Faculty Development Plan

Teaching

Philosophy:

My educational philosophy is founded on the following three beliefs: truth is eternal, everyone is a child of God, and true education changes who we are, not just what we know. As an educator, I seek to provide students with significant learning experiences that build their faith and knowledge, increase their empathy and love towards others, and help them seek to follow the Savior’s perfect example. I believe in taking an educational approach that promotes active learning and incorporates the latest evidence based practice with spirituality.

Strengths:

1. I’m an approachable person that is open to feedback from students
2. I’m organized and am comfortable utilizing technology to help promote learning in my courses
3. I have high expectations of myself and am well prepared for each lecture

Weaknesses:

1. My foundation of knowledge regarding classroom pedagogy is currently limited
2. I need to improve my ability to construct test questions that will effectively assess student learning
3. I have difficulty structuring my lectures in ways that promote active learning in the classroom

Goals:

I want to effectively share my passion for psychiatric nursing and impart the importance of being an excellent care provider. In the classroom, I will use varied teaching techniques to actively engage my students in the learning process. I will constantly update my teaching material to ensure that I’m teaching the latest information. I will utilize examples from my clinical practice to help students learn how to effectively apply this information. In clinical, I expect my students to exhibit professionalism, respect, accountability, and caring. I will also model these same characteristics in my interactions with students, staff, and patients.

Plans:

1. Spend at least half an hour weekly reading about educational practices that can promote active learning and critical thinking.
2. Incorporate new educational practices into my courses that will promote active learning and provide opportunities to develop critical thinking skills.
3. Continue to stay current with the latest research on communication and mental health nursing and keep my lectures updated.
4. Over the next year, I will read two books on test writing
5. Pursue a doctorate of nursing practice degree starting in the fall of 2015.

Citizenship

Strengths:

1. I work well with others and am able to effectively perform in both leadership and non-leadership roles
2. I am dependable and will complete assigned tasks

Weaknesses:

1. I have had little leadership experience in professional organizations
2. I am inexperienced at serving in college councils

Goals:

I want to be have a positive impact on Brigham Young University’s College of Nursing and the nursing profession. I will actively serve on committees within the College of Nursing and will seek to develop positive relationships with other faculty members. I plan on being involved in professional nursing organizations within my specialty and will pursue projects that will positively contribute to the nursing discipline. I was recently inducted into the Iota Iota chapter of Sigma Theta Tau and am serving on the board as a Membership Ambassador. I am planning to create a bi-monthly newsletter for our chapter to recruit former chapter members, involve STTI members in the community, and improve the retention of our current members.

Plans:

1. Serve on my assigned committees within the College of Nursing
   a. Recognition and Events Council
   b. Scholarly Works and Contribution to the Discipline Council
2. Create a bi-monthly STTI newsletter for the Iota Iota chapter
3. Continue membership in psychiatric nursing associations
4. Continue membership in nursing education associations

Contribution to the Discipline

Strengths:

1. I am an experienced clinician
2. I have served as a mentor for both undergraduate and graduate nursing students
3. I care about the nursing profession and the promotion of health

Weaknesses:

1. I have never done a podium presentation at a conference
2. I do not have any journal publications
3. I need to improve my writing skills

Goals:

I want to develop educational practices that will help students achieve future longevity, satisfaction, and success in the nursing profession. I also want to improve clinical care for individuals with psychiatric illnesses. I will be working with colleagues both within and outside of Brigham Young University’s College of Nursing to engage in research and make significant course improvements over the next year. I plan on making presentations and authoring journal articles with my colleagues to share the research findings and course improvements with other nurse educators.

1. Get certified as a Team STEPPS master trainer and incorporate the Team STEPPS system into my N293 curriculum
2. Write a MEG to get the N293 TA’s and other nursing faculty trained as Team STEPPS trainers
3. Create a pilot simulation video with the psychiatric faculty team about suicide assessment for the N462 course
4. Create 6 additional simulation videos regarding Schizophrenia, Bipolar Disorder, Major Depressive Disorder, Generalized Anxiety Disorder, Alcohol Withdrawal, and Borderline Personality Disorder.
5. Develop a research plan and start research regarding compassion fatigue, burnout, and resiliency among Brigham Young University and Utah Valley University nursing students.
6. Submit abstracts regarding the above projects to professional nursing conferences and journals.
7. Develop relationships with other nursing faculty across the nation with similar contribution to the discipline interests through networking
Course Development Project: Integrating TeamSTEPPS into the Curriculum of the N293 Communication for Nurses Lab

Course Overview

The N293 Communication for Nurses lab is a 0.5 credit required class that students take in the second semester of the nursing program. This lab is taught in conjunction with our student’s first clinical experience. Students are taught specific communication skills to help them learn how to effectively communicate with patients, nurses, and other healthcare disciplines. They are asked to practice these skills during their clinical days and then write a reflective journal evaluating their use of these skills. This course utilizes a peer teaching model where all of the teaching in lab is done by undergraduate teaching assistants. The teaching assistants are students in the nursing program who have completed this course and have demonstrated the ability to be effective teachers. I develop the course content and mentor the student teaching assistants. The student teaching assistants are asked to be both instructors and mentors to the students in the N293 class.

Problem Statement

The College of Nursing’s Undergraduate Academic Council has identified the need to incorporate the TeamSTEPPS program into the curriculum of our nursing program. TeamSTEPPS is an evidence-based program that was developed by the Agency for Healthcare Research and Quality and the Department of Defense to improve teamwork and communication among healthcare professionals. This program has become a national standard of communication and collaboration among healthcare organizations. The TeamSTEPPS program will need to be heavily incorporated into the curriculum of the N293 Communication for Nursing lab to create a foundation of knowledge that will be built upon in later semesters of the nursing program. I also want to change the course format so that I can promote more active learning in lab.

Project Overview/Grant Proposal

TeamSTEPPS utilizes regional trainings to train master trainers that have the responsibility to train other TeamSTEPPS trainers. These trainers then train other healthcare staff and students. I completed the master trainer course this spring and need to train my teaching assistants to become trainers. I will use the $300 to pay my teaching assistants for this additional training. I will also incorporate the foundational aspects of the TeamSTEPPS program into the N293 curriculum. I will create recorded PowerPoint presentations using a program called Articulate that students will be required to view prior to lab. The students will then practice the techniques taught in the recorded PowerPoints in lab under the direction of the teaching assistants.

Dissemination of the Project

TeamSTEPPS wants trainers to train their peers. In the academic setting, students are typically trained by their faculty in TeamSTEPPS. In the N293 class, our student teaching assistants will be training their peers which better fits the TeamSTEPPS model. I plan on submitting an abstract for a poster or podium.
presentation to the annual TeamSTEPPS conference or a nursing education conference regarding the model that we will use to teach this program.
Note: The course syllabus is as accurate as possible and includes the expectations for both students and faculty. Occasionally changes must be made to accommodate unusual events or corrected information. Such changes will be posted as an addendum, announced in class, or sent by class email.
College of Nursing Program Outcomes

During each semester and within the context of nursing, the student will:

1. Integrate the values of the gospel of Jesus Christ as part of caring.
2. Demonstrate effective critical thinking and communication.
3. Design, provide, and evaluate professional nursing care for individuals, families, and communities.
4. Practice and lead with an understanding of the discipline of nursing at local, national, and global levels.
5. Exemplify lifelong learning.

The College mission, goals, and program outcomes are related to professional standards and guidelines from the following documents: *the Essentials of Baccalaureate Education for Professional Nursing Practice (BS Essentials)* (AACN, 2008); *Nursing Scope and Standards of Practice (ANA Standards)* (ANA, 2004); *Code of Ethics for Nurses with Interpretive Statements* (ANA, 2001); *Utah Nurse Practice Act* (Utah Code, 58-31b, 2005); and *Nursing’s Social Policy Statement* (ANA, 2003).

Mission/Vision/Value of

Brigham Young University College of Nursing:

MISSION

Learning the Healer’s art

The mission of the Brigham Young University College of Nursing

is to develop professional nurses who:

Promote Health

Care for the Suffering

Engage in the Scholarship of the Discipline

Invite the Spirit into Health and Healing

and Lead with Faith and Integrity.
VISION
We are a community of nursing scholars engaged in discovery and application of the Healer’s art to strengthen health and healing worldwide and to enhance the discipline of nursing.

VALUES
Accountability
Respect
Integrity
Service
Excellence
    . . . . in Faith.
NURS 293 – Communication for Nurses Lab – Fall 2015

Instructor Information

Name: Michael Thomas
Office Location: 170 SWKT
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Email: dancing_bbe@hotmail.com

Teaching Assistant: Anna Mocke
Email: annamocke9@gmail.com

Teaching Assistant: Aubrey Sandberg
Email: aubs.nygirl@gmail.com

Course Information

Description

This course helps students develop effective communication skills to utilize in their nursing practice. The principles and communication dynamics are vital to providing quality patient centered nursing care.

Materials

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<tr>
<th>Item</th>
<th>Price (new)</th>
<th>Price (used)</th>
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<td>COMMUNICATIONS IN NURSING 7E Required by RILEY, J B</td>
<td>67.95</td>
<td>51.00</td>
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Learning Outcomes

Communication
Identify factors that affect interpersonal communication across the lifespan.

Factors that influence communication

Recognize cultural, gender and disabilities factors that can affect communication.

Application of communication skills

Demonstrate appropriate communication skills utilized in nursing practice.

Communication reflecting respect and integrity

Formulate strategies to enhance communication that incorporate respect for God’s children.

Grading Scale

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Participation Policy

Students will best learn when they are actively engaged in discussion and role plays. This course is designed to give the student numerous activities to practice communication skills in lab. In order to achieve a good learning environment, **no cell phones or laptops are allowed in lab**. During each lab there will be multiple opportunities to participate by answering questions, engaging in discussions and providing feedback to peers. Students will also be asked to role play scenarios in lab. These activities will give you the experience that you need to develop your communication skills.

Professionalism in Didactic, Conferences and Professional Activities

Professionalism is an integral part of all aspects of nursing including didactic sessions. Students are to attend lectures, labs and conferences unless previously cleared by your instructor or the course coordinator. Failure to demonstrate professional behavior in the classroom will lead to the lowering of a grade, failure in the course, and/or dismissal from the College of Nursing, regardless of performance in other aspects of the course.

**Professional behavior is exemplified by:**
1. Being on time. Punctuality is one way to demonstrate professional behavior. Tardiness is considered unprofessional, impolite and disruptive to the instructor as well as other students.
2. Coming prepared to participate in the discussion topic.
3. Being respectful of all people in the learning environment. Respect others by being attentive, demonstrating appropriate use of language, not condemning others for their comments and not interrupting others.
4. Practicing professional etiquette with regards to the use of electronic devices such as cell phones, PDAs, personal computers or any other electronic devices. **During class, turn off electronic devices.**
5. Making childcare arrangements. Infants or children are not to be brought to lecture, lab or conferences.

**Grading Policy**

**Late Assignments**
A late Weekly Journal assignment will lose 0.5 points per day for the first two days. After the first two days, you will receive 1 point for a late weekly journal that is turned in less than two weeks late. Any journals turned in over two weeks late will receive no credit. All other assignments scores will be docked by 15% for every day that they are late.

**Attendance Policy**

Students are expected to be on time and to attend each lab session. Your attendance/participation points will be docked between 0.5 and 2 points each class day that you are late, depending on the severity of lateness. **Missed lab sessions cannot be made up.** If you miss a lab section, attendance and participation points will be deducted and quiz points may be deducted. Give your instructor at least a 24 hour notice if you are not going to be present on a specific class day. You will only receive a maximum of 50% on your weekly quiz if you haven't notified your TA prior to an absence. There are only 10 lab sessions and so attendance is vital to developing more proficient communication skills. According to the University, excused absences include trips approved by the university (e.g. conferences or student athletics). All other absences are unexcused. The course coordinator makes the final decision in extreme unusual circumstances. **Having two or more unexcused absences will likely lead to failure of the course.** Note that the final decision will be made by the course coordinator on an individual basis.

**Conferences:** Attendance is expected at BYU College of Nursing Research and Professionalism conferences. It is expected that students attend the conference. Failure to attend will result in a 5 point professionalism grade deduction. If you have a regularly scheduled class during part of the conference, you need to have your absence approved prior to the conference. Notify your lab instructor who will consult with the course coordinator for approval.
Classroom Procedures

*Weekly Reading and Quizzes:* Complete reading assignments prior to class. Be prepared to discuss and participate in the discussions. Reading is self-reported weekly in class. The expectation is to abide by the Honor Code of the University. Weekly quizzes will be given throughout the semester and will cover the assigned reading for that day and ATI questions.

Study Habits

Students gain the most out of lab when they come prepared having read the assigned material from the text and ATI book. If you keep up to date with your ATI readings, you will be prepared at the end of the semester for the communication portion of the ATI test.

Assignments

Assignment Descriptions

**Reading Week 1**

Due: Monday, Aug 31 at 8:00 am

Domains of Communication and TeamSTEPPS Introduction
Riley: p. 1-5, 25-29

**Attendance/Participation Week 1**

Due: Monday, Aug 31 at 11:59 pm

**Online Quiz Week 1**

Due: Tuesday, Sept 1 at 11:59 pm

Domains of Communication and TeamSTEPPS Introduction

**Self-Evaluation #1**

Due: Saturday, Sept 5 at 11:59 pm

- Identify your communication strengths and weaknesses.
- Address any concerns that you have in regards to communicating with patients

**Reading/Module Week 3**
Due: Monday, Sept 14 at 8:00 am

Team Structure TeamSTEPPS
Riley, p. 16-25

**Online Quiz Week 3**

Due: Tuesday, Sept 15 at 11:59 pm

Team Structure- TeamSTEPPS

**Attendance/Participation Week 3**

Due: Monday, Sept 14 at 11:59 pm

**Week 3 Journal**

Due: Saturday, Sept 19 at 11:59 pm

Describe a situation from this week's clinical rotation where either your patient was or wasn't effectively utilized as a team member in their care.

**Module Week 4-No Reading**

Due: Monday, Sept 21 at 8:00 am

Leadership

**Online Quiz Week 4**

Due: Tuesday, Sept 22, at 11:59 pm

Leadership

**Attendance/Participation Week 4**

Due: Monday, Sept 21 at 11:59 pm

**Week 4 Journal**

Due: Saturday, Sept 26 at 11:59 pm

Describe an experience from this week where you observed effective or ineffective teamwork.
Reading/Module Week 5

Due: Monday, Sept 28 at 8:00 am

SBAR and Handoffs
p. 136-142

WIT Reflection Paper

Due: Monday, Sept 28 at 11:59 pm

Watch movie available in the NLC and write paper describing its impact on you personally and professionally. See Rubric

Attendance/Participation Week 5

Due: Monday, Sept 28 at 11:59 pm

Online Quiz Week 5

Due: Tuesday, Sept 29 at 11:59 pm

SBAR and Handoffs

Week 5 Journal

Due: Saturday, Oct 3 at 11:59 pm

Use SBAR during your clinical experience and describe how this went. What did you do well and what could you do better next time?

Reading/Module Week 6

Due: Monday, Oct 5 at 11:59 pm

Assertiveness and Confrontation
p. 5-10, 265-267; 288-289

Attendance/Participation Week 6

Due: Monday, Oct 5 at 11:59 pm

Change of Shift Report #1
Due: Monday, Oct 5 at 11:59 pm

Completed in class.

Online Quiz Week 6

Due: Tuesday, Oct 6 at 11:59 pm

Assertiveness and Confrontation

Week 6 Journal

Due: Saturday, Oct 10 at 11:59 pm

Describe an experience from clinical where you either utilized assertiveness or didn't utilize assertiveness when you should have.

Reading/Module Week 7

Due: Monday, Oct 12 at 8:00 am

Meeting Challenges and Mutual Support
p. 214-220

Attendance/Participation Week 7

Due: Monday, Oct 12 at 11:59 pm

Change of Shift Report #2

Due: Monday, Oct 12 at 11:59 pm

Completed in class.

Online Quiz Week 7

Due: Tuesday, Oct 13 at 11:59 pm

Meeting Challenges and Mutual Support

Week 7 Journal

Due: Saturday, Oct 17 at 11:59 pm
Take the opportunity to give someone feedback or use CUS this week. Describe the experience and how it went.

**Reading/Module Week 9**

Due: Monday, Oct 26 at 8:00 am

Empathy and Genuineness
ATI: Ch. 32
101-106, 109-121

**Change of Shift Report #3**

Due: Monday, Oct 26 at 11:59 pm

Completed in class.

**Attendance/Participation Week 9**

Due: Monday, Oct 26 at 11:59 pm

**Online Quiz Week 9**

Due: Tuesday, Oct 27 at 11:59 pm

Empathy and Genuineness

**Week 9 Journal**

Due: Saturday, Oct 31 at 11:59 pm

Describe an experience from clinical where you used or observed the principles of warmth, respect, and genuineness

OR:

Describe an experience when you observed a lack of warmth and respect.

**Reading/Module Week 11**

Due: Monday, Nov 9 at 8:00 am

Disabilities and Age Specific Communication
p. 329-334

**Attendance/Participation Week 11**
Due: Monday, Nov 9 at 11:59 pm

**Video Tape Role Play Paper**

Due: Monday, Nov 9 at 11:59 pm

Paper following video tape role play done in class. Discuss 3 weaknesses and strengths you noticed in yourself. See rubric.

**Online Quiz Week 11**

Due: Tuesday, Nov 10 at 11:59 pm

Disabilities and Age Specific Communication

**Week 11 Journal**

Due: Saturday, Nov 14 at 11:59 pm

Describe a situation this week where you communicated with someone who had some form of disability
-What communication challenges were present and what communication techniques did you utilize to overcome these challenges

**Communication ATI**

Due: Monday, Nov 16 at 11:59 pm- Review Ch. 32 of ATI book

Email Instructor Screen Shot of Complete Exam
MUST GET 100%
Can be taken more than once.

**Week 12 Reading**

Due: Monday Nov 16 at 0800 am
Cultural Communication
p. 45-57

**Attendance/Participation Week 12**

Due: Monday, Nov 16 at 11:59 pm

**In-Class Role Play**
Due: Monday, Nov 16 at 11:59 pm

You and a partner will role play a 5 minute scenario that will be assigned. This can be pre-recorded before class or done in class.

**Online Quiz Week 12**

Due: Tuesday, Nov 17 at 11:59 pm

Cultural Communication

**Self Evaluation #2**

Due: Saturday, Nov 21 at 11:59 pm

- Read through your Self Evaluation #1 assignment and reflect on ways that your communication skills have improved
- Discuss any continued concerns that you have in regards to communication with others in the healthcare setting

**Point Breakdown**

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<th>Categories</th>
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<tr>
<td>Change of Shift Reports</td>
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<td>ATI Testing</td>
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**University Policies**

**Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this
principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Sexual Harassment**

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education and pertains to admissions, academic and athletic programs, and university-sponsored activities. Title IX also prohibits sexual harassment of students by university employees, other students, and visitors to campus. If you encounter sexual harassment or gender-based discrimination, please talk to your professor or contact one of the following: the Title IX Coordinator at 801-422-2130; the Honor Code Office at 801-422-2847; the Equal Employment Office at 801-422-5895; or Ethics Point at http://www.ethicspoint.com, or 1-888-238-1062 (24-hours).

**Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

**Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.
# Schedule

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<tr>
<th>Date</th>
<th>Column 1</th>
<th>Column 2</th>
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<tbody>
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<td>Reading Week 1 Due</td>
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<td>Reading/Module Week 6 Due</td>
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<tr>
<td>Oct 27</td>
<td>Online Quiz Week 9 Closes</td>
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<tr>
<td>Oct 31</td>
<td>Week 9 Journal Due</td>
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<tr>
<td>Nov 2</td>
<td>Video Role Plays- Schedule a time</td>
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<td>Nov 9</td>
<td>Online Quiz Week 11 Opens</td>
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<td>Monday</td>
<td>Reading/Module Week 11 Due</td>
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<tr>
<td>Nov 10</td>
<td>Video Tape Role Play Paper Due</td>
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<td>Nov 16</td>
<td>Reading/Module Week 12 Due</td>
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<td>Communication ATI Test Due</td>
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<td>Nov 21</td>
<td>Self Evaluation #2 Due</td>
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