Level IV Role Transition Seminar
NUR 480-001-002
A131 Life Sciences Tuesday, 12:40 – 3:30 pm
Lecture/Recitation/Discussion Hours: 4 2(4-0)
Spring 2013

Catalog Course Description: Advanced-level concepts and theories for entry-level nursing practice. Dynamic interrelationship between professional, scholarly nursing practice, and health and wellness of diverse populations and health care organizations.

Course Objectives: At the end of this course, students will:

1. Use advanced critical thinking processes and evidence-based practice to choose and evaluate nursing interventions. (critical thinking; evidence-based practice)
2. Synthesize evidence to influence nursing care. (nursing therapeutics; evidence-based practice)
3. Appraise the implications of evidence-based practice in the provision of nursing care. (professional leadership; evidence-based practice)
4. Apply an ethical decision-making process to professional and population focused dilemmas. (ethical practice)
5. Apply effective political strategies to address professional and population health issues. (professional leadership; ethical practice)

Prerequisites: NUR 450 and completion of Tier I writing requirement.

Co-requisites: NUR 460 concurrently or NUR 470 concurrently.

Standards Documents: The curriculum is guided by the following documents:
Faculty Contact Information:

Martha Scheckel, PhD, RN  
E-mail: martha.scheckel@hc.msu.edu  
Office Hours: By appointment  
**Note:** Times can be arranged to accommodate student schedules

Amy Hoffman, PhD, RN  
E-mail: amy.hoffman@hc.msu.edu  
Office Hours: By appointment  
**Note:** Times can be arranged to accommodate student schedules.

Debra Schutte, PhD, RN  
E-mail: debra.schutte@hc.msu.edu  
Office Hours: By appointment  
**Note:** Times can be arranged to accommodate student schedules.

Ana Kelly, PhD Student  
E-mail: ana.kelly@hc.msu.edu  
Office Hours: By appointment  
**Note:** Times can be arranged to accommodate student schedules.

Instruction:

a. Methodology: Lecture, small and large group discussions, and interactive group activities. Guest speakers will be invited to present on topics of interest.

b. Writing Requirements: APA formatting is required for all written documents; format poster using CON template and numbered APA formatted references. Written work is graded/rubrics.

c. Required Texts:


American Nurses Association Electronic Books (E-books)

*American Nurses Association (2010). Nursing Scope and Standards of Practice* [http://catalog.lib.msu.edu/record=b8270966%7ES39a%20](http://catalog.lib.msu.edu/record=b8270966%7ES39a%20) (2nd ed.). Silver Spring, MD

*American Nurses Association (2010). Nursing's Social Policy Statement: The Essence of the Profession* [http://catalog.lib.msu.edu/record=b8270964%7ES39a](http://catalog.lib.msu.edu/record=b8270964%7ES39a) (3rd ed.). Silver Spring, MD

(*Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: [http://libguides.lib.msu.edu/nursingebooks](http://libguides.lib.msu.edu/nursingebooks). These e-books allow unlimited concurrent users."

Articles as assigned with links posted on ANGEL

Optional Texts:

a. **Required Resources, References, Supplies** Students will be required to work on SSP's outside of class time, use CON poster templates for the SSP project, use library databases, work in groups to complete the SSP, and use additional resources such as printing, poster materials, copying and supplies required to complete the scholarly project

D2L Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
http://help.d2l.msu.edu (or use the D2L Help link)
Always check with the D2L Help Line first!

b. **Frequently Called Telephone Numbers**
Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Student Support Services A117 Life Sciences 353-4827.
c. Outcome, Competencies and Indicators: Level I, II, III, IV

**LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM**

CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.

### LEVEL IV

<table>
<thead>
<tr>
<th>Concept</th>
<th>Level IV Outcome</th>
<th>LIV Competency</th>
<th>LIV Indicator</th>
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<tbody>
<tr>
<td>COMMUNICATION IV (COMM)</td>
<td>Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community. (Communication theoretical construct).</td>
<td>1. Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels). 2. Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
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<tr>
<td>CRITICAL THINKING IV (CT)</td>
<td>Utilize clinical reasoning to organize data and determine nursing approaches to achieve client and organizational outcomes. (Critical thinking theoretical construct).</td>
<td>1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation. 2. Evaluates and revises decisions under conditions of risk and uncertainty.</td>
<td>NUR 480 Case Analysis Using Ethical Problem</td>
</tr>
<tr>
<td>NURSING THERAPEUTICS IV (NT)</td>
<td>Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct).</td>
<td>1. Provides and critically evaluates complete care to a selected group of patients 2. Analyses effectiveness of community resources when performing a community health risk assessment for diverse populations</td>
<td>NUR 470 Population Health Promotion Project</td>
</tr>
<tr>
<td>HEALTH PROMOTION AND RISK REDUCTION IV (HPRR)</td>
<td>Facilitates adoption of values and behaviors of individuals and populations that will promote health and wellness in individuals, groups and populations. (Health promotion/risk reduction theoretical construct)</td>
<td>1. Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes evaluation of the HP/RR intervention.</td>
<td>NUR 470 Population Health Promotion Project</td>
</tr>
<tr>
<td>ILLNESS AND DISEASE MANAGEMENT IV (IDM)</td>
<td>Integrates theories and principles to competently coordinate high quality, safe and efficient management of illness and disease for individuals, groups and populations. (Illness and disease management theoretical construct).</td>
<td>1. Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency 2. Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
</tr>
<tr>
<td>PROFESSIONAL LEADERSHIP IV (PL)</td>
<td>Provide professional nursing leadership to promote optimal health outcomes for individuals, groups and populations in varied care settings. (Professional leadership theoretical construct).</td>
<td>1. Examines licensure law, regulations, and scope of practice 2. Develop personal goals for professional development including areas that enhance health care and advancement of the profession 3. Advocate for the role of the professional nurse as a member of the health care team 4. Competently coordinates the interdisciplinary care provided to a group of 3 to 4 patients for at least one complete 8 to 12-hour nursing shift including the supervision of ancillary nursing staff</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
</tr>
<tr>
<td>ETHICAL PRACTICE IV (EP)</td>
<td>Apply effective strategies to address institutional and population ethical problems. (Ethical practice theoretical construct).</td>
<td>1. Evaluates policy and practice using ethical problem-solving methods 2. Develops strategies to remedy institutional or social level ethical problems</td>
<td>NUR 480 Case Analysis Using Ethical Problem</td>
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<tr>
<td>Course Title</td>
<td>Description</td>
<td>Course Details</td>
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<tr>
<td>EVIDENCE-BASED PRACTICE IV (EBP)</td>
<td>Integrate best current evidence with clinical expertise and patient/family/population preference and values for delivery of optimal health care. (Evidence-based practice theoretical construct)</td>
<td>NUR 470 Population Health Promotion Project</td>
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<tr>
<td>GLOBAL AND CULTURAL COMPETENCE IV (GCC)</td>
<td>Analyzes the interaction among global, cultural, societal and policy factors affecting the health and wellness of individuals, families and populations. (Global and cultural competence theoretical construct)</td>
<td>NUR 470 Population Health Promotion Project</td>
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</tbody>
</table>

1. Evaluates policies and procedure used in the clinical settings using current evidence.

1. Examines the interaction between cultural and social variables of a specific cultural population
2. Examines international Nursing's role in global health
Evaluation:

a. Learning Assessments and Grading:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points and % of course grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI: OB and Pediatrics</td>
<td>OB &amp; Peds 10 points each</td>
</tr>
<tr>
<td>RN Comprehensive Predictor</td>
<td>Comprehensive Predictor 20 points</td>
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<tr>
<td>Reflections</td>
<td>30 points total; 14% of grade</td>
</tr>
<tr>
<td>Ethics Analysis Paper; Including class discussion (L4 Indicator)*</td>
<td>60 points total; 26% of grade</td>
</tr>
<tr>
<td>Senior Scholarly Project (SSP)</td>
<td>100 points total; 44% of grade</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>225</td>
</tr>
</tbody>
</table>

- 75% required for indicator PASS-NO GRADE: This seminar is graded Pass – No Grade. Minimum grade for successful completion is 75%.
- To help assure your success in passing NCLEX-RN, achievement of Level 2 or 3 is preferred on ATI exams. Students achieving Level 1 or below will be encouraged to complete remediation.

b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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</thead>
<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0</td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

“Final Course Grades will not be rounded”

*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

c. ATI Assessments will be proctored/exam policy in the Baccalaureate Student Handbook
**Professionalism:** It is expected that a professional, courteous, positive demeanor will be exhibited to peers, faculty and College of Nursing staff with each encounter. It is expected that you will be on time to class. If, for some reason, you have to be late or leave early, the course faculty should be notified and plans will be made so you will not disturb the entire class. Engaging in activities not directly related to the class is unacceptable.

**Honors Option:** Speak with course faculty regarding availability of H-Option.

**University & College Policies:**

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm
- MSU Spartan Life Online: http://www.vps.msu.edu/SpLife
- Information for MSU Students: http://www.msu.edu/current/index.html
- Academic Programs: http://www.reg.msu.edu/AcademicPrograms
- Code of Teaching Responsibility and Student Assessments and Final Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=514
- Integrity of Scholarship and Grades: http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534

**University Policies:**

**Academic integrity:** Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide http://splife.studentlife.msu.edu/ and/or the MSU Web site: www.msu.edu). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in NUR 370. Students who violate MSU rules may receive a penalty grade, including--but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work.

(See also https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations

**Accommodations for students with disabilities:** Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu.
Disruptive behavior: Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s website for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

College of Nursing Policies: Professional Development Guidelines found in CON Student Handbooks at CON website [http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm). Students are responsible for the information found in the CON (BSN, MSU or PhD choose one Student Handbook).

Course Calendar: Course calendar will be consistent with MSU’s semester dates. Detailed class information will be provided to the students in class and accessible on-line within ANGEL.
Welcome to Nursing 480 and to the conclusion of your educational experience at the MSU CON! The purpose of this course is outlined in the course objectives below. Professors Scheckel, Hoffman, Schutte and Ms. Kelly are looking forward to learning with you as you complete your final semester of the nursing program.

Review of Course Objectives (also see the syllabus):

1. Use advanced critical thinking processes and evidence-based practice to choose and evaluate nursing interventions. (critical thinking; evidence-based practice)
2. Synthesize evidence to influence nursing care. (nursing therapeutics; evidence-based practice)
3. Appraises the implications of evidence-based practice in the provision of nursing care. (professional leadership; evidence-based practice)
4. Apply an ethical decision-making process to professional and population focused dilemmas. (ethical practice)
5. Apply effective political strategies to address professional and population health issues. (professional leadership; ethical practice)

As you review the course objectives and course plan, please expect the following:

- **Revisions, revisions…** This is an exciting time for you as you learn to deepen your knowledge about evidence-based nursing practice. Please know your SSP project is a process, which will require many revisions. This is very normal so please be patient with the process. We are here to support your learning and we know the value of the SSP’s in preparing you for “real life” nursing practice.

- **Team Work!** Team work is essential. Sometimes it is hard to work in teams, particularly when there are deadlines and diverse ways of learning among group members. At the end of each SSP group work session, your professors will ask your groups to discuss how well you think you are working together. It is important to learn how to discuss conflicts openly and constructively as conflict management will be a daily experience in your work life.

- **Am I Ready to Graduate?** In addition to the SSP Group Work, this course includes content about interviewing. Dr. Linda Gross visited you in NUR 450 to discuss resumes. She will return to discuss with you interviewing skills you will need to apply for your first nursing position.
More Ethics and Policy? Throughout your nursing education, you have had content, clinical experiences, and assignments related to ethics and policy. You are now shifting from the role of the student nurse to that of the baccalaureate prepared Registered Nurse where you will be expected to take a leadership role in ethical decision making and policy making. To this end, you will meet the Level 4 indicator by reading, writing, thinking, and dialoguing about literature related to ethics and policy from an institutional/systems perspective. You will find that this assignment broadens your viewpoint of these two important aspects of nursing practice and demonstrates the significant role you will have in shaping both in current and future nursing practice.

And Finally…. Keep in Mind that Positive Communication is Credible, Concrete, and Caring. We are preparing you in NUR 480 to launch a successful career into 21st century professional nursing which requires commitment to positive communication. Credible communication by leaders in nursing portrays a positive picture of today and the future. Credibility begins with excitement, a bounce in every step we take, a can-do attitude. People follow people who can confidently express a can-do attitude, and back it up by doing what they say they will do; rather than being the one who has 1,006 reasons why something can’t be done. Credibility also means that leaders instill trust in others to accomplish the work that they say they will do and allow others to produce the results that they will have to live with; rather than instilling a feeling of incompetency or feeling weak or alienated. Positive communication is also concrete. Leaders in 21st century nursing have a special opportunity to cultivate a shared sense of purpose in their ultimate destiny. Concrete communication is a dialogue, including others in the conversation rather than giving a monologue. Listening first and often (twice as much as you talk) provides time to think about feedback received and to act differently to foster innovation creating bigger and better opportunities. Consequently, the best leaders are followers, in service to others. Lastly, 21st century professional nursing requires caring in communication. Caring means smiling more, extending a hand, speaking from the heart, recognizing the achievement of others, and taking “feedback” to “step-back” to “step-up” to build confidence and competence. No matter your position in life, everyone needs to hear when they do well or when they don’t; otherwise the caring “steps-away” leaving the learning process limp rather than stocking it with perseverance, motivation, and enhanced performance.

*A note about room assignments: The weeks where you are scheduled to work on your SSP’s, please go to a breakout room (TBD).
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Objective</th>
<th>Topic</th>
<th>Lead Professor</th>
<th>Assignments and Preparation</th>
</tr>
</thead>
</table>
| 1    | 1/8  | 1-5       | Course Orientation  
Review of Iowa Model & Components of the SSP | Scheckel  
Schutte | ✓ Assignment of faculty to SSP groups and meet with assigned professors for planning and discussion of SSP’s |
| 2    | 1/15 | 1,3       | ATI OB & Peds | Scheckel & Kelly | ✓ You are preparing for NCLEX-Take these ATI Assessments as a simulated experience (as if you are taking NCLEX)  
✓ Use ATI materials to study for these ATI assessments |
| 3    | 1/22 | 1         | SSP Group Work: Formulating & Writing PICO’s  
• Short lecture to review PICO’s | Hoffman | ✓ Prepare a Word document with components the SSP (this will be a running document that will be used to create your poster); post it in your group’s SSP discussion forum (DF)  
✓ SSP: Work with your assigned faculty member and work together to formulate and write a PICO statement; post your work on the DF |
<table>
<thead>
<tr>
<th></th>
<th>Date</th>
<th>Time</th>
<th>Event Description</th>
<th>Presenter</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>1/29</td>
<td>2</td>
<td>SSP Group Work: Collecting &amp; Critically Appraising the Evidence</td>
<td>Scheckel &amp; Kelly</td>
<td>✓ SSP: Work with your assigned faculty member and work together to collect and appraise the evidence related to your PICO; revise your PICO and post your work on the DF</td>
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<tr>
<td>5</td>
<td>2/5</td>
<td>5</td>
<td>Professional Leadership and Communication: Interviewing</td>
<td>Dr. Linda Gross</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/12</td>
<td></td>
<td>SSP Group Work: Synthesizing the Evidence</td>
<td>Schutte</td>
<td>✓ SSP: Work with your assigned faculty member and work together to develop and write synthesis of evidence section of your component document; continue to revise your document and post your work on the DF</td>
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<tr>
<td>7</td>
<td>2/19</td>
<td>1-3</td>
<td>SSP Group Work: Understanding and Applying Theoretical Frameworks to the SSP</td>
<td>Hoffman</td>
<td>✓ SSP: Work with your assigned faculty member and work together to develop and document a theoretical frameworks for your SSP; continue to revise your components document and post your work on the DF</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Pages</td>
<td>Topic</td>
<td>Instructor</td>
<td>Notes</td>
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| 8    | 2/26  | 4,5   | Political strategies and ethical decision-making | Scheckel & Kelly | ✓ Read assigned articles prior to coming to class.  
✓ Complete ethics assignment located on ANGEL DUE: 2/26 and be prepared to discuss the assignment in class. |
| 9    | 3/12  | 2     | Developing Background and Significance:  
- Brief lecture about the nuts-n-bolts of background and significance | Schutte | Post Spring Break!  
Checkpoint! Where are you at with your SSP?  
✓ SSP: Work with your assigned faculty member and work together to delineate what your group needs to include in the background and significance section; write statements and post your work on the DF  
✓ Complete first draft of poster and post on the DF |
| 10   | 3/19  | 1,3   | ATI Comprehensive Predictor (3 hours) | Scheckel | ✓ You are preparing for NCLEX-Take this ATI Assessment as a simulated experience (as if you are taking NCLEX)  
✓ Use ATI materials to study for these ATI assessments |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>SSP Group Work</th>
<th>Speaker(s)</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/26</td>
<td>3</td>
<td>3</td>
<td>SSP Group Work: Strengths, Limitations, &amp; Implications</td>
<td>Kelly</td>
<td>✓ SSP: Work with your assigned faculty member and work together to develop and write the strengths, limitations implications; revise your document and post your work on the DF.</td>
</tr>
<tr>
<td>4/2</td>
<td>1-3</td>
<td></td>
<td>SSP Group Work: Continue poster work</td>
<td>Scheckel, Kelly Hoffman, Schutte</td>
<td>✓ SSP: Work with your assigned faculty member to continue developing your poster. ✓ You may print posters with approval from your SSP lead faculty member.</td>
</tr>
<tr>
<td>4/9</td>
<td>1,3, 5</td>
<td></td>
<td>Formal in class SSP Presentations</td>
<td>Scheckel, Kelly Hoffman &amp; Schutte</td>
<td>✓ SSP: Present posters to peers, continue to make revisions and post on the DF.</td>
</tr>
<tr>
<td>4/16</td>
<td>1,3,5</td>
<td></td>
<td>Formal in class SSP Presentations</td>
<td>Scheckel, Kelly Hoffman &amp; Schutte</td>
<td>✓ SSP: Present posters to peers, continue to make revisions and post on the DF.</td>
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<tr>
<td>4/26</td>
<td>1-3</td>
<td></td>
<td>Poster presentations, 12 pm to 2 pm, wrap-up ceremony 2:00 to 2:30 pm</td>
<td>Scheckel, Kelly Hoffman, Schutte</td>
<td>✓ Review guidelines for professional presentations on ANGEL.</td>
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</tbody>
</table>