

DOCUMENT RESUME

ED 453 860

JC 010 414

AUTHOR Donaldson, Susan K.
TITLE Enhancing Student Learning: RN CAT Advisement Program.
PUB DATE 2001-00-00
NOTE 22p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Community Colleges; *Licensing Examinations (Professions);
*Nursing Education; *Test Coaching; Tests; Tutorial
Programs; Two Year Colleges
IDENTIFIERS *Manatee Community College FL

ABSTRACT

This document describes a community college advisement program that was implemented to improve the student pass rate for the national nursing licensure examination. The nursing faculty at Manatee Community College (Florida) recently instituted an advisement system during the final semester of the two-year nursing program. First, students were required to take one of the practice examinations that are available in the Media Laboratory. Once a hard copy is obtained from each student by the deadline established, the students are randomly assigned to one of the full-time faculty members as their advisor. Depending upon the test scores, the advisor may require remedial coursework in areas of weakness. The nursing faculty prepared a database of audiovisual resources available to each student for further exploration of all areas of the licensure examination test plan. During the second half of the final semester, the Mosby Assess Test is taken by each student. Once the test results are received, each student is again required to meet with their advisor to review the newest results. All students are encouraged to take a review class and to return to the college to continue test prep, even in the summer. The computers and videos are always available to them. Appended are guidelines and resources.
(JA)

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. K. Donaldson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Enhancing Student Learning

RN CAT Advisement Program

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 453 860

The nursing faculty at Manatee Community College has recently instituted an advisement system during the final semester of the two-year nursing program. The goal is to see an improvement in the national nursing licensure examination passing rates for the students. The advisement program was initiated due to a decline in licensure examination pass rates at our school, as well as many other schools.

Historically, the students have taken the Mosby Assess Test in the last semester of the program. Once the results were received, a group class review of the material was completed. Students were given general information to use as a basis for self-directed studies. While a review course had always been available, it was the student's personal decision whether to take the course or not. In recent years with this system, the passing rate for first attempt testing began to decline. As a group, the nursing faculty decided that they would need to take a more proactive approach to improve the success rates. This is when they began the RN CAT Advisement Program.

First, we required the student to take one of the practice examinations that are available in the Media Laboratory. Students are responsible to take the practice examination and submit a hard copy of their results. Once a hard copy is obtained from each student by the deadline established, the students are randomly assigned to one of the full-time faculty members as their advisor. The student schedules an appointment with their assigned advisor to meet and review the results of their test. Depending upon the test scores, the advisor may require remedial coursework in areas of weakness. The nursing faculty has prepared a database of audiovisual resources available to each student

Jc010414

for further exploration of all areas of the licensure examination test plan. In addition, there are some mandatory remedial requirements if the student is deficient in any area of the nursing process (the foundation of nursing knowledge). There is a two-week deadline for completion of this remedial work. The student is also responsible for creating some personal learning strategies that they will use in preparation for the examination. Some examples include taking a review course or reviewing at least 1,000 questions prior to the examination.

During the second half of the final semester the Mosby Assess Test is taken by each student. Once the test results are received, each student is again required to meet with their advisor to review the newest results. Final comments are shared regarding test taking strategies and preparation for the examination based upon this assessment test findings.

The nursing faculty at Manatee Community College believes that we have a fine nursing program, and have implemented this advisement program to ensure that our students are fully aware of the implications and issues related to their licensure examination. We believe that our students have adequate preparation for the examination, but wanted to provide one-to-one counseling, with the caring and nurturing attitude that we possess. We felt that individual advisement would best provide the student the information necessary for success on the test.

Manatee Community College is fortunate to have such a dedicated group of faculty to take the time to implement this program for the students. It has been in place for two graduating classes and we already have seen some improvement on the test scores for our students.

Overview of RN Advisement

1. Each student takes the CAI RN CAT and submits test results to their clinical instructor.
2. Each test is reviewed and sections below passing are highlighted.
3. Advisor is assigned (evenly distributed based on scores)
4. Advisor follows guidelines (see attached)
5. Complete top half of "RN CAT Results Review" form. After guidelines reviewed with student, student writes up 5 learning strategies to prepare for NCLEX.
6. Give student: Overview of NCLEX Content
 Inventory of college's computer programs
7. Student must complete remedial work per guidelines if they did not receive "pass" level on ANY part of the nursing process aspect of the test.
 - Strategies for problem solving, module 6, print out test
 - care plan using 5 column format per RN CAT exam.
 (see options and attached sample answer key)
8. Distribute AV Resources list (resources owned by college) as divided into the several content areas of the NCLEX (Safe care, health promotion, etc). Give to student the AV Resource list for areas that they did not pass, or were borderline on---or if they request all.
9. Deadline for remedial work (about 2 weeks)
10. Meet with student again after results of MOSBY Assess test are received.
11. All students are encouraged to take a review class and to return to the college to continue test prep, even in the summer. The computers and videos are always available to them.

RN CAT Advisor Guidelines

1. Review results of RN CAT test.
2. Computer program “Successful Test Taking” is in the Nursing Media Lab and may be useful as a test skills review.
3. Distribute “Overview of NCLEX Content” form to explain the content of each section of the RN CAT and NCLEX.
4. Suggest use of textbooks to review specific content.
5. If the student did not pass any aspect of the “Phases of Nursing Process” sections, remedial requirements include:
 - Computer program “Strategies for Problem Solving”. The student must complete module 6 (“strategies used by nurses”) and submit the module post test (printout form) to their advisor.
 - Successful completion of 1 care plan. Have them use a patient that they cared for in the hospital recently. All 5 columns must be correct. (See appointment form for due dates.)
6. Hand out the AV Resources sheet specific to the content areas of which that student has failed. For example: if fails “safe, effective care” section, give them the form for the AV resources for “safe, effective care”.
7. Report that we all recommend that students take a **Review class**.
8. Advise the students that research has shown that a review of at least 3,000 questions will increase the probability of passing the NCLEX.
9. Wear RED to the NCLEX--it has been shown that red stimulates the brain cells. Hey, whatever works!!!!

RN CAT APPOINTMENT

Student: _____

You have been assigned to a faculty advisor to review the results of your RN-CAT test.

Your advisor is: _____

Advisor's office #: 752-5000 extension _____

Your advisor has the copy of the RN-CAT test that you submitted. Please schedule an appointment with your advisor to meet with them by March 30, 2001. (Your advisor is on campus the same days that you are scheduled to be on campus.)

Monday _____
Tuesday _____
Wednesday _____
Thursday _____
Friday _____

Any remedial work required will be due by April 13, 2001.

The advisor will need to meet with you again after you receive your Mosby Assess Test results. This second meeting is due by the day of your final exam in Nursing Process.

These meetings (minimum 2) and remedial work (if required) will be a **requirement** to successfully pass the Nursing Process course to graduate.

Manatee Community College
Department of Nursing Faculty

Overview of NCLEX Content

(Source: National Council of State Boards of Nursing, Inc. 1997)

Safe, Effective Care Environment:

Management of Care--advance directives, advocacy, case management, client rights, concepts of management, confidentiality, continuity of care, continuous quality improvement, delegation, ethical practice, incident/irregular occurrence/variance reports, informed consent, legal responsibilities, organ donation, consultation and referrals, resource management, supervision.

Safety and infection control--accident prevention, disaster planning, error prevention, handling hazardous and infectious materials, medical and surgical asepsis, standard (universal) and other precautions, use of restraints.

Health Promotion and Maintenance

Growth and Development through the Life Span--aging process, ante/intra/postpartum and newborn, developmental stages and transitions, expected body image changes, family planning, family systems, human sexuality.

Prevention and Early Detection of Disease--disease prevention, health and wellness, health promotion programs, health screening, immunizations, lifestyle choices, techniques of physical assessment.

Psychosocial Integrity

Coping and Adaptation--coping mechanisms, counseling techniques, grief and loss, mental health concepts, religious and spiritual influences on health, sensory/perceptual alterations, situational role changes, stress management, support systems, unexpected body image changes.

Psychosocial Adaptation--Behavioral interventions, chemical dependency, child abuse/neglect, crisis intervention, domestic violence, elder abuse/neglect, psychopathology, sexual abuse, therapeutic milieu.

Physiological Integrity

Basic Care and Comfort--assistive devices, elimination, mobility/immobility, non-pharmacological comfort interventions, nutrition and oral hydration, personal hygiene, rest and sleep.

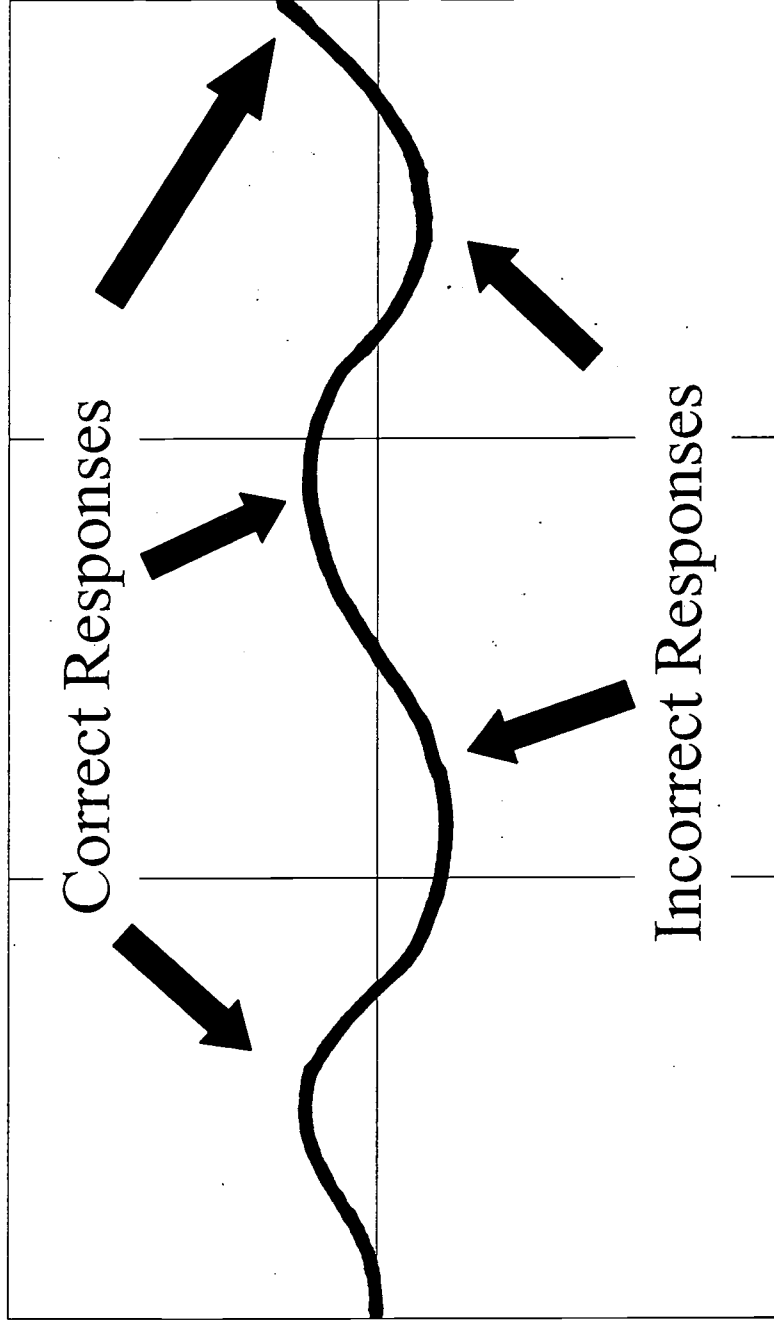
Pharmacological and Parenteral Therapies--administration of blood and blood products, central venous access devices, chemotherapy, expected effects, intravenous therapy, medication administration, parenteral fluids, pharmacological actions, pharmacological agents, side effects, total parenteral nutrition, untoward effects.

Reduction of Risk Potential--alteration in body systems, diagnostic tests, lab values, pathophysiology, potential complication of diagnostic tests, procedures, surgery, and health alterations, therapeutic procedures.

Physiological Adaptation--alterations in body systems, fluid and electrolyte imbalances, hemodynamics, infectious diseases, medical emergencies, pathophysiology, radiation therapy, respiratory care, unexpected response to therapies.

Minimum
75 questions

Maximum
265 questions



Number of questions over time

NOTE: Maximum time is 5 hours

RN-CAT RESULTS REVIEW

Name _____

Date _____

According to the RN-CAT practice examination results, you demonstrated weakness in the following area(s):

Nursing Process: _____ Analysis
 _____ Assessment
 _____ Planning
 _____ Implementation
 _____ Evaluation

_____ Safe, Effective Care Environment
_____ Health Promotion and Maintenance
_____ Psychological Integrity
_____ Physiological Integrity

As a result of these findings, we will provide you with some AV resources to review. You, the learner, will create a learning plan to assist you in demonstrating competence in these areas. A minimum of five strategies will be required to remedy this knowledge deficit. Your efforts will assist in your preparation for the NCLEX examination.

Learning Strategies:

- 1.
- 2.
- 3.
- 4.
- 5.

Of course, we suggest a review course as part of the preparation for the NCLEX.

Faculty Advisor _____
 Date _____

Student _____
 Date _____

RN CAT requirements to continue in Level 4

Student _____ has met the following criteria to continue in the Nursing Process course for level 4:

One meeting re: RN CAT results _____ (date)

Remedial work completed, if required _____ (date)

Follow-up appointment after Mosby results in _____ (date)

Faculty Advisor _____ Date _____

(Please return this form to the student's clinical instructor.)

ASSESSMENT	ANALYSIS/NURSING DIAGNOSIS	PLANNING	IMPLEMENTATION	EVALUATION

Computer Programs for Nursing Students

Successful Test Taking for beginning nursing students - covers strategies for successful test taking including understanding the question, distractors, selecting priorities, how-to answer communication questions, and a review of the nursing process.

Accu-Calc - medication calculation practice program. 12 modules covering: basic arithmetic, systems of measurement, conversion, selection of appropriate equipment, abbreviations, reading medication labels, oral and injectable drug dosage calculations, insulin information, IV administration calculations, infusion devices, critical care math, and accurate interpretation of drug orders.

Chart Smart II - 10 module series on documentation, covering basic concepts, guidelines, charting formats, practice charting phrases, testing, and evaluation.

SOS - Strategies for Problem Solving - skills, strategies, methods and steps used in problem solving. Simulation games and practice review of what you have learned.

Nursing Diagnosis

Create a Care Plan - Create your own care plan by picking from a list of Nursing Diagnosis, or you can modify an already existing one. You can choose which components of the care plan you want included.

Mystery Diagnosis - This is a game you can choose 1 or 2 players and it gives you clues with choices of nursing diagnosis. You have to choose the most appropriate nursing diagnosis. **Note: Good for prioritizing and developing critical thinking skills**

Self-Test - Asks different questions about nursing diagnosis. Such as, for this Nursing Diagnosis, which would be an expected outcome?

Case Studies - Gives you a list of case studies to choose from. You must review the case study of your choice and then answer questions about it. **Note: very helpful in critical thinking skills.**

Nursing Station 2000 – learn to interpret Urinalyses, Three-Lead ECG's, Complete Blood Counts, and Arterial Blood Gases. Also includes 3D Virtual Anatomy, Nursing Diagnosis, and Audio Dictionary.

Clinical Nursing Concepts and Skills – six modules with 13 different scenarios covering areas of Pharmacodynamics and administration of medication (parenteral and non-parenteral); perioperative care; inflammation, infection, and wound healing; fluid and electrolyte balance; and acid/base balances.

Basic Principles of Pharmacology - introductory concepts, drug facts, principles of drug action, responses to drugs, and a sample test bank.

Avoiding Medication Errors - step by step approach to medication administration that encourages critical thinking with patient scenarios. Review of the “6 rights.”

Essentials of Cardiac Rhythm Recognition - electrical activity of the heart including sinus, atrial, ventricular dysrhythmias and heartblocks.

The Mental Health Studios - A computer assisted program that gives you an animated tour of Mental Health and all the disorders: Depression, Addictive Disorders, Schizophrenia, Bipolar Disorder, and Anxiety Disorders. This program features in-depth information on the working of the brain in simple, interactive presentations including video clips and animated teaching games.

Management Skills - Effective Delegation - describes the delegation process, with accompanying practice activities.

TLC - Sample computerized charts on 12 different patient scenarios.

Med Sim Series - Case studies on: Medical/Surgical, Maternity, Pharmacology, and Pediatrics.

Med Terms Illustrated - terminology, prefixes, position prefixes, condition suffixes, clinical suffixes, medical root terms, anatomical terms, abbreviations, the medical record treatment, and delivery methods. **Note: Chapter 9 has to be done on computer (not in textbook).**

Meds for Nursing Software - 3 parts

Part 1 - Test-Taking RN: A Critical Thinking Tutorial - a tutorial that helps with interpreting test questions and mastering test-taking strategies

Part 2 - NCLEX-RN Success: A Question and Answer Testing Tool that lists 5 categories: Pediatrics, Psychiatrics, Management, Woman’s Health, and Medical/Surgical. In each category you can take an NCLEX style exam, a practice test, or have a chart display your strengths and weaknesses from the NCLEX-style exam. This section also offers Integrated tests.

Part 3 - RN Essentials: An Interactive Nursing Review that offers opportunities to review question and answers for 7 units: Test-taking Strategies, Medical/Surgical Nursing, Psychiatric, maternal/Child, Pediatric, Nursing Management, and Pharmacology

RN-CAT - computer adaptive test bank with over 1000 questions to practice for the NCLEX

RN CAT AV Resources

SAFE, EFFECTIVE CARE ENVIRONMENT

Management of Care:

- Chart Smart—CAI
- Reporting and recording observations—VHS
- Documenting nursing practice---VHS
- Nursing and informed consent ---VHS
- The verdict is...--VHS
- Confidentiality: legal and ethical concerns---VHS
- SOS-Strategies for problem solving---CAI
- Management Skills: effective delegation---CAI
- Cultural diversity in the hospital—VHS (management to employees)
- Sentimental woman need not apply—VHS
- Crossroads: a nurse's story—VHS
- Nurses have feelings too—VHS
- Nursing: the challenge of a lifetime—VHS
- Nursing Diagnosis Reference---CD ROM

Safety and Infection Control:

- ABC series—VHS—Washing hands, Using protective precautions,
Using correct body mechanics
- Infection Control and Standard Precautions—VHS
- Collecting and handling specimens---VHS
- Specimen collection---VHS
- Occupationally acquired bloodborne diseases: health law and ethics---
VHS
- Nursing management of wounds—VHS
- Was it just a drop of blood?—VHS
- Wound care for nurses—VHS
- Sterile technique—CAI
- Applying restraints---VHS
- Post Mortem Care---VHS

RN CAT AV Resources

HEALTH PROMOTION AND MAINTENANCE

Growth and Development through the Life Span:

- The eight stages of human life—slide tape series
- Assessing the elderly series—5 tape VHS series
- Age specific competencies---VHS
- Diabetes in pregnancy--VHS
- ABC series—VHS—Providing for prenatal care, Providing for care during delivery, Providing for newborn care, Providing for postpartum care
- Managing labor and delivery—IVD
- Knowledge deficit: infant care—VHS
- Labor and delivery: augmentation—VHS
- Life in the womb—VHS
- Nursing assessment of the postpartum patient—VHS
- Physical assessment of the newborn—VHS
- Family Crisis: children with special needs—VHS
- Medi-Sim Series----Maternity I & II-----CD-ROM
- Medi-Sim Series----Pediatrics II-----CD-ROM

Prevention and Early Detection of Disease:

- Springhouse Assessment Review series—set of 7 VHS tapes
- Pediatric Assessment series—set of 5 VHS tapes
- Assessing the Elderly series---set of 5 VHS tapes
- Head to Toe Assessment---VHS
- Assessing chest pain--VHS
- Assessing heart sounds--VHS
- Assessing breath sounds—VHS
- Normal/ Abnormal breath sounds—CD-ROM
- Comprehensive health history--VHS
- Essential components of physical assessment--VHS
- Physical assessment for nurses--VHS
- Head to toe assessment—Laser disk
- Physical assessment of the newborn--VHS
- Vital signs—IVD
- Vital signs--VHS
- Combatting cancer in the '90's--VHS

RN CAT AV Resources

PSYCHOSOCIAL INTEGRITY

Coping and Adaptation:

- Something should be done about grandma Ruthie—VHS
- Dealing with death and dying—VHS
- Dying wish—VHS
- Look for me here---VHS
- Family crisis: children with special needs--VHS
- Crisis intervention: families under stress--VHS
- The depressed client--VHS
- The manipulative client--VHS
- The suspicious client--VHS
- The withdrawn client--VHS
- Cultural assessment—VHS
- Transcultural series: 4 VHS tapes

Psychosocial Adaptation:

- A Safer Place—VHS
- Controlling violence in healthcare—VHS
- Domestic violence—VHS
- Child abuse and neglect: the hidden hurt—VHS
- Childhood physical abuse--VHS
- ABC series—VHS—Communicating Therapeutically
- Communication: nurse patient relationship--VHS
- Nurse patient interaction--VHS
- Care for the caregiver---VHS
- Mental Health Studios---CAI
- Trouble in Mind Series (VHS): Bipolar Personality Disorder, Antisocial Personality Disorder, Panic Disorder, Obsessive-Compulsive Disorder, Post-traumatic Stress Disorder, Psychosomatic Disorder, Attention Deficit Disorder, Eating Disorder, Depression, Post-psrtum Depression, Delirium, Schizophrenia, and Alzheimer's Disease.

RN CAT AV Resources

PHYSIOLOGICAL INTEGRITY-----page 1 of 3

Basic Care and Comfort:

ABC series--VHS: Making a bed, Using special measures for comfort, Providing for elimination, Giving a complete bath in bed, Giving a partial bath, Providing for personal care, Moving in bed, Moving out of bed, providing maximum assistance with moving, assisting with crutches and walkers, assisting with casts and traction, Providing special turning measures

Zimmer series on traction—2 parts--VHS

Mobility series—IVD

Care of the Nasogastric tube—CD-ROM

Enteral feeding—VHS

Basic clinical skills: bladder catheterization—VHS

Catheterization and urinary care--VHS

Osteoarthritis—VHS

Total hip replacement surgery—VHS

Total knee replacement surgery---VHS

Reduction of Risk Potential:

Pathology of heart failure--VHS

Pathology of cerebral vascular accident—VHS

Pathophysiology of Diabetes Mellitus----VHS

Pathophysiology of Asthma, Chronic Bronchitis, Emphysema--VHS

Physiology of Pain---VHS

Focused assessment: patient with post abdominal surgery--VHS

Focused assessment: patient with congestive heart failure—VHS

Focused assessment: patient with newly diagnosed DM—VHS

Nursing Station 2000 (ABG, EKG, CBC, U/A)---CAI

Clinical Nursing Concepts and Skills: Perioperative Care---CAI

RN CAT AV Resources

PHYSIOLOGICAL INTEGRITY----page 2 of 3

Pharmacological and Parenteral Therapies:

- Basic principles of pharmacology—CAI
- Medi-Sim Series-----Pharmacology I & II-----CD-ROM
- Medication administration—IVD
- Avoiding medication errors—VHS
- Avoiding Medication Errors----CAI
- Concept media series: oral meds, topical meds, and IV meds---VHS
- Basic injection techniques—VHS
- Intravenous therapy--VHS
- Administering blood and blood products—VHS
- Assessing fluids and electrolytes—VHS
- Detecting and managing IV therapy problems—VHS
- Groshong catheter insertion—VHS
- Hickman, Broviac, Leonard vascular access catheter--VHS
- Longterm central venous catheters—VHS
- Accu-Calc---CAI
- Pro-Calc----CAI
- Cancer Treatment---VHS
- Expert Drug Therapy: Asthma, Chronic Bronchitis, Emphysema-VHS
- Clinical Nursing Concepts and Skills—Pharmacodynamics---CAI

RN CAT AV Resources

PHYSIOLOGICAL INTEGRITY----page 3 of 3

Physiological Adaptation:

- Cardiac emergencies—VHS
- Code: Cardiac Arrest—VHS
- Coronary blood flow/myocardial oxygen consumption—VHS
- Identifying cardiac dysrhythmias—VHS
- Outpatient evaluation and management of CHF--VHS
- Nursing care: elderly with acute cardiac disorder—IVD
- Essentials of cardiac rhythm recognition----CAI
- Medi-Sim Series----Med-Surg I & II-----CD-ROM
- Medi-Sim Series----Maternity I & II-----CD-ROM
- Medi-Sim Series----Pediatrics-----CD-ROM
- Emergency airway problems—VHS
- Nursing care: elderly with COPD--IVD
- Acute respiratory failure—VHS
- Basic skills: management of upper & lower airways—VHS
- Endotracheal tubes—VHS
- Tracheostomy Care--VHS
- Oxygen equipment delivery systems—VHS
- Mechanical Ventilation---VHS
- Evolution and development of chest tubes—VHS
- Chest drainage—VHS
- Understanding chest drainage—VHS
- Pulse Oximetry—VHS
- Post-operative Skills---VHS
- Diabetic emergencies—VHS
- Fluid and electrolyte emergencies—VHS
- Shock—VHS
- Acute Neurological Care: Head injury—VHS
- Identifying Neurological Deficits--VHS
- Body Story: the death knell of old age---VHS
- Clinical Nursing Concepts and Skills: Fluid and electrolyte----CAI
- Clinical Nursing Concepts and Skills: Acid/base balance----CAI
- Clinical Nursing Concepts and Skills: inflammation, infection, and wound healing----CAI

RN CAT Advisement Program

Results

The faculty at Manatee Community College are very pleased with the NCLEX results since the inception of this program. In the summer of 2000, our students demonstrated a first time pass rate of 94.2%, which is nearly 10% above the state and national average for first time pass rates. We are proud of the work that we perform daily in teaching our students, but we agree that this advisement program gives us the opportunity to individually assess the needs of every student. Passing the NCLEX is the ultimate determiner as to whether or not our students become gainfully employed after our years of instruction. Manatee Community College's nursing faculty have agreed to continue with this advisement system.



U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE

(Blanket)

I. DOCUMENT IDENTIFICATION (Class of Documents):

All Publications: RN CAT Advisement	
Series (Identify Series):	
Division/Department Publications (Specify):	Publication Date:

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to each document.

If permission is granted to reproduce and disseminate the identified documents, please CHECK ONE of the following three options and sign at the bottom of the page.

<p>The sample sticker shown below will be affixed to all Level 1 documents</p> <div style="border: 1px solid black; padding: 5px;"> <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Sample</p> <p style="text-align: center;">_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> </div> <p>1</p> <p style="text-align: center;">Level 1</p> <p style="text-align: center;"><input checked="" type="checkbox"/></p>	<p>The sample sticker shown below will be affixed to all Level 2A documents</p> <div style="border: 1px solid black; padding: 5px;"> <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY HAS BEEN GRANTED BY</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Sample</p> <p style="text-align: center;">_____</p> <p>THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> </div> <p>2A</p> <p style="text-align: center;">Level 2A</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The sample sticker shown below will be affixed to all Level 2B documents</p> <div style="border: 1px solid black; padding: 5px;"> <p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Sample</p> <p style="text-align: center;">_____</p> <p>THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p> </div> <p>2B</p> <p style="text-align: center;">Level 2B</p> <p style="text-align: center;"><input type="checkbox"/></p>
--	--	--

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) and paper copy.

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate these documents as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Susan K Donaldson	Printed Name/Position/Title: SUSAN K DONALDSON RN, MSN, MA; Associate Professor
Organization/Address: MANATEE COMMUNITY COLLEGE 5840 26th St. West BRADENTON FL 34707	Telephone: 941-752-5528 FAX: 941-727-8304
	E-Mail Address: Donalds@mcc.cc.fl Date: 5/17/01



III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of these documents from another source, please provide the following information regarding the availability of these documents. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:	N/A
Address:	
Price:	

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:	N/A
Address:	

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: <p style="text-align: center;">ERIC Clearinghouse for Community Colleges UCLA 3051 Moore Hall, Box 951521 Los Angeles, CA 90095-1521 800/832-8256 310/206-8095 fax</p>

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the documents being contributed) to:

ERIC Processing and Reference Facility

~~1150 West Street, 2nd Floor
Laurel, Maryland 20707-3598~~

~~Telephone: 301-497-4080~~

~~Toll Free: 800-799-3742~~

~~FAX: 301-953-0263~~

~~e-mail: ericfac@inet.ed.gov~~

~~WWW: http://ericfac.piccard.csc.com~~

