxygen/Breathing
  - Physiologic first, then Psychosocial
  - Actual before Potential
- Safety Risks or Concerns
- Chronic versus Acute
- Invasive versus Non-Invasive
- It is rarely Never or Always!



# Do NOT CHANGE Your ANSWERS!

- Your first instinct is usually BEST
- Follow good testing practices and make a decision
- Stick with your decision
- Move on
- The only time it is OK to change an answer
  - If you re-read and find a new meaning to the question
  - Realize you have read the answer incorrectly and it changes the meaning
- Remember: MOST changed answers end up with a lower test score!!





# Select All That Apply

- How do you approach SATAs?
  - All can be true
  - At least but maybe only 1 is correct
  - Treat it like a True/False
  - Each answer stands alone
  - No partial credit

These are often higher level questions that are more discerning and require critical thinking to answer.



# Let's Try a Few....

## Remembering or Understanding

The functional units of the musculoskeletal system are the:

- a. Joints.
- b. Bones.
- c. Muscles.
- d. Tendons.

**ANS: A**

Joints are the functional units of the musculoskeletal system because they permit the mobility needed to perform the activities of daily living. The skeleton (bones) is the framework of the body. The other options are not correct.





# Try this one....

Remembering or Understanding

The projections in the nasal cavity that increase the surface area are called the:

- a. Meatus.
- b. Septum.
- c. Turbinates.
- d. Kiesselbach plexus.

ANS: C

The lateral walls of each nasal cavity contain three parallel bony projections: the superior, middle, and inferior turbinates. These increase the surface area, making more blood vessels and mucous membrane available to warm, humidify, and filter the inhaled air.



# Here is another....

## Applying or Analyzing

The nurse has implemented several planned interventions to address the nursing diagnosis of acute pain. Which would be the next appropriate action?

- a. Establish priorities.
- b. Identify expected outcomes.
- c. Evaluate the individual's condition, and compare actual outcomes with expected outcomes.
- d. Interpret data, and then identify clusters of cues and make inferences.

ANS: C

Evaluation is the next step after the implementation phase of the nursing process. During this step, the nurse evaluates the individual's condition and compares the actual outcomes with expected outcomes



# One last one...

## Applying and Analyzing

The nurse begins the mental status examination on a client after an automobile accident and finds that the patient has dysarthric speech and is lethargic. The nurse's best approach regarding this examination is to:

- a. Plan to defer the rest of the mental status examination.
- b. Skip the language portion of the examination, and proceed onto assessing mood and affect.
- c. Conduct an in-depth speech evaluation, and defer the mental status examination to another time.
- d. Proceed with the examination, and assess the patient for suicidal thoughts because dysarthria is often accompanied by severe depression.

ANS: A

In the mental status examination, the sequence of steps forms a hierarchy in which the most basic functions (consciousness, language) are assessed first. The first steps must be accurately assessed to ensure validity of the steps that follow. For example, if consciousness is clouded, then the person cannot be expected to have full attention and to cooperate with new learning. If language is impaired, then a subsequent assessment of new learning or abstract reasoning (anything that requires language functioning) can give erroneous conclusions.



# A GIFT FROM LEVEL 2 STUDENTS:



1. **Use Elsevier resources** for your book- key points, practice questions for each chapter
2. **One grade does not define you-** professors are there to help you. Ask questions
3. **Make concept maps of material** (this was mentioned by more than one student)
4. Read assigned readings **before class**, stay caught up ( most of the students mentioned this as essential.)
5. Prioritize your time, do not procrastinate. **Good time management. Buy a planner**



# A GIFT FROM LEVEL 2 STUDENTS:



1. Take notes in class by hand and don't use the computer for notes- better learning
2. Take notes directly on the PowerPoints and cross reference with material in the book. Do not take notes mindlessly by copying off of the PowerPoints.
3. Study in chunks of time every day. Review after class
4. Finish all assigned EAQs- takes notes on questions you got wrong. Create EAQ quizzes but don't just move on if you miss a question. Look it up in your book.



# A GIFT FROM LEVEL 2 STUDENTS:



1. Exam questions require knowledge from level I and level II, apply knowledge from anatomy and physiology. Everything in the body is related so make connections.
2. Listen intently in class. If you actively listen you may pick up hints from your professor about the material
3. Go to the Explore Mores
4. Eat a good breakfast and bring snacks for breaks
5. Understand the nursing responsibilities with each topic
6. Choose patients in clinical with diseases you are studying.



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# COURSE MATERIALS TEXTBOOKS & LEARNING MATERIALS



- [SharePoint Calendars](#) are distributed via email (*my.gcu.edu* email accounts) one month prior to the semester start (*subject to change – check frequently*)!!!
- Theory classes
- HESI Content exams occur outside of regular lecture schedule (*excluding level 4*)
- Clinical courses
  - Skills labs
  - Simulations
  - Clinical rotations
- Lab/Simulation times are variable. Please reference your cohort calendars for roster information ([link](#))





# Textbooks & Learning Materials

- Course materials such as the syllabus, assignment information, additional resources, & clinical paperwork are found in LoudCloud, the GCU learning management system (LMS)
- Faculty contact information & announcements will also be posted in LoudCloud
- Remember to post in **All** courses: Didactic, Clinical & Immersive Simulation
- Students are encouraged to purchase course materials approximately one month prior to the term or once Calendars, Books and Success Plan email notification is received. Being proactive will prevent delivery or access delays



# Textbooks & Learning Materials

- Required course materials are provided within the Calendars, Books and Success Plan email notification sent prior to the term. Textbooks can also be found on the [Canyon Connect page](#)
- The publisher Elsevier offers book bundles for each level; bundles may include a print text copy, a digital copy, or both
- Elsevier textbooks also come with codes to access additional content for that title, such as practice questions, or interactive media
- Elsevier resource access codes are distributed by faculty once available
- Textbooks & materials from other publishers are **NOT** included in the Elsevier bundles & must be purchased on their own



Evolve Support:

1-800-222-9570 or [evolvesupport.elsevier.com](http://evolvesupport.elsevier.com)

MAKE SURE to get a ticket #



- Lab Kits:
  - Main Campus Cohorts - Available for pick-up starting First Week of Class at the GCU Lope Shop on main campus. (Photo ID required)
  - Boswell Cohorts – Distributed at our Boswell campus during First Week of labs
- As students progress to each level, the required supplies will be distributed for those classes
- Students will also have access to practice lab sessions; the schedule will vary by site & by term, but Practice Lab is available to all students in all levels (you can attend both main campus and/or Boswell campus)
- Students are strongly encouraged to take advantage of Practice Lab sessions. These allow you to practice in a low-stakes, high-value environment



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**BREAK!!!**



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Know your resources!

**RESOURCES FOR SUCCESS**



Methods to be successful throughout your program:

- Develop a plan to use all your resources
- Find the NCLEX Test Plan - this is your study guide for NCLEX!
  - [www.ncsbn.org](http://www.ncsbn.org)
  - 2016 NCLEX-RN Detailed Test Plan- Candidate Version
  - Client Needs



- HESI – Health Education Systems Inc.
- Standardized Exam
  - Fundamentals
  - Mid-Curricular Exam
  - Medical Surgical
  - Maternal Health
  - Pediatrics
  - Pharmacology
  - Exit (Predictor)
  - CAT (Dress rehearsal for NCLEX)
- **HESI Remediation & Rationales** – Included with the exam and highly recommended





- Preparation for HESI:
  - HESI Case Studies
  - HESI Patient Reviews
  - HESI Practice Tests
  - Elsevier Adaptive Quizzing
- Other tools:
  - Simulation Learning Systems
  - Clinical Skills for Nursing Videos



- Resources on campus:
  - Explore Mores
  - Close-the-Loop Sessions
  - Academic and Career Excellence Centers (ACE)
    - CONHCP = Roadrunner Apts.
  - Faculty Office Hours
  - NCLEX Success Manager (Amy Leach)
  - Test Taking Strategies Clinic (Level 2)



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# Finding Balance & Self-Care

Donna Carlson, MSN, RN



# Lesson learned

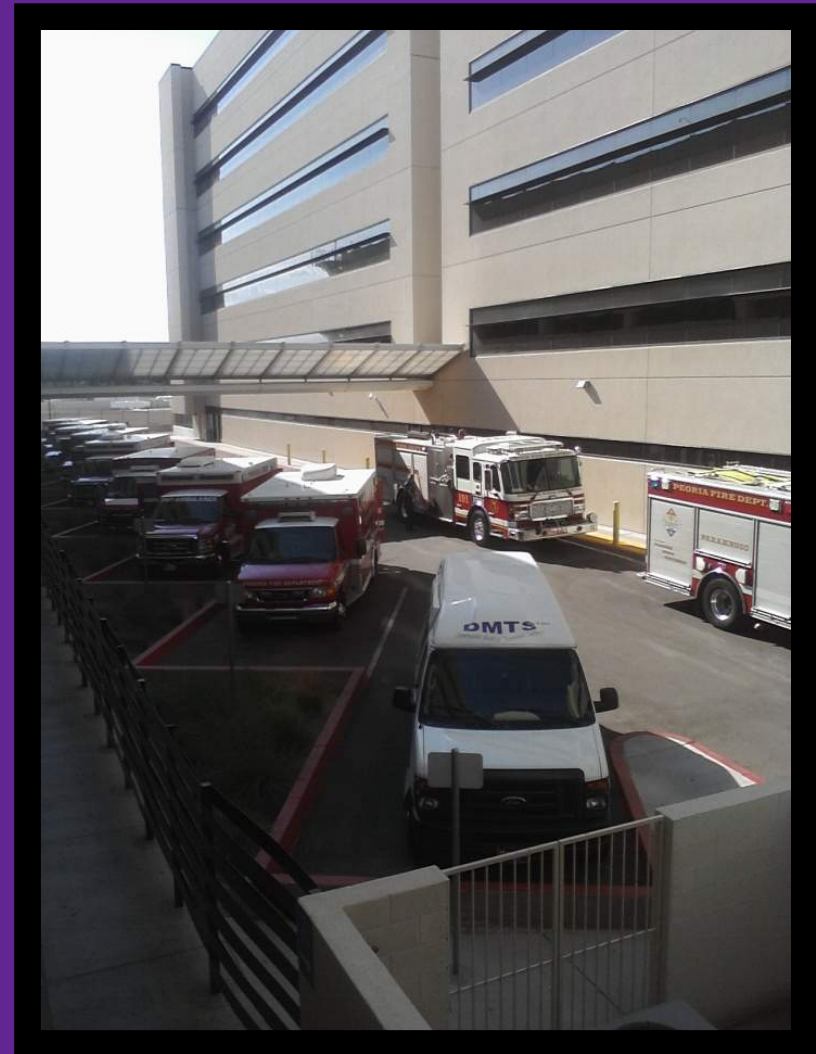
IT IS NOT SELFISH  
TO REFILL YOUR OWN CUP,  
SO THAT YOU CAN POUR INTO OTHERS.  
IT'S NOT JUST A LUXURY.  
IT IS ESSENTIAL.





# Learning to balance

- Balance needs with resources
- Time with demands
- “Give tank” can run dry
- Balance for fulfillment
- Health care can be draining
- Find a way to refuel





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# Balance check





# Out of balance

- Attention to detail starts to slack
- Short-tempered with others
- Lack of energy
- Sleep patterns are interrupted
- Lose or gain weight
- Look fatigued
- Leading a passionless existence



Ir



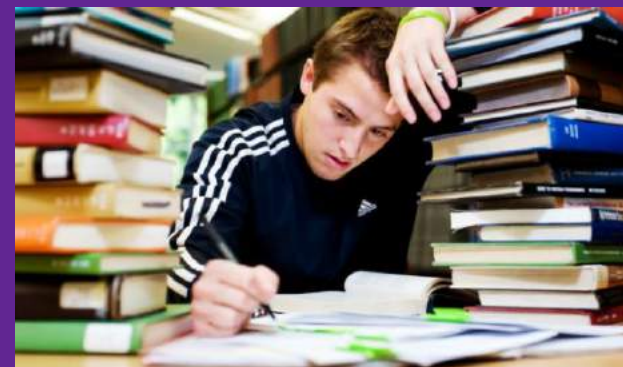
- Focused
- Accomplish more
- Able to work long hours effectively
- Maintain positive attitude
- Sleep well
- Manage schedule rather being managed by the schedule





# Nursing program stress

- Some studies suggest stress levels are higher for nursing students than those in medical school, social work, and pharmacology programs (Roberts, 2011)
- Many students are balancing full-time jobs, children at home, or caring for older parents
- Your stress is your priority, even if it's different from another student's situation





# Work-School-Life balance



- Eat right and exercise
- Adopt study habits that work for YOU!
- Remember it's a marathon, not a sprint
- Carve out 30 minutes a day for yourself
- Spend time with family and pets
- Remind yourself why you started!



# Rest or refuel

- Refuel
  - Be engaged
  - Stimulate your brain
  - Variety
- Trial and error
- Try new things
- Find what works for you





# FIND YOUR PASSION

- Develop a “joy list”
- Make life-giving activities a priority
- Allows you to get lost in the moment
- Fills your “give tank”
- Share your passion with others

SOME DAYS YOU GO TO  
THE GYM & EAT SALADS

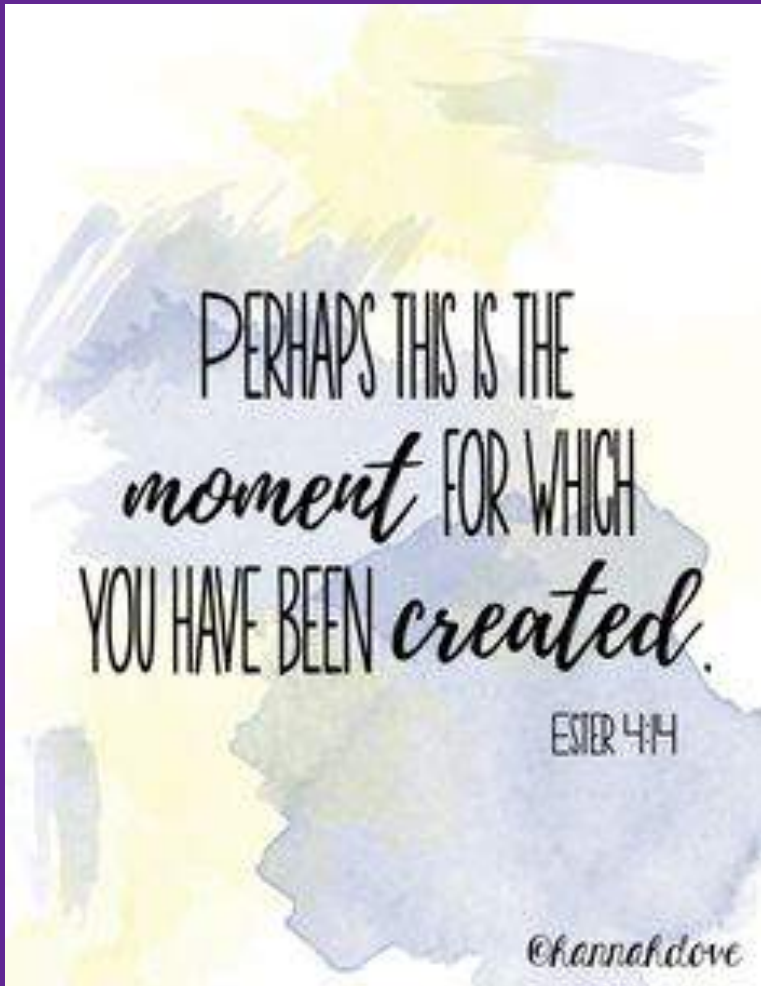
SOME DAYS YOU EAT  
CUPCAKES & PIZZA  
& WATCH NETFLIX

*it's called balance*





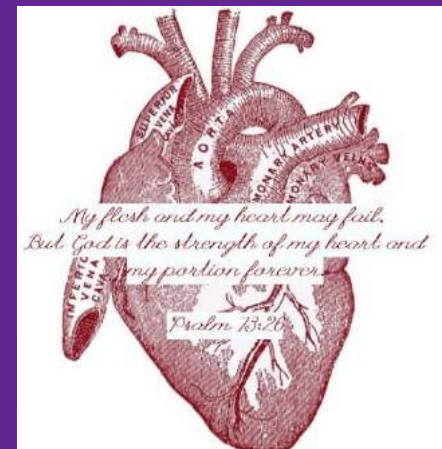
# You can survive and thrive!





# References

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# FACULTY PANEL



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# FOOD FOR THOUGHT





- Your program will present you with new challenges designed to help you grow into an elite, & highly valued profession. Stay positive & committed to achieving your goals!
- **Take 2 minutes**, reflect, & ask yourself... “Do I feel confident that I am fully prepared to start Level 1 of the program on 1/7/19? If not, what other questions do I need to ask *before* I leave today so that I can feel confident?”



## Questions After Today's Presentation

1. Please contact your Student Services Counselor (SSC) for any questions related to anything outside of the classroom (non-content related)
2. Please contact your faculty for classroom/content-specific questions



- Please follow the link below to share your feedback with us (*responses are anonymous*)!!!
- [http://survey.gcu.edu/CONHCP/successcourse\conhcp\\_orientation.htm](http://survey.gcu.edu/CONHCP/successcourse\conhcp_orientation.htm)



# CLOSING PRAYER & DISMISSAL

FOR MORE INFORMATION ABOUT OUR GRADUATION RATES, THE MEDIAN DEBT OF STUDENTS WHO COMPLETED THE PROGRAM AND OTHER IMPORTANT INFORMATION, PLEASE VISIT OUR WEBSITE AT [GCU.EDU/DISCLOSURES](http://GCU.EDU/DISCLOSURES). PLEASE NOTE, NOT ALL GCU PROGRAMS ARE AVAILABLE IN ALL STATES AND IN ALL LEARNING MODALITIES. PROGRAM AVAILABILITY IS CONTINGENT ON STUDENT ENROLLMENT. GRAND CANYON UNIVERSITY IS REGIONALLY ACCREDITED BY THE HIGHER LEARNING COMMISSION (800-621-7440; [HTTP://HLCOMMISSION.ORG/](http://HLCOMMISSION.ORG/)). IMPORTANT POLICY INFORMATION IS AVAILABLE IN THE UNIVERSITY POLICY HANDBOOK AT [HTTPS://WWW.GCU.EDU/ACADEMICS/ACADEMIC-POLICIES.PHP](https://www.gcu.edu/academics/academic-policies.php). GCU, WHILE RESERVING ITS LAWFUL RIGHTS IN LIGHT OF ITS CHRISTIAN MISSION, IS COMMITTED TO MAINTAINING AN ACADEMIC ENVIRONMENT THAT IS FREE FROM UNLAWFUL DISCRIMINATION. FURTHER DETAIL ON GCU'S NON-DISCRIMINATION POLICIES CAN BE FOUND AT [GCU.EDU/TITLEIX](http://GCU.EDU/TITLEIX) THE INFORMATION PRINTED IN THIS MATERIAL IS ACCURATE AS OF JANUARY 2019. FOR THE MOST UP-TO-DATE INFORMATION ABOUT ADMISSION REQUIREMENTS, TUITION, SCHOLARSHIPS AND MORE, VISIT [GCU.EDU](http://GCU.EDU).

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