

# *To Kill a Nightingale*

An ABSN Experience

by George Ulloa

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## Personal Background Statement

My name is George Ulloa, I am 32-year-old first generation Latino male, from Brooklyn, NY. Both my parents are from Ecuador and immigrated to this country in the 90's. My mother worked as a PCA at Brooklyn Hospital for 33 years and recently retired in 2022. My father worked as a dish washer, and other restaurant roles for various years and eventually went back to school, earning his GED, Bachelor's, and completed Theology school to become a priest. He currently runs a congregation in the Bronx and works as a Chaplain.

I grew up with meager means. My mom and dad provided the best they could, but I had very little. I lived in a basement for a few years, spent summers working construction to help my parents, didn't travel. Didn't even have internet until I was in college, no computer, no specialized tutoring, or any of the other luxuries more established families in America have.

I went to a substandard high school on the border of the Upper East Side and Spanish Harlem. The school had limited resources: only two sports with no gym to play on, requiring students to go to parks to play any sports. Old textbooks, broken computers, teachers who rotated in and out with no consistency because they always quit within a year, since they were inexperienced new grads straight out of college. Throughout the years, teachers expressed concerns about my writing and spelling abilities, but I excelled through sheer hard work. I was able to go to NYU with a scholarship, I was on the premed track with a Major in Cinema Studies and a Minor in Psychology. I worked as a patient liaison and lab and research assistant. Additionally, I shadowed various doctors as part of the inaugural class of the NERA MEDPREP Program. This competitive 3-year internship program prepared students of underserved backgrounds for a career in health sciences.

Having worked IT while in undergrad I became enamored with technology, (even though I didn't have internet until I got to college) I decided to pivot and get a Masters of Information

Systems. I enrolled in a computer science post-bac program and completed my graduate courses as part of a bridge program at NYU: Graduate School of Arts and Sciences between 2013-2015. Graduate School was challenging especially for someone with little prior experience in actual programming, but I was able to pass. I would work with tutors, have 1-1 with teachers and find ways that I could improve my grade due to my challenges with exams. In graduate school when I was working on my Capstone where I was interned for a top tech telecom company (Twilio), I excelled and only received appreciation for the quality of my work. After my master's I tried to find work. Finding work was challenging, even though I had experience in IT and went to NYU, worked as an instructional technologist, ran market research projects, and had experience updating websites, I couldn't find work. NYU did not help post-graduation in the job search, so I was on my own. I was either too qualified for entry level positions due to my masters, or under qualified for management level position (which my degree prepared us for) due to my perceived lack of experience I graduated in May 2015, and remained unemployed until November of the same year. I worked on getting a PMP certification through NYU, during my downtime.

My first job out of graduate school was as a consultant for ed-tech learning company known as Ellucian in Orlando, Florida. I worked on a new product called Elevate, which was underdeveloped and had been oversold. I left the position, fearing that universities would eventually realize how underdeveloped the whole product was and possibly take legal action, after nearly a year and a half I left seeing constant failed product launches. I was right, the product team, including the consulting services I was on was disbanded and the product shelved for some time.

I had incurred costs moving to Florida and occurred even more costs moving back to my family in NY. I had trouble finding work since I had less than two years of experience and couldn't elaborate that I left because I was part of a product that was an ed-tech failure at its best or a scam at its worst. So, I found employment working as an hourly part-time project manager in a two-person marketing firm working out of a storage loft turned office space in Manhattan. I

worked severely under market rate, had no benefits, and was constantly asked to go beyond my role capacity, acting as a Spanish translator for the Latin American team dev team from Venezuela, lead generator and strategy planner for the firm. I even had to field calls from different clients on the weekend, even while on a trip to Six Flags. For all my efforts, I was offered \$35,000 as a starting salary and when I declined stating that was minimum wage in NY, they offered me \$40,000. I declined and decided to pursue a more technical role for some stability.

I switched into more traditional development, having worked on a few small-scale web projects on the side, I found employment with a midsize digital marketing firm as an entry level UX developer in New Jersey called W2O. I was taken as a contract worker paid hourly with no benefits. The plan was to be a contract to hire for just three months. I was not given a full time offer for nearly 1.5 years with various excuses on timing being an issue due to a company acquisition. I worked hard to build my skills, quickly learning about email and landing page development and becoming an important asset for my team. Unfortunately, my company culture changed with several company acquisitions and combined with months of long hours, no benefits, and no clear career ladder with false promises I looked for better employment.

I secured a contract job at Harry's as an email developer. Among many talented candidates, I was selected because I was the only developer who executed the interview assignment (creating an email automation system) as the employer desired. I put in long hours, worked hard, even during a (failed) merger and then went to work at the New York Times as an email and landing page developer. Once again, I was able to find a place and excel for the first year but during my second year the company culture changed. NYT became focused on making more acquisitions, increasing work pace, tighter deadlines, and the same typical crunch.

By the end of 2021, I increasingly recognized a cyclical pattern in web development work. It was becoming clear that the field lacked stability and accountability for ensuring workers could

grow and develop, and the market seemed to be drying up. Costs of customer acquisition, the inefficiencies, no real payoff, I needed to make a change.

All the constant lapses in work, huge private debts of college, interest rates, taking care of my family and living in NY left me with no money. I was broke and realized I needed to develop myself in a career with a stable income. With my mother retiring nursing at the end of 2022, I really looked deeply and decided that I wanted to use all my skills, my talent, and my work ethic and bring it into nursing. To finish what I started in the healthcare space many years ago, but instead of going to med school, I decided that I would go into nursing.

The reason for this background is to paint the picture of where I was. I was once a rising student, pivoted into a field that was new and exciting and painted as a perfect place for new grads. Instead, it was another bottle of the barrel slugfest where you climbed only if you had enough capital to start your own business. I wanted to make a career change, I wanted to move towards changing my life, getting stability. So much to me was focused on really committing to being a nurse and finally getting some sense of tangible success. I knew I had the skills to grow and be successful, I had my masters, several certifications, became an expert in my field and was confident I could succeed.

So, I embarked on my journey towards nursing in January 2022.

The purpose of presenting this background is to illustrate that I am an individual who is very well-versed in understanding higher-level education structures. I am very aware of requirements and tasks and focusing on executing to the best of my abilities. Unfortunately, due to market circumstances made it difficult to properly success in a technical career that was extremely volatile and unstable. Aware of the impending influence of AI, I realized it was now or never to pursue my dream; I was desperate to become a nurse. It was now or never.

## Prerequisite Process

This document will detail the prerequisite process. One of the things that I find very difficult to explain to people who are not familiar with this process for going to nursing school, is what the options are for nursing school.

Generally, there are two ways to go about becoming a nurse: you either go for your associate's or your bachelor's in nursing. While the requirements vary from school to school the basic core classes, regardless of associate or bachelor are as follows:

### **Courses:**

- Chemistry
- Statistics
- Nutrition
- Anatomy Physiology I
- Anatomy Physiology II
- Microbiology
- Human Growth and Development

### **Example Admission Requirements (click to see more):**

- Lehman College
- Binghamton
- BMCC

When students are considering nursing as a career change, many will have to retake most of these courses. This is a very high initial investment for any individual to make to even consider nursing. These are just core prerequisites, completing this does not guarantee you any entry into a program and often more unique requirements that pile on top as you go further along the process. For me, I started my program in January 2022. At that time, I was working as a web

and email developer at the New York Times. I ran New York Times Cooking, migrated new acquisitions like Wirecutter to our internal platforms and point person for all things “Standalone Product Groups.” As mentioned in my profile I was technically proficient, and an effective task manager and a hard worker. I was also still familiar with post-secondary education, having completed a UX certificate at Pratt while at Harry’s, and two web programming courses at General Assembly while at NYT.

### **Spring 2022:**

I started my classes January 2022. I enrolled in General Chemistry and Anatomy and Physiology I at BMCC.

General Chemistry is a hybrid course at BMCC. It was only meant for labs and all lectures and assignments were to be completed remotely and at your own pace. Look at the grading. Notice that there is an even balance of exam weight to homework. The logic here is to provide students a way to compensate for glaring weakness in exams to be compensated in secondary assignments. Note that the distribution isn’t exactly even, where exams are still weighted higher but there is even footing for students to have a strong baseline for passing by completing assignments and labs effectively, ensuring practical skills assessed in the lab have value to a student’s grade.

### **Grading**

4 Test including Final 13 % .....	= 52%
4 Homework x 6 % .....	= 24%
Labs (lowest lab will be dropped) .....	= 24% (breakdown below)
<i>Pre Labs + Post Labs (Online Quizzes) ....</i>	<i>= 10 %</i>
<i>Lab Results/Performance ...</i>	<i>= 14%</i>
<b>TOTAL .....</b>	<b>= 100%</b>

The course pacing is fair, covering approximately three chapters every three weeks. Giving ample time to learn, ask questions and finish HW in a timely manner.

With this being my first chemistry class in nearly a decade I identified early that I was weak in test-taking having performed lower than I expected on my first exam and reached out to my professor.

A screenshot of a messaging application window. The top right corner shows icons for reply, forward, and delete, along with the date and time: "Tue 3/1/2022 3:09 PM". The message body starts with "Hello Professor," followed by several paragraphs of text from the student reflecting on a test question about a piggy bank. The student discusses their initial assumption of a heterogeneous mixture versus a homogenous mixture of coins. They also mention speaking with fellow students and the reason they didn't assume different coins. The message concludes with "Anyway, just wanted to ask. Thanks for all the help and have a great day!"

A screenshot of a messaging application window. The top right corner shows icons for reply, forward, and delete, along with the date and time: "Sun 3/13/2022 11:43 AM". The message body contains two paragraphs from the student asking about reviewing submitted assignments and whether it's possible to reattempt them for a higher score. The student signs off with "Best, George".

The screenshot shows a messaging interface with two messages. The first message is from a user with a purple profile icon containing a 'G'. The second message is from a user with an orange profile icon containing 'HY'.

**User G:**

Oh I am sorry! I must have missed that when you announced it and went off what you told me when I came up to you. So sorry for bothering you.

Even if we do less than stellar on this exam, there is still a chance to improve before the class ends correct?

**User HY:**

No need to apologize.  
You received 80 from test 1. If you do well in the remaining tests/assignments your grades will eventually improve.  
Dr. Yumak

**Buttons at the bottom:**

- Reply
- Forward

In Anatomy I, the pace and type of course were extremely different. Anatomy involves dense science concepts, that focus on memorization and relying on the student to understand interrelated structures and concepts to be able to recall details effectively.

Like Chemistry the course was not fully based on exams but grading mixed over a variety of practice exams, online modules, traditional exams, in class quizzes, and lab. The course also had an option to retake your lab midterm again, an effort to help students improve exam scores. This course was sublime structure of teaching a dense academic subject, in an easy to digest way for people of all skill levels. The course also had an option to retake your lab midterm again, an effort to help students improve exam scores.

**Due Dates for Connect HW & Practice Tests**

Connect HW Assignment/ Practice Tests	Due Date	Module
Ch 1 HW	Feb 15th	Lect Module 1
Ch 2 HW	Feb 16th	Lect Module 1
Practice Test 1	Feb 22nd	Lect Module 1
Ch 3 HW	Feb 22nd	Lect Module 2
Ch 4 HW	Mar 1st	Lect Module 3
Practice Test 2	Mar 8th	Lect Module 3
Ch 5 HW	Mar 8th	Lect Module 4
Ch 6 HW	Mar 15th	Lect Module 5
Practice Test 3	Mar 22nd	Lect Module 5
Ch 7 HW	Mar 22nd	Lect Module 6
Ch 8 HW	Mar 22nd	Lect Module 6
Ch 9 HW	Mar 29th	Lecture Module 7
Ch 10 HW	Apr 5th	Lecture Module 8
Ch 11 HW	Apr 10th	Lecture Module 8
Practice Test 4	Apr 12th	Lecture Module 8
Ch 12 HW	Apr 12th	Lecture Module 9
Ch 13 HW and Practice Test 5	Apr 26th	Lecture Module 10
Ch 14 HW and Practice Test 6	Apr 26	Lecture Module 11
Ch 15 HW and Practice Test 7	May 3rd	Lecture Module 12
Ch 16 HW	May 10th	Lecture Module 13
Practice Test 8	May 17th	Lecture Module 13
Ch 17 HW	May 17th	Lecture Module 14

This table is final unless a problem arises.

**Connect Virtual Lab Assignment Table**

Connect Virtual Lab	Due Date	Lab
Tutorial, Personal Safety, Length Measurement	Feb 7th	1
Using Microscopes, Oil Immersion, Wet Mount	Feb 14th	2
Diffusion Across a Membrane, Diffusion: Concentration Effect, Diffusion, MW Effect, Osmosis, RBC Toxicity	Feb 28th	3
Muscle Elect. Stimulation, Shoulder & Elbow Movement, Motor Unit Recruitment	Apr 4th	8
Monosynaptic Reflexes	Apr 11	9
Visual Acuity, Astigmatism, Blind Spot, Color Vision, Eye Dissection	May 5th	10
Endocrinology: Blood Glucose, Endocrinology: Thyroid Hormone & Body Temperature	May 16th	11

This table is final unless a problem arises.

**Evaluation of Students:** The course will be graded on the following (as determined by instructor):

- Lecture: 70-80%
- Lab: 20-30%

I noticed early on that I am weak in exams, learning the content that dense is new to me. For my first lab exam I receive a 67. Of course, I relied on my resources. I reach out to the professor for help, and I start to understand the course structure better. Our teacher would give us notes what could be tested on exams and areas to focus on. The questions were essay based allowing partial credit but also focusing on student to remember concepts holistically.

67

The Borough of Manhattan Community College  
The City University of New York

Bio 425 section 143  
Lab Midterm Exam

Professor Matthew Andriu  
April 8, 2022

**Part A. Osmosis Table:** Dialysis bags were made using membranes permeable to small ions and molecules, including water, and impermeable to sucrose or larger molecules. The bags were filled with the indicated solutions. These bags were immersed into beakers containing the indicated solutions. Fill in the blanks with the **ONE BEST** response for each using Row A responses for bag weight change over time and Row B responses for describing the beaker solution tonicity relative to the dialysis bag. (one point each) (Each term may be used once, more than once or not at all.)

Bag Number	Bag 1	Bag 2	Bag 3	Bag 4	Bag 5
Bag Solution	4% NaCl	4% NaCl	20% Sucrose	2% Sucrose	20% Sucrose
Beaker Solution	Water	2% Sucrose	Water	4% NaCl	40% Sucrose
Bag Weight Change	Gains weight	loses weight	gains weight	loses weight	loses weight
Beaker Solution Tonicity	Hypotonic	Hypotonic	Hypertonic	Hypertonic	Hypertonic

Row A      A. GAINS WEIGHT      B. LOSES WEIGHT      C. WEIGHT STAYS SAME

Row B      A. ISOTONIC      B. HYPOTONIC      C. HYPERTONIC

**Part B. Match Sets:** Match **BEST ONE** item in Column A to description in column B. Each item may be used once or not at all. (one point each)

Match Set 1

Column A	Column B
A. Anterior	1. D Position of the dermis relative to the epidermis. Deep
B. Contralateral	2. C The plane dividing posterior from anterior. Coronal
C. Coronal	3. N Position of the diaphragm relative to the abdominal cavity. Superior
D. Deep	4. P Plane capable of showing left, right, front and back borders. Hypothoracic
E. Distal	5. I The position of the heart, relative to the lungs. Mediastinal
F. Inferior	6. M Position of the appendicular skeleton relative to the axial skeleton
G. Ipsilateral	7. H Position of the ears to each other. Lateral
H. Lateral	8. L Position of a vertebrate's spine relative to its body. posterior
I. Mediastinal	9. F The position of the chin relative to the mouth. Inferior
J. Medial	10. K The plane equally dividing left from right. Posterior
K. Posterior	11. O The position of periosteum relative to compact bone. Superficial
L. Superior	
M. Transverse	

Answers handwritten:

- 1. D Position of the dermis relative to the epidermis. Deep
- 2. C The plane dividing posterior from anterior. Coronal
- 3. N Position of the diaphragm relative to the abdominal cavity. Superior
- 4. P Plane capable of showing left, right, front and back borders. Hypothoracic
- 5. I The position of the heart, relative to the lungs. Mediastinal
- 6. M Position of the appendicular skeleton relative to the axial skeleton
- 7. H Position of the ears to each other. Lateral
- 8. L Position of a vertebrate's spine relative to its body. posterior
- 9. F The position of the chin relative to the mouth. Inferior
- 10. K The plane equally dividing left from right. Posterior
- 11. O The position of periosteum relative to compact bone. Superficial

Total 15

  [REDACTED] X [REDACTED] X

Mon 3/26/2022 1:46 PM

Dear George,

You've been doing a great job in Anatomy and Physiology I.

Your dedication and hard work are paying off. Keep up the good work!

Currently a 8+ that can become an A minus or an A

Reach out to me if you need assistance.

Sincerely,  
Professor Matthew Andria

Mon 3/26/2022 1:49 PM

Thanks professor this really means a lot! I will be aiming for the A!

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[Reply](#) [Forward](#)

Midterm Exams



GU



Thu 5/5/2022 1:57 PM

Hello Professor, quick question I accidentally submitted my exam too early with 30 minutes on the clock by pressing save next to submit (bone headed error to say the least). I have 78/99 which isn't ideal, but I am curious will a midterm get dropped? I was wondering if the test could be reopened but if it is not, I do not mind just working to improve my scores for midterm 4.

What would you best advise? I really want to do my best to go above a B+.

Best,  
George

MA



Thu 5/5/2022 2:38 PM

Yes, I will drop each student's lowest multiple choice part and each student's lowest essay part.

MA



Since you answered every problem, I won't change anything. Prof. Matt Andria

Thu 5/5/2022 2:42 PM

GU



Thu 5/5/2022 2:43 PM

@Matthew L. Andria that's no problem at all. Now that I know the lowest gets dropped I will focus my efforts on improving for midterm 4. Thank you!

GU [REDACTED] Fri 5/27/2022 8:19 PM

Hello Professor,

I was wondering if you could provide me a breakdown of the Anatomy 1 grade. I am taking Anatomy 2 and would like to see my strengths and weaknesses so I can improve for Anatomy 2.

I also want to make sure I didn't miss anything due to blackboard. I noticed my lab worksheets did not get a grade, just wanna make sure I took care of everything.

Anyway, hope you have a great holiday weekend!

Best,  
George Ulloa

in [REDACTED] View profile X

MA [REDACTED] Sun 5/29/2022 12:58 PM

George\_SP2022\_Bio425-141\_G... 32 KB

Here it is:

SP2022	Bio425	iscd	141	15%	14%	16%	8%	8%	8%	8%	8%	5%	6%	3%	3%	iscd 141				
studentID	Last	First	MC	Essay	Lab	Final	Lab	Mid	Lab	Reports	Connect	Pract	Lab	Quizzes	Particip	V/Labs	Disc	Board	total	grade
Name	Name	Ave	Ave																	First Name
18137407Ulloa	George	George	87.5	100	65	110	70	98.44%	92.414	90.539	100	98.75%	100	100	90.48%	George	George			

I understood, I adapted, I improved. Just look at my lab midterm. I started with a 67 and got a 110 going above the max score thanks to extra credit. I completed both Anatomy I and Chemistry with an A- and an A respectively. I did this all while working a technically demanding job at the New York Times and still learning new web development skills. I can manage these courses, I could see weaknesses, adjust, and succeed.

<b>Class</b>	<b>Units</b>	<b>Grading</b>	<b>Grade</b>	<b>Grade Points</b>
BIO 425	4.00	Letter Grades	A-	14.800
CHE 121	4.00	Letter Grades	A	16.000

For the summer of 2022, I worked toward continuing towards my core set of requirements. This time around I would be tackling Nutrition, but the real curveball was Anatomy II, as it was an

accelerated summer session. Anatomy II would be an entire semester's course in six weeks. The course was also paced very differently. It was Monday through Thursday 8-2pm each day. Daily quizzes on the morning, lecture, and lab in a single day. There was little homework to allow time for students to study concepts after class with adequate time.

The course was accommodating. The professor would have lecture pre recorded and hosted on YouTube. The teacher would make themselves available twice a week officially, and everyday unofficially.

**Evaluation of Students:** The course will be graded on the following:

**Lecture: 75%.** FOUR exams including final (see dates below). You **MUST** submit a final.  
*All examinations will be based on material covered in class only*

**Coursework/Lab: 25%.** This will include class quizzes (about one per chapter) as well as coursework/lab assignments (about one per chapter).

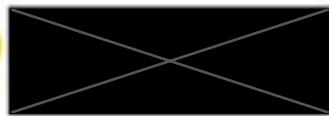
**NOTE:** *This is an intensive course. We will be covering about two chapters a week and you will need to stay on top of assignments to be successful.* Timely submission of work is required (work not submitted on time will incur a grade penalty). Your work must be original (not plagiarized/ copied) and all work **MUST** be completed for students to obtain a final grade. There will be **no** formal lab exam.

**Exam dates (all are in person in N659)**

**Exam 1** Monday June 13th  
**Exam 2** Monday June 27th  
**Exam 3** Wednesday July 6th  
**Exam 4 FINAL** -----Monday July 18th

I did find myself struggling to get through the intense examination focus. Yet, my prior semester had prepared me to handle challenging academic situations. I did what I always did in situations like this. Reach out for help and worked with my professor to plan and see what I could do to get through this class. To me this was an exercise in skill adjustment. I wanted to test fast pace.

GU



Jun 8, 2022

...



Hello Professor,

As you know my quizzes have been less than stellar and I wanted to email you for advice.

As a former developer a lot of my training comes from direct practice and repetition. For me direct memorization can only go so far without reinforcement. In anatomy1 I did well due to a strong focus on homework, open book exams and labs where I was able to excel even though I was a weak test taker.

With that in mind, no good engineer worth his salt does the same mistakes twice and this week gave me some time to feel out the class and what works best for me in terms of learning. Due to the higher emphasis on exams over homework I wanted to know the following:

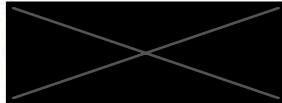
What are good resources for student to test their knowledge via direct questions. Are there any sections in the book or connect that can test students on topics? This direct practice of testing will go a long way in helping me really understand and absorb the material. So, if you have some advice for resources like this, that would be great.

Anyway hope you are having a great day!

Best,  
George Ulloa



JM



Jun 8, 2022

...



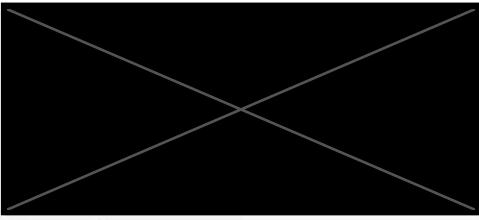
Hi George,

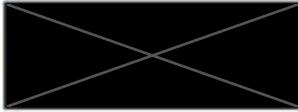
I appreciate you reaching out to me.

I'm sure you have Connect. Log on and practice the questions from each chapter. This will help. Practice the quizzes on the atlas there too. That will help. Look at the review sheet I gave and write out your answer to each (it forces you to go through your notes). This will help. Maybe form a study group with your lab team or others in the class and do these activities together. Look over and double check why you got wrong answers on the quiz. Did you read the question correctly? Maybe you just answered too fast. But once you understand what you are being asked, then you can answer it. I believe that campus tutoring is also available during the summer. You could make an appointment.

Based on your email as well, one other thought that comes to mind is that your learning style will maybe work better with a class in the regular semester - the shortened time frame we have means there isn't time for you to do essay/research homework/ extensive lab reports etc, that you feel more confident about, but it is the reason why the class has to flow the way it does. That being said, I know that you can pass my class with a good grade, but you will have to be prepared to work a little differently than you are used to.

Hope this helps!





Jun 9, 2022

...



Thanks professor for all this help. Upon reflection I do agree with you, I am better suited for a slower pace that fits with a normal semester. Yet, if I am to actually succeed in the medical field, I have to be able to learn in conditions that may not be the most ideal. This will be a good exercising in seeing if I can push myself to learn a bit faster.

Thanks for all the resources, I will be giving it my all and working hard to really get this material and do well on EXAM 1.

Thanks and see you very soon in class!

...

The first exam and quiz grades showed that I was weak in exams, but I recalibrated. I quit my job at the New York Times and took my teachers advice. I made notes, did practice questions, made a study group, and was able to pass with a B+. I did all this while still managing a nutrition class as well, and ending up with an A.

I had proven to myself I could handle the pace of a fast science course. If I was ever to do an accelerated nursing program, I would have to be used to a fast pace. Anatomy II was proof to me that I could handle science courses at the intensity that I could expect for an accelerated program.

### **Fall 2022:**

Going into the next semester I was sadly unable to continue not working while going to school. With nursing school looming on the horizon, I knew I needed to start working again in order start saving money for nursing school. So, I completed my last set of course courses: Statistics and Microbiology.

This time around I was balancing a new job at Capital One as an Email coder on contract. Meaning that I would work 40 hours a week with no benefits or vacation. As with every new job

in the tech industry, I was faced with learning new processes, while once again having to take on two challenging courses and begin the application process.

This time around I had really gotten a sense of how to work through science classes. Even though canonically Microbiology was the most challenging science in the stack, and yet to me it was possibly the easiest class. The course had a great balance at providing dense material but had a large variety of ways the course assessed the student. Lecture and lab quizzes, exams for both sections, multiple online and in class assignments. Easily up there with Anatomy I as one of the most thoughtfully designed courses I had ever seen. One need not see a better example than how the professor delivered the final. He provided an outline while providing potential topics for essay questions, and short answer sections. In looking at the way the Professor delivered their content, the study aids, the guidance to students on what will be tested, and practical things like providing calendars that have assignments and detailed tasks lists.

## >>> December 2022

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				FINAL QUIZ 1  Bio 420-174, FINAL QUIZ, N663, 5-7:45	2	3
4	5	6  Bio 420-174 Lecture 11, N487, 5-7:45	7	8  Bio 420-174, Lecture 12, N663, 5-7:45	9	10
11	12  EXAM REVIEW 13  Bio 420-174 Final Exam Review, N487, 5-7:45		14  READING DAY	15	16	17
18	19  EXAM 20  Bio 420-174 FINAL EXAM, N487, 5-7:45	20	21	22	23  GRADES SUBMISSION DEADLINE	24
25	26	27	28	29	30	31

Template © calendarlabs.com

The Borough of Manhattan Community College  
The City University of New York

BIO 420 – Outline of FINAL Examination

Prof. Andrei V. Nikonov

**IN-PERSON version of FINAL Examination**

- If the exam is in-person, it will be administered as printed version
- The exam will be administered during entire class hours.
- Exam is based on the last 5 lectures of the course – Lectures 7 to 11

**Part 1 – Multiple choice questions** – 40 questions, 1 point each **Max points – 40**

**Part 2 – Laboratory review questions** – 15 questions, 1 point each **Max points – 15**

**Part 3 – An Essay – "HIV Infection"** – 5 parts, 6 points each **Max points – 30**

A. Signs and Symptoms

- S&S of Acute HIV Infection
- S&S of AIDS

B. Etiological agent

- Structure of the HIV virus and components of virion
- Replication of HIV in host cells, including functions of viral enzymes included in capsid

C. Pathogenesis and Diagnostics

- Damage done by HIV to the host
- HIV diagnostics

D. Epidemiology

- Origin, Reservoir, Routes of transmission of HIV infection
- Statistical data for HIV cases reported globally and in the USA.

E. Prevention and Treatment

- Prevention of HIV infection
- Treatment of HIV, including cost and availability of retroviral drugs to HIV-infected

**Part 4 – Recent news related to Healthcare** **Max points – 5**

Describe recent news related to healthcare in 3 separated parts:

- 1) Describe recent News in field of healthcare
- 2) Analyze the news by explaining why do you think this news is important
- 3) Indicate the source of the news (if it is on internet, provide link)

Your award points will be reduced if:

- 1) All 3 parts are not clearly marked (as 1, 2, 3) and are not separated from each other
- 2) Any of the required parts is missing
- 3) Excessive copy-pasting (use your own wording instead)

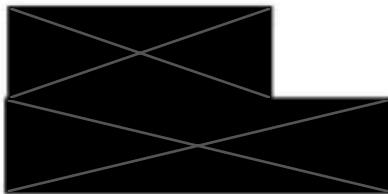
**Part 5 – Bonus (make up) Questions** – 2 questions, 3 points each **Max points – 6**

**90 points will be taken as 100%**

1 | Page

I would end up managing a technical development job, take Statistics, microbiology, and still have the energy to apply to nursing schools and scholarships. Even through it all, I ended up getting straight A's. My best semester yet. All in all, as you can see below, I was able to successfully transition back into sciences.

Borough of Manhattan C.C. Student Copy Transcript



End of Borough of Manhattan C.C. Student Copy Transcript

Beginning of Undergraduate Record					
2022 Spring Term					
Non Degree Undergraduate Major					
Academic Standing Effective 09/02/2022: Good Academic Standing					
Course:	Description:		Earn:	Gnd:	
BIO 425	Anatomy and Physiology I	4.00	A-		
Req Designation:	Required Core - Life and Physical Sciences				
Contact Hours:	6.00				
Course Attributes:	Anatomy and Physiology I				
Instructor:	Matthew Andria				
CHE 121	Gen Org Bio Chem I	4.00	A		
Req Designation:	Required Core - Life and Physical Sciences				
Contact Hours:	6.00				
Instructor:	Hassan Yuruk				
Term GPA:	3.850	Term Total:	8.00	Earn:	
			Attempt		
				Earn	

2022 Summer Term					
Non Degree Undergraduate Major					
Academic Standing Effective 06/02/2022: Good Academic Standing					
Course:	Description:		Earn:	Gnd:	
BIO 426	Anatomy and Physiology II	4.00	B+		
Req Designation:	Required Core - Life and Physical Sciences				
Contact Hours:	6.00				
Course Attributes:	Anatomy and Physiology II				
Instructor:	Jane Tetzapidis				
SCI 150	Nutrition	3.00	A		
Contact Hours:	3.00				
Instructor:	Patricia DeLeon				
Term GPA:	3.600	Term Total:	7.00	Earn:	
			Attempt		
				Earn	

2022 Fall Term					
Non Degree Undergraduate Major					
Academic Standing Effective 01/02/2023: Good Academic Standing					
Course:	Description:		Earn:	Gnd:	
BIO 420	Microbiology	4.00	A		
Req Designation:	Required Core - Life and Physical Sciences				
Contact Hours:	6.00				
Instructor:	Andrei Nikonen				
MAT 150	Introduction to Statistics	4.00	A		
Req Designation:	Required Core - Mathematical&QuantitativeReasoning				
Contact Hours:	4.00				
Course Attributes:	ZERO Textbook Cost				
Instructor:	Nadarajah Kirsipaharan				
Term GPA:	4.000	Term Total:	8.00	Earn:	
			Attempt		
				Earn	

Cumulative Totals					
Cum GPA:	3.826	Cum Total:	23.00	Earn:	23.00
Transfer Cum GPA:	0.000	Transfer Total:	0.00		0.00
Comb Cum GPA:	3.826	Comb Total:	23.00	Earn:	23.00

View Grades				
Term GPA 4.000 >				
Cumulative GPA 3.826 >				
Academic Standing Good Academic Standing				
2 rows				
Class	Units	Grading	Grade	Grade Points
BIO 420	4.00	Letter Grades	A	16.000 >
MAT 150	4.00	Letter Grades	A	16.000 >

If there is anything that I want to reader to gather is this. In front of you is a highly proficient student that understand how to manage science classes, works with professors to find solutions, and excel. Likewise, take a moment to think about the way that professors laid out their material, were available to students, and encouraged them to succeed. Really keep this mind as we go further into this story.

Yet one thing to keep in mind is the cost:

## Payment Details

11 rows

Date Posted	Description	Business Unit	Amount	
11/07/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	553.19	
10/05/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	207.18	
09/17/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	380.13	
07/05/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	1,017.52	
06/06/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	1,017.52	
05/18/2022	Fed ARPA Discretion Grant Spr	Borough of Manhattan CC	16.98	
05/11/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	1,017.36	
04/05/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	770.69	
04/05/2022	Fed ARPA Student Grant Spring	Borough of Manhattan CC	346.00	
03/07/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	770.69	
01/29/2022	eCheck Payment Plan Payment	Borough of Manhattan CC	761.57	

## Application Process

Towards the end of 2022 I began to plan for transitioning into nursing. Looking into nursing programs, as an older second-degree student. I had to weigh out various factors, cost, distance, quality of education, but most importantly time.

Being a working professional, my time has a cost fixed to every hour. Going to school for nursing will not just incur the cost of attendance, but also the cost of not working compounding on that. If I had stayed at my job at Capital One I would have made \$125,000, but that is now a sunken cost. Yet, it's not just about working, as a developer technology is moving at an extremely fast pace. Each year a developer can learn new programming languages or frameworks that keeps them current. Leaving for any extended amount of time, and not completing nursing would set me back years, figuratively and literally.

Likewise, every school has different requirements. The courses may be different, different entrance exams or some school may require you to be matriculated and take specific classes prior to applying. This realistically boxes a student in. Do you apply to what is currently open or invest more in to taking on more requirements to apply to more school.

So, I investigated accelerated nursing programs, I factored in cost as the second most important factor next to time and decided on the following programs with the following list for myself. I decided to focus on Suny schools because they provided the best mix of value education

### SUNY: Stonybrook

#### **Pros:**

- 12 Month Program
- Early start
- No Entrance Exam
- Completed all admissions requirements
- Close to home lower moving costs

### SUNY: Binghamton

- 12 Month Program
- No Entrance Exam
- Completed all admissions requirements
- Lower cost of living than in NYC

#### **Cons:**

- Starts Later in March meaning at least 3 months delay in working
- Further upstate meaning more moving costs

## SUNY: BUFFALO

### **Pros:**

12 Month Program  
Early start  
Low cost of living  
No Entrance Exam  
Video Submission for application

### **Cons:**

High moving costs  
Additional Courses

### **Other considerations:**

I considered a few other programs. Lehman Accelerated Nursing Program and Suny Downstate. The issue with programs were that they were longer 15-18 months, required additional courses, and had two different entrance exams I needed to take (TEAS Exam and PAX-RN respectively), and I could not apply to them at least till January-March 2023.

### **UB: Application Process**

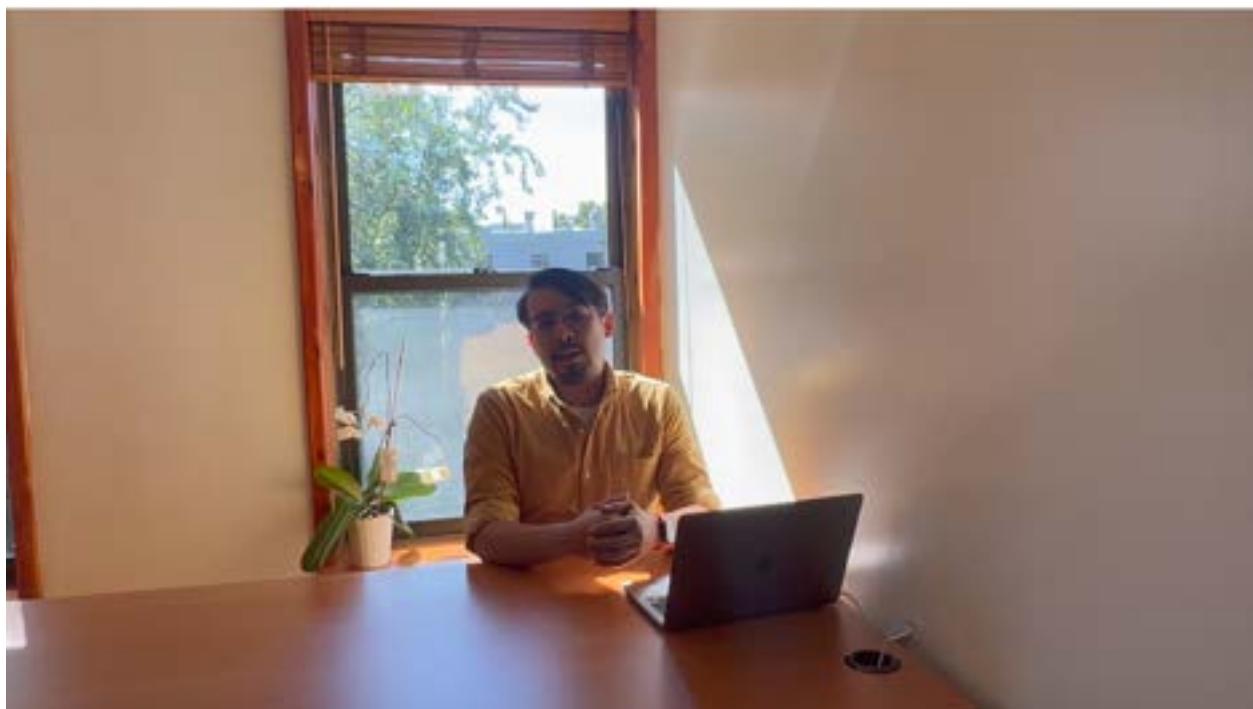
On October 2022 I began the application process for SUNY Schools. Even with classes, work, and helping my family, I applied.

I did the common **SUNY** application. For each school I had to answer essay questions, provide transcripts and letters of recommendation.

What was unique about UB's Application was that it did not require letters of recommendation or entrance exams. The relied on completing on multiple essay questions, and a 3-minute video essay.

Making a video essay on personal motivations and having to assess public healthcare was not a quick task. It required making a script, buying a tripod, scouting a location, and practicing. This was a few hours of work to effectively be able to get this one take. Yet I did it. It was an important task and to me, what I liked to believe UB was trying to take a holistic view at understanding me. I saw the video as a sign the UB would take the time to really understand their candidates.

<https://youtu.be/pUovIkvfrWQ>



### **UB: Decision Process**

On 12/02/22 I was accepted to UB. I had been rejected from Binghamton and Stonybrook, in reaching out to those schools they said while I was competitive, they simply had to give preference to students who had applied before. UB was on only current option available to me, but I was happy to be selected considering how small their class size was the given year.

Of course the decision was a blind yes, I had two weeks to make a very rushed decision that would decide my fate on my education.

Immediately, I tried to get an understanding of the program, and the type of classes, and I looked online and tried to find information about the course. I couldn't find any information online for the syllabus, take a quick google search, you get the credits but not a single bit of

information any actual details about the courses. How many hours, how much homework, due dates. You won't be able to find much.

I decided to go to UB. I didn't think it was a smart move to gamble applying to another school with no guarantee I would get in, even though I at least had two classes for UB, adding considerable time cost, and stress. It also didn't seem smart to take two different entrance exams and bet on other schools that would start later and lose time starting later. I made spreadsheets weighing out my options and budgeting. I accepted UB on 12/15/22 and committed to finishing the pre-requisites.

A Google search results page for the query "ub abs curriculum syllabus". The search bar shows the query. Below it, a row of buttons for Images, News, Videos, Books, Shopping, Maps, Flights, and Finance. The main content area displays five search results, each with a snippet of text and a link to the University at Buffalo's website.

About 39,800,000 results (0.53 seconds)

**University at Buffalo**  
<https://nursing.buffalo.edu/academic-programs/abs>

**Accelerated BS Program - UB School of Nursing**

This highly competitive program allows students to earn their nursing degree in 12 months.  
About the ABS Program.  
You've visited this page many times. Last visit: 7/13/23

**University at Buffalo**  
<https://nursing.buffalo.edu/explore-ubson/abs>

**Accelerated Bachelor's Degree in Nursing - University at Buffalo**

The Accelerated Baccalaureate Degree in Nursing (ABS) Program offers a second degree option for individuals with a bachelor's or master's degree in another ...  
Missing: syllabus | Must include: syllabus  
You've visited this page 2 times. Last visit: 12/12/22

**University at Buffalo**  
<https://admissions.buffalo.edu/academics/programs>

**Nursing BS - Accelerated - UB Admissions - University at Buffalo**

Jan 30, 2023 — The accelerated second-degree option offers the undergraduate nursing curriculum as an intensive, full time, 12 month program designed for ...

**University at Buffalo**  
<https://nursing.buffalo.edu/undergraduate-programs>

**Application Date Info for ABS Program - UB School of Nursing**

The Accelerated BS in Nursing program only begins in the Summer (Mid-May). The next term you can apply for is the Summer 2024 start term (with a May 2025 ...

**University at Buffalo**  
<https://nursing.buffalo.edu/undergraduate-programs>

**Traditional BS Program - UB School of Nursing**

The Traditional Baccalaureate in Nursing Program consists of a robust curriculum, encompassing biomedical and social sciences, clinical nursing, and university ...

## **Nursing - Accelerated Core (59 credits)**

- [NSG 313LAB - Science of Professional Nursing Practice Practicum](#) Credits: 3
- [NSG 310LEC - Health Promotion and Disease Prevention in Professional Nursing Practice Across the Lifespan](#) Credits: 3

### [NSG 312LEC - Science of Professional Nursing Practice](#)



#### **NSG 312LEC - Science of Professional Nursing Practice**

This foundational [nursing](#) course enables students to develop an understanding of the science of professional [nursing](#) using the Scope and Standards of [Nursing Practice](#) and Code of Ethics as a framework for the professional [nursing](#) role. Students are introduced to the role of the nurse in interprofessional collaborative practice that promotes wellness, manages illness and achieves quality and safety outcomes. Through the application and understanding of critical thinking, clinical reasoning, and predictive management, students are prepared to become situational thinkers to provide evidence-based, culturally relevant, patient-centered care across the lifespan.

Credits: 5

#### **Grading**

Graded (GRD)

#### **Typically Offered:**

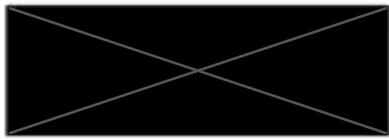
Fall, Summer

#### **Requisites:**

Pre-Requisites: Admission to [Nursing](#) program and Co-Req [NSG 313](#).



December 2, 2022



Dear George Ulloa,

Congratulations! On behalf of the School of Nursing Admissions Committee, I am delighted to offer you admission to the University at Buffalo's Accelerated Bachelor of Science in nursing degree program (ABS) for the **summer 2023 semester**. You were selected from a highly talented candidate pool and should take pride in your hard work and accomplishments. Our faculty and staff look forward to working with you over the next year and watching you grow into a contributing member of the UB community, **class of 2024** and the nursing profession.

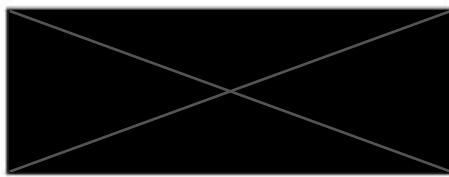
To accept this offer of admission, complete the online [Statement of Intent and Honor Code](#) by **December 15th, 2023**. Failure to complete the online Intent form by the deadline will result in a forfeiture of your acceptance to the ABS Program.

The School of Nursing is hosting a special event for all admitted ABS applicants on Thursday December 8th at 7:30am in Wende Hall room 111 (UB South Campus). The session will also be available for those living out of town through zoom. More information and to RSVP can be found [HERE](#).

The ABS program begins on May 22<sup>nd</sup>, 2023. You must complete all the requirements below by their specified deadline to be eligible to start the program:

1. Complete all nine (9) prerequisite courses listed on page 4 with grades of "C" or better by the start of summer session I. See table for an official evaluation of your pending prerequisite courses. You must also complete the prerequisite courses you are registered in this fall semester with a grade of C or higher. If you resign / drop / do not complete / or receive a grade of C minus or lower in any of your fall prerequisites courses your admission will automatically be rescinded. This policy also applies to any prerequisites courses you take in the winter or spring semesters. Acceptable equivalent courses from other colleges may be transferable; please check [www.taurus.buffalo.edu](#) for equivalency. If you need any assistance in planning the completion of your prerequisite courses, contact Julie Kim-Proehl at [jkimproe@buffalo.edu](mailto:jkimproe@buffalo.edu) or 716-829-3003.
2. New transfer or reentry students, admission to the University at Buffalo as a matriculated student is required. UB transfer or reentry applicants will receive their UB admission shortly. New transfer students must submit a [\\$150 tuition deposit](#) to the University Admissions Office by **January 5<sup>th</sup>, 2023**. Deposits are not required for reentry applicants.

-continued



Category	Sub-Category	Description	Notes
Graduation Requirements	Mathematics	Algebra I, Geometry, Algebra II, Pre-Calculus, Calculus	
Graduation Requirements	Science	Biology, Chemistry, Physics, Earth Science	
Graduation Requirements	Social Studies	World History, US History, Government, Economics, Geography	

## UB: Prerequisites

The first red flags should have apparent to me early on when I got this email from an Admissions Coordinator Julie Kim-Proehl on 12/9/22. She informed that I would need to take Human Growth and Development. I found it bizarre that someone with a Minor in Psychology from NYU would need to retake Human Growth and Development due to end of life care not being covered. I planned to follow up with reviewing my syllabuses, to see if this requirement could be waived and focused on the two courses I needed to take.

# **Applied Pathophysiology**

## **Pharmacology**

Hi,

Below are the official results of your University at Buffalo School of Nursing Syllabi Review to determine course equivalencies. **The course below will NOT fulfill the Human Growth and Development prerequisite for nursing.** We can discuss some other options for completing the requirement in our zoom meeting next week. There is the CLEP exam by credit, or we can look at some online options, or also some options at your local community college, or even at UB in the spring.

Institution	New York University
Course #	PSYCH UA34
Course Name	Developmental Psychology
UB Articulation	NOC

UB typically accepts all college-level credit from regionally accredited two- and four-year institutions. Nursing prerequisites can be satisfied with courses from another institution if they are deemed appropriate equivalents. If the course above is not approved it mostly will still be transferable for credit but does not satisfy the nursing prerequisite. If the course above is approved it will satisfy the nursing prerequisite and also be reflected in your HUB Student Center for current student and [www.bausub.buffalo.edu](http://www.bausub.buffalo.edu) for prospective students.

Feel free to contact me with any questions or concerns.



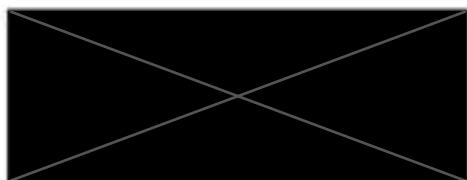
University at Buffalo

## School of Nursing

Your admission to the ABS program is contingent upon the successful completion of all the prerequisite courses listed below. Please review the pending prerequisites course column carefully. You must also complete the prerequisite courses you are registered in this fall semester with a grade of C or higher. **If you resign / drop / do not complete / or receive a grade of C minus or lower in any of your fall 2022, winter 2023 or spring 2023 prerequisites courses your admission will automatically be rescinded.** Once your fall courses are completed, you must submit an official transcript directly to the UB School of Nursing by **January 15<sup>th</sup>, 2023**. You must register and complete all remaining prerequisite coursework in the winter or spring semesters. Once you have registered for your winter or spring courses **submit a prerequisite self-evaluation**. Documentation of completed spring prerequisite courses must be submitted by **May 22<sup>nd</sup>, 2023** with final official spring transcripts submitted by **June 15<sup>th</sup>, 2023**. All prerequisite courses must be the UB course or equivalent to the UB courses. Acceptable equivalent courses from other colleges may be transferable; please check [www.taurus.buffalo.edu](http://www.taurus.buffalo.edu) for equivalency. If the course you are currently taking or plan to take next semester requires a [syllabi review submit here](#). If your course is pending as syllabi under review, you should receive notification shortly. If you need any assistance in registering or planning the completion of your prerequisite courses contact [kimproe@buffalo.edu](mailto:kimproe@buffalo.edu).

Send official transcripts to: UB Office of Admissions 12 Capen Hall, Buffalo NY 14260-1660 or [ub-admissions@buffalo.edu](mailto:ub-admissions@buffalo.edu).

COURSE STATUS: Completed / To Be Completed / In Progress	Course	UB Course #
Completed	Human Anatomy or A&P1	PAS313
Completed	Human Physiology or A&P2	PGY300
Pending: Syllabi Review in Progress	Human Growth & Development	NSG250
In Progress	Statistics	PSY207,STA119,NSG295
In Progress	Microbiology	MIC301 or 401
Completed	Nutrition	NTR108
Completed	Chemistry	CHE121 or 101
To Be Completed: Spring	Applied Pathophysiology	PGY412
To Be Completed: Spring	Pharmacology	PMY302
DEGREE STATUS: Completed / In Progress		
Completed	Bachelor's Degree	



The problems started early on with the course selection for Applied Pathophysiology and Pharmacology. Let's first take a second to acknowledge that Applied Pathophysiology and Pharmacology are some of the most challenging science courses a student could take prior to nursing, yet now they had to be done both at the same time, prior to the start of the program.

To me this felt odd, why is UB the only school that required these courses but actively was requiring me to finish them so close to the start date. It was a little concerning, were these courses seen as an afterthought since they can be crammed right before the program? I didn't know the type of content or skill level of these two courses, so I was immediately wary. These are at least three full courses, this would require most people to be a full-time student, and they are casually throwing it into requirement list, so soon to start.

The orientation started on 4/29/23 and the program started on 5/21/23. Considering the difficulty level of the classes and the program ahead of me I needed to finish these courses as early as I could. One to absorb the material, and not have it just be finished as I start the program, avoid burn out so I can have time to decompress from the year of work and school the years prior, but also have time to pack, move, and handle all other requirements.

These were the options list provided to me from Julie:

 JK

December 15, 2022 at 9:30 AM

Today at 3pm works for me. I just sent you the same zoom link.

Also,

I would recommend:

Pharmacology

- o Online: Cayuga Community College NURS 207
- o Online/Self Paced: Geneva College/Portage: NURS 251
- o Online: UCLA M PHARM X 401
- o Online: Niagara Community College PHA 250
- o UB PMY 302 (Fall Online, Spring hybrid)
- o Online: Cowley Country Community College ALH 5230
- o BMCC: SCI 530
- o GeneseeCC: NUR122
- o JamestownCC: NUR2350
- o NassauCC: AHS103
- o RocklandCC: NUR205
- o WestchesterCC: BIOL202
- o Alfred State College: NURS6403
- o OnondagaCC: NUR253
- o Daemen College: NSC 307 or NUR 307

Applied

- o Online: Erie Community College BI 241
- o Online: Alfred State College BIO 4403 (sometime they offer a winter section)
- o Online: UC Berkeley MCCELLBX475
- o UB PGY 412 (Fall21: In person, Spring:Online)
- o BMCC: SCI 510
- o QueensboroughCC: BI 425
- o MonroeCC: BIO235
- o OnondagaCC: BIO221
- o FingerlakesCC: BIO223 or NUR223

HG&D

- o Online: Cayuga Community College PSY212
- o Online/Self Paced: Geneva College/Portage: PSYC 140
- o Online: Erie Community College: PS202
- o BMCC: PSY240

[CLEP CREDIT](#) By Exam Score of 50 or higher

First, all non-online options made very little sense. Many of these courses were all in upstate NY, with no way for me living in Brooklyn to attend. At this time, it was also the realization that with this program I was going to incur significant debt, so I needed to keep working. It was odd to me a school would give me any course options that required me to move.

The second issue was that the program started on 5/21 most universities having a spring session would have their courses end on 5/26 many with final exams that week. There would be no way for me to take a normal course. I needed to find a compressed session. This means that the intensity of the class will on the default be higher due to studying more with less time. Often as well scope is as large, but students don't have the time to really absorb the information and process it as effectively as in a regular session.

So, this severely limited my options, and I was forced go with UCLA's Online Pharmacology Course, and Berkley's Online Applied Pathophysiology course. This immediately left a sour taste

in my mouth. It read to me that these were requirements just to check them off, since it was clear there was very little thought provided in the choices, and relying on accelerated courses for sciences that are this challenging didn't fill me with confidence.

The other issue was that instead of going with a local option like BMCC due to time constraints these courses were significantly more expensive and did not have financial aid options since they were out of state. This just increased the financial burden and put more pressure to keep working as an email coder at Capital One, while managing an excessive class load.

## UCLA Extension

Dear George,

Thank you for your interest in UCLA Extension!

Unfortunately, the course you are interested in is not eligible for any federal aid. Since UCLA Extension is a school of continuing education that does not offer any degrees, only certificates, funding is not available in the same way that it is available at degree awarding institutions.

### Alternative Financial Aid Options: UCLA Extension Grant and Private Student Loan

Alternative aid options may include applying for an Extension Grant and/or a Private Student Loan with a bank (the private loan may only be used if you plan to take at least 6 units or more; this is usually 2 classes per quarter).

The Extension Grant is a \$400 need-based fee waiver that can be applied once per quarter as long as a student applies for the grant and is approved. Need is determined by your income and household size. Note: There are exceptions to the classes the grant may be used for. Please see the Extension Grant Details & Info PDF attached to this email for a list of those exceptions as well as other important details regarding the Extension Grant.

The spring quarter Extension Grant may be applied to a class that would begin the week of April 3rd, 2023. The filing period for the spring grant runs from February 6th through February 21st, 2023. The application may be found on our website and attached to this email. Please read important details about this grant in the details and information attachment as well.

Private Loans are similar to most other loans except these specific types of loans are based on your income and credit score. To apply, you would need to contact a lender such as Sallie Mae. Once approved you would fill out a Private Loan Supplemental Form and submit it to our office with a clear copy of your photo ID. Once we process your private loan request you could expect to receive a disbursement during the first week of the quarter as long as you have paid for at least two courses out of pocket at least a week before the quarter begins.

You may find more details on our website and in the attached documents. Many students are surprised to find that they have to pay out of pocket before they receive any private loan funds so we understand if you have any further questions or need clarification.

**Course Enrollments**

<b>M PHARM X 401-389965 Introduction to Pharmacology</b>	Tuition Fee	<b>\$ 845.00</b>
Course Schedule: Jan/09/2023 - Mar/19/2023	Sub-total:	<b>\$ 845.00</b>
	<b>TOTAL:</b>	<b>\$ 845.00</b>

Section Notes: Midterm and final exams are proctored online; additional requirements include microphone, headphones/speakers, and webcam.

Enrollment deadline: January 13, 2023. Internet access required. Materials required.

**SELECTED ITEMS:****Course Enrollments**

<b>MCELLBI X475-012 Pathophysiology</b>	Tuition Fee	<b>\$ 1,250.00</b>
Course Schedule: 30/Dec/2022 - 28/Jun/2023	Sub-total:	<b>\$ 1,250.00</b>
	<b>TOTAL:</b>	<b>\$ 1,250.00</b>

**TOTAL SELECTED:** **\$ 1,250.00**

**Pathophysiology:**

The course had structural issues. It was self-paced, and the assignments were supposed to be done weekly, but the teacher provided very little feedback on time, often weeks late. The material was just reading and watching lecture videos, but the course was better balanced with having case studies, smaller quizzes, and worksheets to balance the grading from being just exams. Yet, it had a clause that if you failed the final, you failed the whole course regardless of grades. No support, no aid, a rushed slapped together course that had a teacher who barely participated in his own course. The course lasted from January to April.

Yet regardless I knew that if I failed that I would be unable to proceed with nursing. I pressed on, I pushed and dedicated every second, to understanding and mastering this material. Thanks to the cause studies and written assignments it really connected with my learning and helped me on exams. I was able to grasp and understand the material. It was challenging, but I was able to get a B in the course.



## VERY IMPORTANT -- MUST READ A\*

Peter Minshall

All Sections

Please carefully read and consider the following when pacing yourself to finish the course on time, which includes taking the final exam and earning a minimum score of 70% on it.

- 1) Mass submission of assignments in a short period of time just before taking the final or just before your end date is not allowed. A few students recently submitted assignments for modules 9 through 12, case studies 3 and 4 and took exam 3 all within two weeks in order to make it before their end date. This is completely unacceptable and you will end up receiving an "F" grade for the course. There is a maximum speed of one assignment per week or so.
- 2) It is your responsibility to make sure you pace yourself properly so that you can finish the course between 90 and 180 days since your start date. I do not keep track of the students' end dates. It is your responsibility to keep track of that.
- 3) There have been a few students who finished everything but failed to take the final exam. They all received "F" grades even when their performances were stellar otherwise. You must take the final exam to finish the course.
- 4) You must request to take the final exam in an email to me. You must designate a date or two (for example, August 3 and 4) so I could set up the final exam for you for those dates. You must email me at least TWO WEEKS prior to your chosen dates to request the final exam, and also, you must make sure your chosen dates are between 90 and 180 days since your start date.
- 5) It is your responsibility to keep track of your progress and manage your time properly to make any deadlines you might be facing. No special considerations will be made for students who are running late to finish the course or submit transcripts due to impending start dates of a graduate program or alike.

This announcement is closed for comments

Search entries or author

Unread



QUALITY	MCELLBIX475	😐 AWFUL	Dec 28th, 2021
1.0	For Credit: Yes Attendance: Not Mandatory Would Take Again: No Textbook: No		
DIFFICULTY	The level of difficulty is high because of the professor. He isn't clear with his expectations & his grading inconsistent. He doesn't provide useful feedback, he "yells" through exclamation points & caps lock. Does not accept answers from textbooks, only from the modules. Yet, there are some questions whose answers you can't find in the modules.		
5.0	TOUGH GRADER		
		👍, 🙅,	🔗

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5.0	TOUGH GRADER		
		👍, 🙅,	🔗

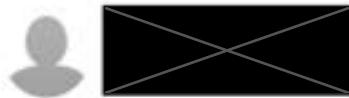
## Pharmacology:

The course was equally flawed but in different ways. Like Pathophysiology it was compressed, just 6 weeks and running from January to March. A non-existent teacher, messy information, intense load of material, and no support. Most of the work was discussion board and proctored exams. There was no aid and very little in the way of teaching. Yet, I focused, kept my mind on the work and finished the course with a B+. I realized while I was weak in exams, ultimately, I could pull through with practice and preparation.

---

## UCLA Extension Pharm Class

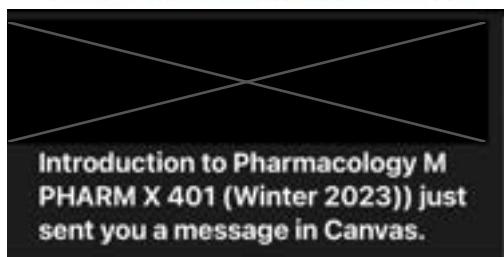
I'm thinking about creating a GroupMe to study for the final, the sooner the better! Who is interested?



You can reply to this message in Canvas by replying directly to this email. If you need to include an attachment, please log in to Canvas and reply through the Inbox.



[View this message in Conversations.](#) |  
[Update your notification settings](#)

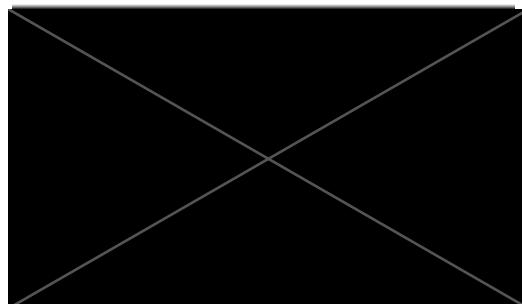


UCLA Extension Pharm Class

Hello all,

I was wondering if anyone created a GroupMe to study for the final per the last message sent by Rene on 2/15/23. If so, please let me know as I'm interested in studying together to make things easier and more efficient for the final.

Thank you, and take care!



---

**X401 Pharm online - Week 1**  
**Update : 389965: Introduction to**  
**Pharmacology M PHARM X 401**  
**(Winter 2023)**

Hello everyone,

I hope you're having a good weekend!

Just a reminder that the Biographical Sketch and Drug Abstract should be posted tonight by 10 pm (PST). Thanks to those of you that have already done so.

I made the Practice Quiz available until 10 pm Tuesday (Jan 17). As a reminder, points from this quiz do NOT count toward your final grade.

I believe the Course Manager (Hannah Lim) e-mailed the link for McGraw Hill CONNECT access. Here it is in case you did not receive it.

While this was going on, I was informed I still had to take Human Growth and Development. All my psych courses at NYU didn't matter because of a single detail missing on my course syllabus (elder care and death and dying). I argued that my courses covered the topics and provided syllabuses for all my psych courses, but it wasn't enough. With the two classes, I had no way to take human growth and development, I had to take the CLEP exam. So, after I had finished Pharm in March, Patho in April, I still had to prepare and take a CLEP, which is a college board exam that gives college equivalent. I really wondered if the school knew how much work they were giving. It didn't seem clear to me if this was intentional to pressure students so much before starting, but I was concerned.

I pushed. I succeeded.

## Student Achievement Report

13/Apr/2023  
Page 1 of 1



**Student Number:** X229039  
**Course Number:** MCELLBI X475-012  
**Course Title:** Pathophysiology  
**Grade:** B  
**Course Duration:** 30/Dec/2022 to 28/Jun/2023  
**Completion Date:** 04/Apr/2023  
**Number of CEU:** 0.0  
**Academic Units:** 3.0

COURSE NUMBER	TITLE	START DATE	END DATE	GRADE	HOURS	UNITS	CEU
M PHARM X-401	INTRODUCTION TO PHARMACOLOGY	09-Jan-2023	19-Mar-2023	B+	30.0	3.00	0.00

-----END OF TRANSCRIPT-----

Test Date	Examination Title	Score	ACE Score*
Apr 12, 2023	Human Growth and Development	66	50

\*The College Board recommends that colleges use the American Council on Education (ACE) credit-granting standards, which set a cut score of 50, equivalent to a grade of C in the corresponding course, across all exams. In addition, ACE recommends credit-granting scores for Level-2 Proficiency in French Language, German Language, and Spanish Language exams. However, college score requirements for awarding credit vary. Contact your college for more information. For additional information about CLEP scores and credit recommendations, see *What Your Score Means*, available at [clep.org/whatyourscoremeans](https://clep.org/whatyourscoremeans).

If you retake the same exam within the specified wait period (refer to the CLEP website for details), your score will be canceled and test fees forfeited.

I did all this while:

- Moving and packing
- Securing an apartment
- Securing loans
- Applying to scholarships (which I won)
- Getting a BLS Certificate while driving to Jersey during a snowstorm
- Helping my parents manage their retirement planning.
- Developing Emails and Web Pages at Capital One
- Everything else in life

One thing to note about that apartment was recommendation given to by Julie was to look for a furnished apartment. With having such a short window to move I didn't have time to furnish an apartment, or really investigate housing. So, I was already at a disadvantage in finding a well-priced location, I had to commit to finding a location that was available and I could close quickly. I choose Axis 360 an apartment complex well above Buffalo standard rental market rate. Increasing the burden on myself financially.

## HOUSING OPTIONS

**Axis360:** Off Campus Student / Professional Housing (Studio, 2 & 3 bedroom), walking distance to south campus and shuttle service. **Recommended By ABS students.**

**Boulevard Towers Apartment:** Quiet furnished 1 & 2 bedroom apartments near south campus and boulevard mall. **Recommended by ABS students.**

**Collegiate Village:** Off Campus Student Housing near south campus with shuttle service to south campus.

**Princeton Court Apartments:** Efficiency, 1 and 2 bedroom apartments, walking distance to south campus.

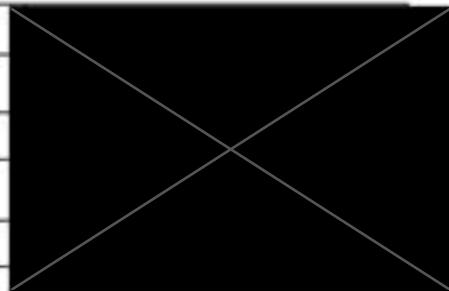
**UB Campus House:** Apartment style housing on North campus, but limited flexibility on start dates

The neighborhood near UB South Campus (School of Nursing) is called University Heights. There are a lot of the apartments for rent in the surrounding neighborhood.

## ADVISING

UB School of Nursing Advising: [More Information](#)

Staff	Role
Julie Kim-Proehl	Admissions Coordinator
Elizabeth Killian	ABS Academic Advisor
Tanner Gelatt	Graduate Enrollment (early assurance DNP, PhD, MS)
Jennifer Schreier	Director of Student Services



MD

Michael Duda

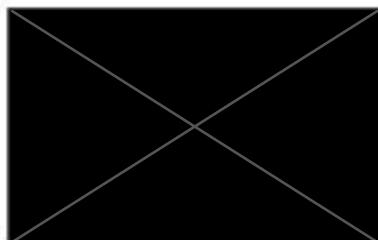
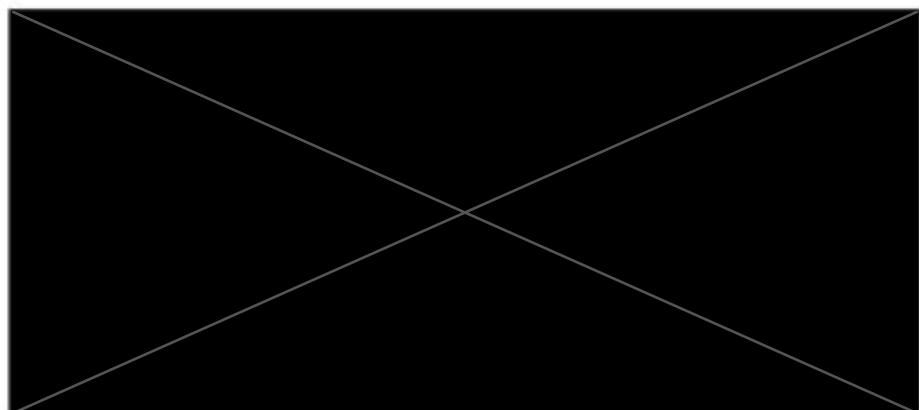
1:43 PM

To: LifeSavers Training >

## BLS Provider CPR Training Tomorrow

Good Afternoon,

Because of the anticipated bad weather tomorrow, we will push back the start time for the class. Instead of 8am, we will now start at 9:30am. If you would rather reschedule your class to another date you can do so by simply replying to this email. If there are any further updates, we will send that out via email early in the morning. Please drive safely and let us know if you have any questions.



Dear George Ulloa,

Congratulations! We are pleased to offer you the **Helene Fuld Health Trust Scholarship**-Accelerated 2nd Degree for \$5,000.00 from the University at Buffalo. You were selected by a committee who reviewed your Application(s) and HUB credentials on [UB's Scholarship Portal](#) and deemed you eligible to receive this fund.

Before we finalize payment, we require students to complete a Post-Acceptance Application to share with the donors who funded this scholarship. A Post-Acceptance Application is a set of questions that you should respond to thoughtfully and with as much detail as you are willing to share because receiving an expression of gratitude is extremely meaningful to the donors. If the portal includes a donor profile, it is noted below. The profile along with the eligibility criteria for this fund should be reviewed for background information prior to submitting your Post-Acceptance Application. It will help you tailor your responses specifically to the donors -

When you sign in using the link provided below, please select *My Applications* and click Finish on the corresponding scholarship to be directed to these questions. Your prompt action to complete the Post-Acceptance Application for this offer will allow us to disburse the funds to your student account. This scholarship may be cancelled if Post-Acceptance Applications are not complete by the posted deadline or within two weeks of this email, whichever is sooner.

#### Orientation:

Prior to orientation, it was a constant weekly bombardment of tasks and recommendations on things to hand in. Early on one of the things that provided a sticking point was the recommendation that I would need to put in accommodations. After my experiences with the rushed exam process in the UB recommended prerequisites, I considered this, but sadly did not have time to start the process having just finished my courses in May and starting school a few weeks later. This will be important to note later.

- **Accessibility Accommodation:** If applicable make your request as early as possible  
If you require any accommodation contact UB Accessibility Resources as early as possible. Often times it takes time, documentation, and evaluation to process accommodation request. It may take several weeks to several months, so make sure you start the process early.
- **RSVP for ABS Nursing Orientation, Saturday 4/29/2023.** In person attendance is required.
  - You will be able to be fitted for your scrubs at orientation. However, if you are available in afternoon on 4/27 or 4/28 you can schedule an individual fitting time with the bookstore located on UB north campus to be fitted for your scrubs you can do so by [signing up here](#).

Prior to the orientation (single day on 4/29/23) Elizabeth Wynne hosted a group advising session. The screenshots below show the level of information we were receiving for the first time, well after giving deposits and investing in taking extra courses that UB requested.

I had touched based with a student mentor, but their advice was very broad since they couldn't disclose workload. All that was repeated was that we could be successful and don't give up.

Really look, it just shows class time and clinical time. It doesn't show the level of course work, sample syllabuses to see what actual assignments we would have, for extra clinical on campus lab session for assessing students on skills. The advice to succeed was generic, it was nothing more than a nice to know, but nothing concrete. I had to reach out someone from accommodations to understand what the program would be like.

I was given warnings verbally the program left people a mess.

From this I continued because to me, as an older student who worked and took on a full course load I still could succeed. While hard I knew that I would be only focused in school and confident I could succeed.

## What do you need to be successful?

- You need to be ready to GO before the first day of classes.
- You need to have all your clinical uniform items purchased (more to come at our April Orientation).
- You need to have your books purchased (more to come at our April Orientation). There are assignments due the first day of class.
- You need to have your ATI purchased and set-up (more to come at our April Orientation).
- You need to have a laptop that meets our current [technology requirements](#) (for undergraduate students).
  - All exams are taken on your laptop
- You should have any [accommodations](#) already in place.

7



## What ELSE do you need to be successful?

- You need a good plan in place for childcare or dog care or elder care.
- You should talk to family and friends about the time commitment this program is and how you might not see a lot of them over the summer.
- Set up a support network, some folks to encourage you, send you door dash, and listen to you.
- You need to severely limit your work hours.
- Have a plan for paying for the program.
  - Talk to Financial Aid (more at Orientation), look at scholarships, and/or Nurse Corp.
- Have a financial plan and budget in place for covering your rent, utilities, and food bills over the summer.

8





### Summer Session II Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
NSG 315 8-11	NSG 315 8-11					
		Reserved NSG 317 Clinicals 6:00 AM – 8:00 PM				
NSG 316 12-5	NSG 316 12-5					

NSG 314 – online asynchronous class – across both summer sessions



5



### FAQs

- Yes – this is really your schedule.
- You will get your lab and clinical schedules in early May (sooner if possible).
- Lab will most likely be 3-full days (8:00 AM to 5:00) in the first 2 weeks.
- Your faculty will present more on your schedule at Orientation in April.
- If you have any difficulties registering, just email me.
- You will be able to register for fall classes sometime in April.
- ALL YOUR SEATS ARE RESERVED FOR YOU!



6



## Summer Session Coursework

SUMMER SESSION I 5/22 - 7/03	SUMMER SESSION II 7/05 - 8/20
NSG 310 Health Promotions & Disease Prevention (3 credits) - 6 week class	NSG 315 Social Determinants of Health (3 credits) - 6 week class
NSG 312 Science of Professional Nursing (5 credits) - 6 week class	NSG 316 Wellness & Illness Concepts with Individuals, Families and Communities 1 (5 credits) - 6 week class
NSG 313 Science of Professional Nursing Lab (lab & clinical) (3 credits) - 6 week class	NSG 317 Wellness & Illness Concepts with Individuals, Families and Communities 1 – Practicum (clinical) (4 credits) - 6 week class
NSG 314 Application of Healthcare Information (3 credits) – online - 12 week class	

3



## Summer Session I Schedule

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
NSG 310 8-11	NSG 310 8-11	Reserved for LAB first 2 weeks 8:00 AM – 5:00 PM in groups	Reserved for LAB first 2 weeks 8:00 AM – 5:00 PM in groups	Reserved for LAB first 2 weeks 8:00 AM – 5:00 PM in groups	Reserved NSG 313 Clinicals 6:00 AM – 8:00 PM	Reserved NSG 313 Clinicals 6:00 AM – 8:00 PM
NSG 312 12-5	NSG 312 12-5	&	&	&	NSG 313 Clinicals 6:00 AM – 8:00 PM	NSG 313 Clinicals 6:00 AM – 8:00 PM

NSG 314 – online asynchronous class – across both summer sessions

4

2

We had a single day orientation on 4/29.

The orientation was rushed and lacking. There were just a few panels, on basic course structure, generic time management advice (that listed no actual sample HW to consider in a persons schedule) and ATI presentation that just went over how to use the tool. The student panel was insightful, but it seemed to just carry warnings on the difficulty curve.

**3. ABS Orientation Recording (optional)**

If you want to rereview any the presentation from orientation the recording is below

Presentation	Time Stamp / Duration	Link
Moring Session	Recording is 3 hrs long	<a href="#">Panopto Recording (login required)</a>
ABS Afternoon Session		<a href="#">Panopto Recording (login required)</a>
CBC Presentation (Dr. Fabry)	0:38:00 to 1:08:00 (30mins)	
Time management (Elizabeth Wynne)	2:24:00 to 2:41:00 (15mins)	
ATI Presentation (Molly Cox)	2:43:00 to 3:16:00 (33mins)	
Student Panel	3:17:30 to 4:00:00 (43mins) <i>(note: last 5 mins was not recorded)</i>	

The signs of issues were there in front of me. There was no meaningful time for students to mingle and bond. An important part of orientation is to meet students prior to the academic crunch to make bonds and connect and develop study groups. I spoke to almost no one and couldn't connect with anyone, I walked out with no friends and still a stranger. A 32 year from Brooklyn, alone in a sea of people I couldn't even have time to know their names. Bizarre they would remove mingling, and cripple social bonding like that, even though they preach students coming together.

It was also clear the session was rushed. We were given lecture to review after the orientation, segments that had no time in the main session, but why couldn't orientation just go one for another day?

Sent: Monday, May 1, 2023 1:29 PM

To: NURABS2024-US [REDACTED]

Subject: Orientation Follow Up

Dear ABS Class of 2024,

We had a wonderful experience meeting everyone at orientation over the weekend. We ask review and complete the tasks below.

1. **Orientation and Admission Survey:** [https://docs.google.com/forms/d/e/1FAIpQLSey9d5V\\_pZ1\\_jKjQa896Ce-i7jGAVUV3E0Nd4dxm2tdqkm8A/viewform](https://docs.google.com/forms/d/e/1FAIpQLSey9d5V_pZ1_jKjQa896Ce-i7jGAVUV3E0Nd4dxm2tdqkm8A/viewform)

The UB School of Nursing Student Services always strives to improve our programing and would appreciate your feedback.

2. **Review Additional Asynchronous Presentation**

In order to make orientation a bit shorter we had a few presentations recorded for you to review on your own time.

Presentation	Link	Presenters
Interprofessional Collaborative Practice: Micro-Credential Program	<a href="#">Panopto Recording (login required) (8mins)</a>	Patricia J. Ohtake, PhD, PT
Health Science Library	<a href="#">Recorded Voice Over PowerPoint</a> download PowerPoint & press play button on lower right hand corner	Amy Lyons Associate Librarian
Promoting a culture of inclusion; JEDI committee overview	<a href="#">Panopto Recording (login required) (13mins)</a>	Amy Hequembourg, PhD Assistant Dean for Diversity and Inclusion, SON Faculty

3. **Complete and Submit Clinical Forms: DUE 5/15/23**

In your orientation folder was a packet of clinical forms. Complete them and submit them to [UBBOX](#)

- a. **Electronic Copies of Forms:** [Directions on how to fill out the SCR forms](#) (note there is two SCR form, one for ECMC and one for Brylin)

- i. [ECMC SCR form](#)
- ii. [ECMS ID Badge Form](#)
- iii. [ECMC Signature Sheets](#)
- iv. [Brylin SCR Form](#)
- v. [Brylin Signature Sheets](#)

- b. **Upload to UB Box:** <https://buffalo.app.box.com/l/0207693098314694a3ff1033be5a476b>

- c. Question regarding clinical forms email Herby at [hiuvinec@buffalo.edu](mailto:hiuvinec@buffalo.edu)

The line that sticks out to me is “We ran out of time to discuss the assignments and recommended learning.” Read below:

Re: Orientation Follow Up -

DF

@ Donna Fabry

To: ○ NURABS2024-L91

on behalf of

Monday, May 1, 2023 at 3:00 PM

We ran out of time to discuss the assignments and recommended learning first couple of weeks especially in ATI for summer session 1. Not all of these are for points, some are due before on campus labs, some for class, clinical etc.:

ATI Nurse Logic 2.0 – due 5/22/23 end of day for NSG 312 – beginning tests and advance tests recommended for practice

ATI Skills Module – Personal Hygiene (for lab and clinical) and oxygen therapy and pre and posttest (for class too)

ATI Skills Module – Concepts of Medication Administration

ATI Skills Module – Oral and topical Medication administration; Injectable medications administration; Intravenous medication administration

ATI Module Dosage calculations and Safe Medication Administration

ATI Pharm Made Easy - Introduction to Pharm module – complete 10 activities and posttest (25 questions) due for NSG 312 5/23/23 before class (12noon)

Practice questions in ATI – Dynamic Quizzing Learning Systems 3.0

Donna Fabry DNP CNS RN

Clinical Associate Professor

Coordinator of Pre-Licensure Programs



How could something so important, the actual work for the course, be glossed over. Look at the number of modules, each requiring at least 1-2 hours of work. This was just brushed off, giving students no insight into its importance, why couldn't there be time for this?

The poor planning didn't end there. On 4/10/23 just a month before the program starts, we will need to pay out of pocket for an online prep platform ATI. It was over \$700 dollars, a big change in financial plans. This is on top of moving costs, scrubs, stethoscope, and all the other things that come with moving to UB.

Dear ABS Class of 2021,

Here is last weeks ABS class of 2024 weekly "NEED TO KNOW":

**UPDATES:**

- \* **ABS Mentor Match:** Notifications were emailed last Monday.
- \* **ATI Access:** We are finalizing your access to the ATI platform. Please note the cost of this program will no longer be incorporated into your student fees, but rather it will be required for students to pay out of pocket. More information will be provided soon.

**University at Buffalo ~ 200 Lee Entrance ~ Buffalo, NY 14228 Phone: (716) 636-6291**

Ask to meet with Amanda Golden to be fitted for your Scrub and Community Polo.

(\$150 uniforms estimated price & \$200 stethoscope, bc cuff, etc estimated price= \$350 total)

There is a free (limited time) visitor parking lot in front of the bookstore.

Sign Up for a time slot below, and then arrive at that time. Do not write over a box that is already filled.

So much of this really should have told me something was wrong, but I went through it. I had already taken the classes, paid the deposit, quit my job, and sacrificed so much I wasn't going to be discouraged.

Objectively before even starting, this program I managed to pass two of the hardest sciences, while working, earned a scholarship, maintained my household while preparing for a huge move.

Why wouldn't I be able to succeed? Maybe the lack of information should have been a sign of things to come.

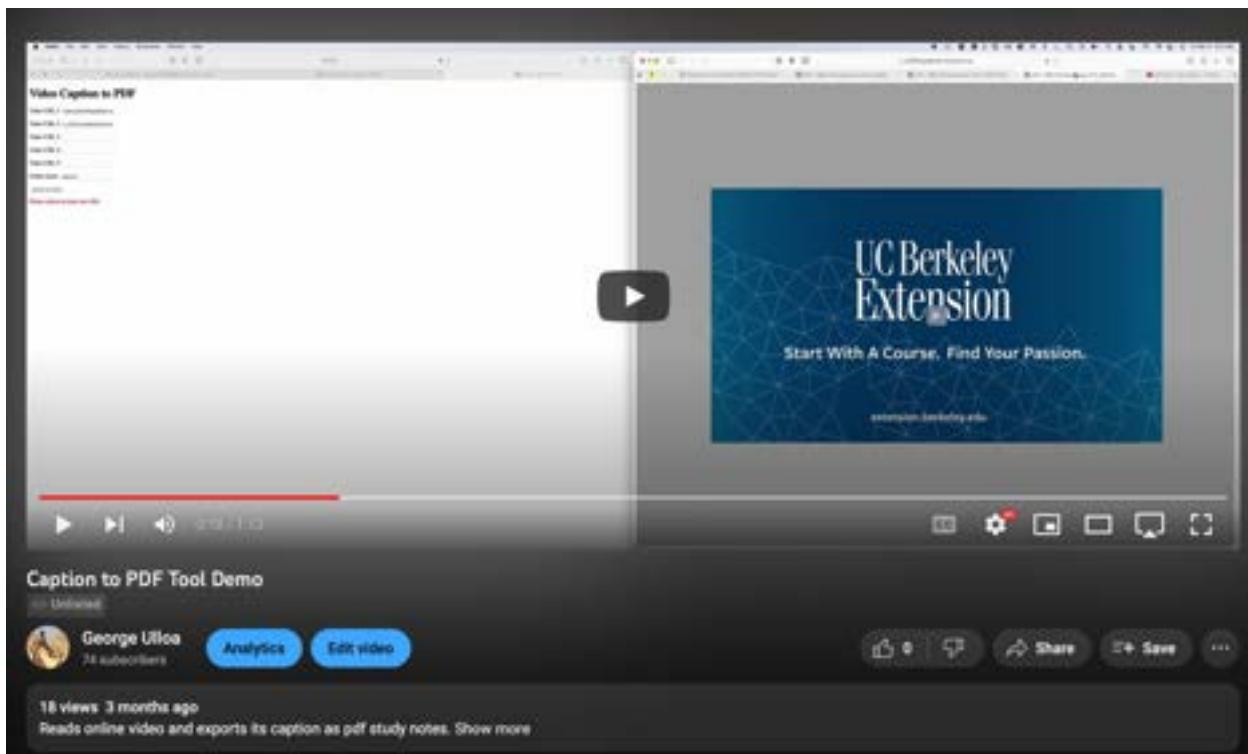
What do you think? You think I would make it?

I think the moment that really sums up using all my skills to succeed was in Pathophysiology. The course was ruthless. You could not use any outside resources. You had to watch the videos, take notes, and rely on them for all HW and exams. Anything else was wrong.

I found out early I was having trouble transcribing the information by hand, and being able to get through the videos in a timely manner?

What did I do? I actually made a web app that would take a class video URL, transcribe the content, then reformat it to be easy to read and export it via a PDF.

Seriously don't believe me. Check it out for yourself.



[https://youtu.be/\\_QTJf8BdPoY](https://youtu.be/_QTJf8BdPoY)



## Class Log

**4/18/23**

The problems were there early on before I even started. I was wary of the challenge the program was going to give, but as I mentioned at this point, I was full committed, I just finished all my courses in April and just had a less than a few weeks to get ready for Buffalo. I needed to know what the level of workload was to start planning my time out effectively.

The orientation had given me zero insight, so I went to accessibility. There someone in that office told me explicitly:

*"It is, it is so unhealthy. It is so to me it's so ironic that our so much of our training in quote UN quote Health Sciences. Is unhealthy? Yes, like. This is not. This does not. Foster health and well-being in any way like there's zero time and I'm talking 15 months straight. This is why I'm not a fan of it now. It works for a lot of students and it's very financially; you know. It makes sense on a financial level to a large degree for some people and you know it works for people, but I. Must tell you. The students that we work with that are in this program, they are. By the end of the program, they're happy and they get, you know, they're nurses, but they're because they just tend to do. Well, and people want them if they're coming out of UV, that's for sure. But this is really something to think about especially. As an I. Mean everybody in the program is an adult. But you're an. Adult adult. You know what I mean?"*

*"I watch students and I know that this program does not provide the time and space. For people to take care of themselves and it's very stressful. And it's a well-done program. It's a well-designed program and it they learn a ton and they're really qualified when they come out, but especially and you also have to remember, I work with all disabled students. And the stress levels are off the charts. Symptoms are going up. I'm just. And I'm an occupational therapist. I mean. I actually believe. That you should schedule things that makes sense and in in human life form this doesn't make sense, right? In some ways, this is more rigorous. The medical school here. So, I'm very I'm concerned about it. I always try to get people to go to the traditional nursing cause it. It takes longer but it just makes so much. More sense? But you know, I do, you know. It's a very a popular program George."*

It was clear I was going into a challenging program, but I had faced challenge before, managing the last semesters accelerated course load while managing a job and other responsibilities. This worried me. Were people putting themselves at physical risk?

**4/29/2023:**

The Orientation was a mess. They mixed tradition and nontraditional students together with no logic or flow. Given bingo cards and rushed to ask questions to students sitting next to us, the fastest team to ask questions wins a prize. I barely had time to understand the rules, and

students were sheepishly asking question. Yet, there were other students who were hyper focused on winning the prize (a UB notebook) that they were steamrolling other students rushing to ask questions. If this was the ice breaker it was poorly made, no one broke the ice and had only a sliver of time to do so.

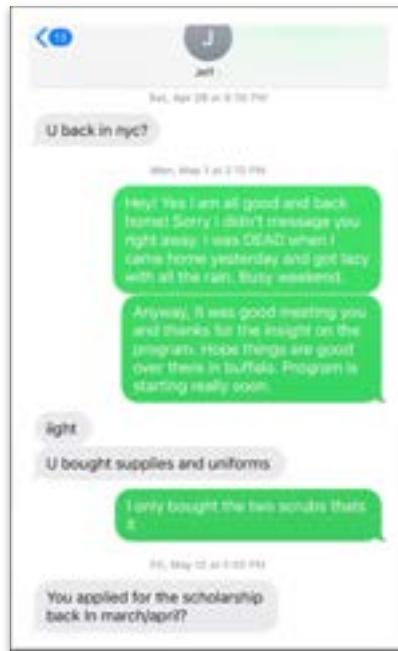
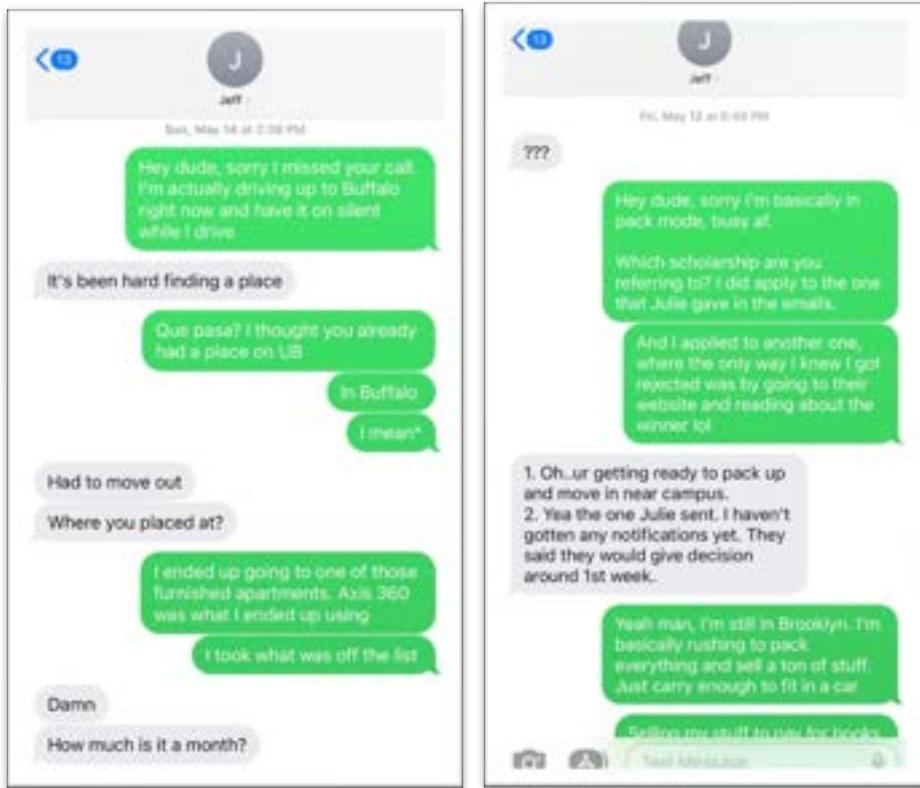
I had no one to talk to and did my best to try and find people to speak to but it was hard, we were funneled panel to panel and being talked at. I did run into a student named Jeff. Early on Jeff had seemed out of place. A large student nearing at least 6 feet he was dressed very casually (sweats, underwear showing, hoodie), he was older but also seemed very focused on trying to make conversation with women, student who were in the early 20's often. I sat in the back and noticed this.

During lunch where we sat on our own, groups split up, so we were socially isolated, Jeff approached me to make conversation. He had a nervous energy to him, asking very probing questions into my background. I think he approached me because we both came from Brooklyn, and maybe of similar socio-economic background. Yet, some of the details he shared troubled me. He mentioned having to restart the program, but "a lot of things going on in his life" that he couldn't talk about it, but it was "a lot."

He also mentioned that he "got with lots of girls" but he never settled. It was very uncomfortable, to talk so quickly and openly about sexual pursuits to a stranger. He tried prodding asking me questions, and I avoided answering them and deflecting. Immediately I started to wonder, if here actively trying to get with girls?

I found it a little concerning, but who was I to pass judgement, I had gone through hell to be in this program.

After the program he started messaging me. Asking short probing questions



I didn't feel comfortable, but he was the only person I knew and needed to have classmate friend to survive.

5/18/23

This was the only email that I got from the faculty a few days before the program started. I had trouble just navigating the campus, setting up, getting scrubs, driving, and navigating the structure of the course. Yet, this was just a flat chunk of text. Much of the actual course navigation was a mess.

NSG312LEC01:Science of Professional Nursin:223612961: NSG 312 Class Information and Room Change to Wende 114

DA      ◉ Donna A Fabry [REDACTED]      Thursday, May 18, 2023 at 11:54 AM

Welcome to the School of Nursing and NSG 312 The Science of Professional Nursing. I am the coordinator of the course teaching with 5 other faculty members. This course is chained to NSG 313 so information taught in NSG 313 is considered testable material in NSG 312 exams. All exams will be taken in Examplify, please follow Dr. Oyer's instructions recently sent to each student by email this week. In nursing school, all exams are considered cumulative or comprehensive. Once you learn a concept that concept does not disappear from your mind, but the knowledge around the concept builds and levels up in each of your classes and needs to be carried over to each exam and semester. This information is then applied to patient care in the health care settings.

Please check the assignment tab in this course and NSG 313 for assignments that are due the first day/week of classes. It is imperative each student stay organized and does not procrastinate when it comes to getting assignments completed. This first summer session of 6.5 weeks goes very fast. There is an ATI assignment due 5/22 EOD (end of day is 11:59pm). Students will not get credit for submitting work that is late or incomplete. For ATI assignments it is important that students submit a transcript, not an individual report, for each ATI assignment. I will post a copy of what the transcript looks like under ATI in Course Information.

The room for class has been changed to Wende 114 and remains scheduled on Monday and Tuesdays from 12n-5p.

Readings, videos and pre-work for all presentations/lectures, will be assigned by the Wednesday before the following week's classes. It is important that you come to class prepared. Assignments that must be completed for points are listed in the syllabus on page 9 and details posted under the assignment's tab in this course.

Students must be registered in ATI and Lippincott Coursepoint before classes start. Information on these resources is posted under Course Information.

Before you email me questions about the course, please read everything posted carefully, including the syllabus, and/or check with your classmates who may have the answer to your question.

Please bring your laptop to every class and every on campus lab (NSG 313)

5/22

Before we can even begin to discuss the structure of the lecture and actual in person assignments let's begin to exam how the course was structured.

Prior to my time at UB I worked as an instructional technologist at NYU during grad school. At the time NYU was navigating away from Blackboard and moving towards an open-source management system, so I would work with professors to build their courses online. Many professors were unfamiliar with data management, accessibility, or laying out information.

The courses seemed have structural problems from the start.

### **312: Science of Professional Nursing**

**Mondays and Tuesdays: 12-5pm**

The screenshot shows a weekly module structure. At the top, it says "Weekly Modules". Below that is a list of days, each with a folder icon and a link:

- Monday May 22, 2023
- Tuesday May 23rd
- Tuesday May 30th, 2023
- June 5th class
- June 6th class
- June 12th class
- June 13th class
- June 20th class

Go into a daily module and it is just stuffed with information. There is no order, no denotation of what is study material versus what will be discussed in lecture. Yet, there is HW due every day, why is not it listed in the weekly module?

Monday May 22, 2023



[NSG 312 Syllabus review A+](#)



[NSG 312 clinical judgment concept overview and prioritization A+](#)



[Concept: Perfusion - Bernardo A+](#)

Attached Files:

- [Perfusion.pptx A+](#) (11.647 MB)
- [Perfusion Concept Map.png](#) (460.272 KB)
- [Clinical Nursing Skills for Perfusion.docx A+](#) (15.117 KB)
- [Perfusion Interrelated Concepts .pptx](#) (4.845 MB)
- [NSG 312 Perfusion Exemplar.docx](#) (15.552 KB)

[My sublime padlet](#)



[Intro to health assessment and vital signs A+](#)



[Jean Watson Articles on Caritas processes A+](#)



[Living Caritas-ly a journey with my dying son A+](#)



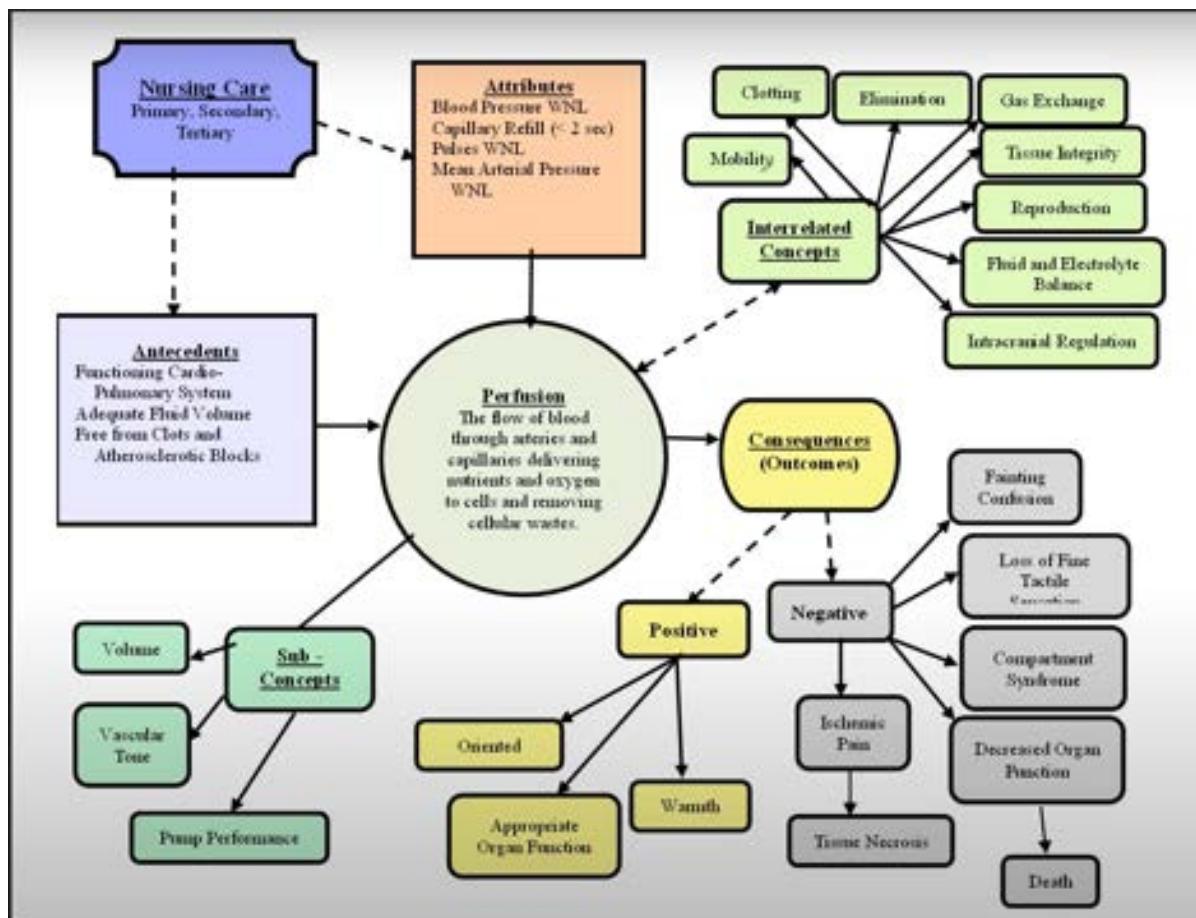
[Patient Summary Worksheet revised 10/21 A+](#)

Its just content thrown together with no structure. The content itself was massive. Before we go forward, I must remind the reader that this is all content we have to go through in a day, and review. Since we are being tested, everything listed here is fair game to study and memorize. Something to think about, look at the file names. No schema, seems whoever set this up, just took

#### **Perfusion(1):**

- 99 slides

## Perfusion Concept Map:



## Clinical Nursing Skills for Perfusion:

University at Buffalo  
NSG 312

Prof Bernardo

### CLINICAL NURSING SKILLS FOR PERFUSION

#### Assessment

- Measure vital signs
- General inspection for color, respiratory effort, distress
- Inspect the thorax
- Auscultate heart and vascular sounds
- Inspect extremities for skin color
- Palpate extremities for edema
- Palpate peripheral pulses
- Assess capillary refill
- When indicated measure leg/arm circumference; compare and check for symmetry

#### • Cardiac monitoring

#### • Hemodynamic monitoring

- Continuous arterial blood pressure monitoring
- Pulmonary artery pressure monitoring

#### • Medication Administration

- Oral medications
  - Subcutaneous injections – heparin, ~~levonex~~
  - Intravenous fluids and medications – IV fluids, blood products
- Sequential compression devices and elastic stockings
- Ambulation = early, gradual/progressive
- Positioning – turn and position every 2 hours
- Patient teaching – fall precautions – orthostatic vital signs

## Perfusion Interrelated Concepts (1):

- 21 slides

## **NSG 312 Perfusion Exemplar(1) (1):**

NSG 312

Concept: Perfusion

Exemplar: CVA

- + Case Study:
  - Chief Complaint (reason for seeking health care) Mrs. Brody woke up yesterday morning and was having difficulty expressing herself. Her speech was garbled and she had numbness in her right arm and her right leg felt weak. She did not want to bother her daughter, but after waiting for three hours at home she realized she was not getting better and was actually feeling worse. She called her daughter who had difficulty finding a sitter for her special needs son. By the time Mrs. Brody arrived to the emergency room it had been 5 hours since the start of her symptoms. The CT of the head showed an ischemic stroke on the left side of the brain. In the emergency room her right arm and right leg were found to be flaccid and she was experiencing expressive aphasia. B/P 180/100. She was complaining of a frontal headache. She was incontinent of urine and became very upset and frustrated. When she sees her husband she starts to cry. She is having difficulty swallowing liquids and tends to choke after taking sips of water. She has been admitted to the medical unit where you are working as a new graduate nurse. She is in your patient assignment along with 4 other patients.
  - Apply the PPMP Model of Critical Thinking and Clinical Judgment (Alfero-LeFevre)
    - Predict
      - What can happen to Vivienne related to her CVA? What could go wrong?
    - Prevent
      - How can we prevent an adverse event or complication?
      - What are some important nursing interventions?
    - Manage
      - How would we manage the event or complication?
    - Promote
      - How can we promote Vivienne's independence and improve quality of life

## **NSG 312 Introduction to Health Assessment and Vital Signs update with concept map info summer 2023 5.10.23-2(1):**

- 54 slides

### **Jean Watson Article PDF:**

- 10 Pages

### **Living Caritas PDF:**

- 6 Pages

### **Patient Summary Worksheet revised October 2021-2 (1)(1)(2):**

- 7 Pages

This is all one day, the first day, for a single class.

Now you are wondering where were the assignments, shouldn't they be with the weekly modules? No, they had their own page, where all the assignments were put together. No clear denotation to anything.

**ATI Nurse Logic 2.0**  
Assignment Due: 5/22/2023 11:59 PM  
Please complete the four modules in ATI Nurse Logic 2.0. There are 4 modules and a beginning test and advanced test for each module. Please complete the beginning tests (20 questions for each module) - I am not looking at scores. I recommend the advance test be completed also, but it is not required. The recommended time for each module is 45 minutes to 1 hour. There are 60s at the end of each module. Our main focus is going to be on Priority Setting Frameworks, so please complete the drills for that module. The others are optional.  
To receive credit for this assignment, after completion, go to reports, find the activity, click on it, and then download the transcript. The transcript must be submitted by due date and time (5/22/23 EOD). If the modules are completed on time, but the transcript is not submitted, the student will receive 0 points. The transcript will contain a history of all other activities on ATI completed, that is OK, just submit the entire transcript every time there is an assignment requiring submission of proof of completion.  
Attached is a copy of the transcript I would like submitted for every ATI assignment.

**ATI Pharm Module Certificate**  
Please complete the Pharm Module Easy Module on Cardiac drugs - Drug Therapy for Hypertension Only - focusing on the following categories:  
ACE Inhibitors, Calcium Channel Blockers, Beta Blockers, Angiotensin II receptor Blockers (ARBs)  
After each category of antihypertensives, there is a drug information table - that is the information you will be responsible for class activities and exams as well as useful in the clinical and simulation settings.  
Please submit the transcript to UB teams by 5/22/23 12noon.

**ATI Skills Module Oxygenation**  
Please complete the ATI Skills Module 3.0 on Oxygenation. Please complete the challenge activities and the pre and post tests. Please submit the transcript to UB teams by 5/22/23 EOD, according to due date and time to get 5 points.

**ATI Skills Module Mobility**  
Please complete the ATI Skills Module 3.0 on Mobility by 6/6/23 12noon and submit transcript to UB teams. Please complete the pre and post tests and the practice challenges.

**Courses and Adaptive Quizzes**  
Please complete the adaptive quiz in the Bates E-Text on Cardiovascular by 5/22/23 11:30pm with a mastery level of 6. Nothing has to be submitted. See the syllabus for scoring details

**Courses and Adaptive Quizzes**  
Please complete the adaptive quiz in the Taylor Fundamentals E- text Chapter 25 - Asepsis and Infection Control by 5/30/23 11:30pm with a mastery level of 6.

**Courses and Adaptive Quizzes**  
Please complete course point adaptive quiz in the Taylor E text on Chapter 33 Skin Integrity and wound care by 6/26/23 12 noon with a mastery level of 6.

**HI Module Patient and family Demand**  
Please complete the HI PFC Module 101 by 6/5/23 EOD and submit certificate of completion by due date and time.

**HI Module Patient Safety**  
Please complete the HI Module on Patient Safety 101 by 6/13/23 EOD and submit HI certificate according to due date and time

**ATI Fundamentals PRATICEx Test and Focus Review**  
Please complete the ATI Fundamentals Practice Assessment by 4/19/23 12noon with a score of 75% or higher. Practice assessment can be repeated until a 75% or higher has been attained. Practice Assessment A or B can be taken. If the Practice Assessment is not completed by the due date and time and/or the student has not achieved a 75% or better, the student will receive a 0 on the Proctored Assessment but still must complete the Proctored Assessment. Complete the practice assessment focus review by 4/19/23 12 noon or at least 2 hours and submit transcript that will have the practice assessment score and date and the focus review time recorded. If completed according to direction and policy a green check mark will be placed in the grading column as complete and 4 points will be added to the final score on the proctored assessment.  
- If the transcript, displaying the date of practice assessment and time spent on focus review (2 hour minimum) is not submitted to UB teams by the due date and time the student will receive a 0 on the Proctored Assessment, but still must complete the Proctored Assessment.  
Completion of Practice Assessment with Score 75% or > 2 points  
Minimum of 2 hour Focused Review on Initial Attempt: 2 points

**ATI Fundamentals PROCTORED Assessment Focus Review**  
The ATI Fundamentals Proctored Assessment will be taken in-class on 5/22/23. The focus review associated with the proctored assessment must be completed according to policy and the transcript submitted to UB teams by 7/1/23. (Minimum review credit: 2 hrs)  
- If the assignment is not submitted according to due date and time, unless the student did not complete the required number of focus review hours the student will not receive an extra point/2 points

Fundamental Level of Proctored Assessment	Points Awarded According to Proctored Level <sup>1</sup>	Focus Review Hours to be Completed/Point	Max Points Available <sup>2</sup>
Fundamental Level 3	3	3 hours/1	3
Fundamental Level 2	3	3 hours/1	3
Fundamental Level 1	1	3 hours/1	1

Try reading this? It's clear there is no easy way to parse information. You don't have any clear due dates or tasks, many of the assignments have vague references to materials and they are just nested within various sub platforms and course tools.

Let's see what is due within a given day:

## Four ATI modules in ATI Nurse Logic 2.0:

For each module a student must spend a mandatory set of time in the ATI Module, 45 minutes to 1 hour. This isn't a suggested amount of time; the student needs to provide a transcript with that time marked. It's a pretest, a skills module and a post test. Just rudimentary practice, that that UB did not modify to integrate with their curriculum.

The screenshot shows the ATI My ATI study materials interface. At the top, there are navigation links: Home, My ATI, Results, Profile, and Help. Below the navigation is a search bar with placeholder text "Looking for the new 2023 Review Modules?". The main area is titled "Study Materials" and displays a grid of learning products. The grid is organized into four columns and five rows. The columns are labeled "Tutorial", "Tutorial", "Tutorial", and "Tutorial". The rows are labeled "Modules 101", "Modules 101", "Modules 101", "Modules 101", and "Modules 101". Each product card includes a title, a brief description, and a "Learn more" button. Some cards also have a "Access Now" or "Access Soon" label.

Module	Description	Status
Modules 101	ATI Pro - Student Orientation 2023	Access Now
Modules 101	Pharmacy Fundamentals RN 2.0	Access Now
Modules 101	Engage Mental Health RN	Access Soon
Modules 101	NurseLogic 2.0	Access Now
Modules 101	Engage Fundamentals RN 2.0	Access Soon
Modules 101	Engage Anatomy RN	Access Soon
Modules 101	Safety Modules 2.0	Learn more
Modules 101	Video Case Studies RN 2.0	Access Soon
Modules 101		Access Soon

The screenshot shows the ATI NurseLogic 2.0 tutorial interface. At the top, it displays "Tutorial: NurseLogic 2.0" and "Module: Nursing Concepts". The left sidebar contains a "TABLE OF CONTENTS" with various sections like "Introduction", "ATI Helix of Success", "Sources", "Nursing", "Five Stages of Nursing Competence", and "Client-centered Care" (which is currently selected). Below the TOC is a "CONTENT AREA" titled "Client-centered Care" featuring a DNA helix icon. It defines client-centered care as "The provision of compassionate, culturally sensitive care that is based on the client's physiological, psychological, sociological, spiritual, and cultural needs, preferences, and values". A photograph of a nurse interacting with a patient in a hospital bed is shown. At the bottom of the content area are navigation controls: a play button, a progress bar (00:01 to 00:18), a "PREVIOUS" button, and a "CONTINUE" button.

## ATI Pharm Made Easy Cardiac Drugs:

Here are the instructions:

*"Please complete the Pharm Made Easy Module on Cardiac drugs - Drug Therapy for Hypertension Only - focusing on the following categories:*

*ACE Inhibitors, Calcium Channel Blockers, Beta Blockers, Angiotensin II receptor blockers (ARBs)*

*After each category of antihypertensives, there is a drug information table - that is the information you will be responsible for class activities and exams as well as useful in the clinical and simulation settings."*

With this being at noon, there would be no time for a student to able to finish the HW any later than 8:00am the next day, since we have class from 8-11 am. So that means that this work must be finished the night before on 5/22 or early in the morning on 5/23.

Read the instructions, "*complete the Pharm Made Easy Module on Cardiac drugs - Drug Therapy for Hypertension Only - focusing on the following categories*" where is that on ATI? You can't find it. Much less the drug listing. I had to wait to ask a classmate next to me day of in to be sure I was in the right location.

My ATI

Study Materials

Looking for the new 2022 Review Modules?

Type: AA

Module 101

Pharmacology Made Easy 4.0

(13)

Continuous Lesson

Begin Test

Results

The Respiratory System (Part I)

Continuous Lesson

Begin Test

Results

The Neurological System (Part II)

Begin Lesson

Begin Test

Answers Available

The Musculoskeletal System

Begin Lesson

Begin Test

Answers Available

The Respiratory System

Begin Lesson

Begin Test

Answers Available

The Endocrine System

Continuous Lesson

Continuous Test

Results

Answers Available

The Neurological System

Begin Lesson

Begin Test

Answers Available

The Cardiovascular System

Begin Lesson

Begin Test

Answers Available

The Reproductive and Endocrine Systems

Begin Lesson

Begin Test

Answers Available

The Endocrine System

Begin Lesson

Begin Test

Answers Available

The Immune System

Begin Lesson

Begin Test

Answers Available

Pain and Inflammation

Begin Lesson

Begin Test

Answers Available

Infection

Begin Lesson

Begin Test

Answers Available

Pharmacology Made Easy 4.0			
Introduction to Pharmacology			
Module Activity	Last Date Accessed	Individual Score	Time Spent
Test	5/23/2023	68.0%	25:46
Lesson	5/22/2023	n/a	01:07:47
The Cardiovascular System			
Module Activity	Last Date Accessed	Individual Score	Time Spent
Lesson	5/23/2023	n/a	02:01:34
The Neurological System (Part 1)			
Module Activity	Last Date Accessed	Individual Score	Time Spent
Lesson	5/22/2023	n/a	00:51

Total time spent:

**3 Hours 35 Minutes**

#### **ATI Skills Module 3.0 on Oxygenation:**

Please complete the challenge activities and the pre and posttests. Please submit the transcript to UB learns by 5/23/23 EOD, according to due date and time to get 3 points.

**Simulation - Earned as of 5/24/2023**

Skills Modules 3.0

Module: Oxygen therapy

Lesson Information:

Lesson	Date/Time	Time Use
Lesson	5/23/2023 9:42:07 PM	19 min 52 sec
Lesson	5/23/2023 10:52:38 PM	1 hr 10 min 14 sec

Total Time Use: 1 hr 30 min

Pretest Information:

Test	Date/Time	Score	Time Use
Pretest	5/23/2023 9:23:00 AM	45.9%	14 min

Total Time Use: 14 min

Posttest Information:

Test	Date/Time	Score	Time Use
Posttest	5/23/2023 11:03:00 PM	54.9%	9 min

Total Time Use: 9 min

Page 4 of 5

Report Created on: 5/23/2023 11:12:00 PM (EST)

Transcript for George C Ultra

StudentReportCard

Skills Modules 3.0

Module: Oxygen therapy-ReadOnlyChart

Lesson Information:

Lesson	Date/Time	Time Use
Lesson	5/23/2023 10:51:49 PM	14 min 0 sec

Total Time Use: 14 min

Total Time:

**2 hours 7 minutes****Course point Adaptive Quiz in Bates:**

*"Please complete the adaptive quiz in the Bates E-Text on Cardiovascular by 5/22/23 11:30p with a mastery level of 6. Nothing has to be submitted. See the syllabus for scoring details."*

This is a completely different platform from ATI. These are essentially Nursing textbooks where professors are funneling students to get companion learning to the lectures.

The content was messy, the way professors referenced the online course content as "Taylor" barely gave any instruction or direction. They nested courses together with most using (ABS 2024) as the only identifier making it unclear what was related to what, one class associated to multiple books etc.

Lippincott CoursePoint+ Taylor: Fundamentals of Nursing: The Art and Science of Person-Centered Care, Tenth Edition	<a href="#">JOIN A CLASS +</a>
---	--------------------------------

K My Content (thePoint) Our Solutions LiveChat  Training and Support george 

 CoursePoint+ Ricci, Kyle & Carmam: Maternity and Pediatric Nursing, Fourth Edition

My Classes [join a Class +](#)

<p><b>NSG 310 Health Promotion and Disease Prevention</b> Lippincott CoursePoint+ for Ricci, Kyle &amp; German: Maternity and Pediatric ...</p> <p>223811... Class Code: 700072700 Instructor: Stangala, Kristin CoursePoint+</p>	 Content	 Assignments	 Results
---	--	--	--

On the surface level this seems like fairly simple assignment but the key is “mastery level 6.” Students will need to take repeated quizzes and pass them correctly until, a student needs to perform at least 60 questions correctly (more if they get them wrong).

Attempt History		Submission History
Item	Time Spent	
 Item 12: 2010-01-19 00:00:00	second	Quiz 8
		Quiz 7
		Quiz 6
		Quiz 5
		Quiz 4
		Quiz 3
		Quiz 2
		Quiz 1

Yet, it's not just about doing the question, there are other assigned tasks that are non-graded and ideally a student should better complete them to understand the assignment.

The screenshot shows a learning management system interface for ABS 2024. On the left, a sidebar displays 'Assignments' (with 23 items), 'Results', and other course sections like 'Assessment', 'Equipment Review', 'Topics', 'Units', and 'Delivery'. The main area lists various assignments under 'Chapter 14: The Cardiovascular System - MUS' and 'Chapter 15: The Cardiovascular System'. These include a journal article, several 'Watch and Learn' modules (e.g., 'Physical Examination of the Neck Vessels', 'Physical Examination of the Heart', 'Assessment of Murmurs', 'Attributes and Grading of Murmurs'), and a module on 'Cultural Risk Factors for Cardiovascular Disease'. Each item has a small icon and a link to its details.

Assignment Type	Title	Description
Journal Article	Journal Article: Prognostic value of Braden Scale in patients with acute myocardial infarction: From the retrospective multicenter study	Chapter 14: The Cardiovascular System
Watch and Learn	Watch and Learn: Physical Examination of the Neck Vessels	Chapter 14: The Cardiovascular System
Watch and Learn	Watch and Learn: Physical Examination of the Heart	Chapter 14: The Cardiovascular System
Watch and Learn	Watch and Learn: Physical Examination: Credits	Chapter 14: The Cardiovascular System
Watch and Learn	Watch and Learn: Auscultation of Murmurs	Chapter 14: The Cardiovascular System
Watch and Learn	Watch and Learn: Attributes and Grading of Murmurs	Chapter 14: The Cardiovascular System
Health Assessment Module	Health Assessment Module 5.A: Cultural Risk Factors for Cardiovascular Disease	Chapter 15: The Cardiovascular System
Health Assessment Module	Health Assessment Module 5.B: Conducting a Cardiac Assessment	Chapter 15: The Cardiovascular System

	<a href="#">Practice and Learn: Assessment of Chest Pain</a> Chapter 16: The Cardiovascular System
	<a href="#">Concepts in Action: Myocardial Blood Flow</a> Chapter 16: The Cardiovascular System
	<a href="#">Concepts in Action: Hypertension</a> Chapter 16: The Cardiovascular System
	<a href="#">Concepts in Action: Edema</a> Chapter 16: The Cardiovascular System
	<a href="#">Concepts in Action: Congestive Heart Failure</a> Chapter 16: The Cardiovascular System
	<a href="#">Concepts in Action: Cardiac Cycle</a> Chapter 16: The Cardiovascular System
	<a href="#">Health Assessment Case 7: Jared Griffin</a> Chapter 16: The Cardiovascular System
	<a href="#">Health Assessment Case 8: Maria Hernandez</a> Chapter 16: The Cardiovascular System
	<a href="#">Health Assessment Case: Jared Griffin</a> Chapter 16: The Cardiovascular System
	<a href="#">Pre-Lecture Quiz: Chapter 16</a> Chapter 16: The Cardiovascular System
	<a href="#">Ebook: Chapter 16</a> Chapter 16: The Cardiovascular System

How can this be done in a day?

Just assuming that each question, takes 1 minute to answer (to average out performing questions faster or slower we give a set time). It will take at least one hour, but in reality, with all of the videos (averaging 4-10 minutes on average) you have append at least another hour for the supplemental material, and another for reading the text book.

All of this was confusing enough that even the professor, Donna Fabry had to admit it was confusing and extend the due date.

DA

○ Donna A Fabry -

Tuesday, May 23, 2023 at 11:41 AM

For students who did not complete the Course Point adaptive quiz assignment in the Bates text on cardiovascular assessment by 5/22/23 yesterday I will give an extension until 11:30pm this evening for 2 of 3 points. I admit it was confusing but the correct due date was discussed in class yesterday. There are still some students that are not registered in course point for Taylor or Bates - this needs to be done asap. Please let me know what the issue is that is preventing you from registering for the text books and the class and let me know if I can help in any way. This is putting students way behind an already busy schedule.

How can you be way behind by the first day? How can a process not account for students being confused by poor directions and inability to register?

This was one for class all this in the span technically of 1 day.  
Keep in mind this is just HW. There is nothing here that slots time for reviewing lecture material. Note that ATI and Course Point, they are 3<sup>rd</sup> party study aids, they were not built to supplement the lecture material inherently, so there are a mismatch of concepts, and some are omitted.

## **310: Health Promotion of Disease**

Lets go ahead and look under the hood.

Similar structure:

**Weekly Modules**

 **Week 1 A\***

Monday May 22nd: Introduction and Syllabus Review

    Health Promotion/Disease Prevention/Wellness Concept Overview

    Genetics/Genomic Concept Overview (VIDEO ON UBLEARNS)

Tuesday May 23rd: Illness Concept Overview

    Sexuality Concept Overview VOPP-watch on own time (VIDEO ON UBLEARNS)

    See Assignment Tab for Post-class worksheet due 5/28/23 by 11:59pm

 **Week 2: Nutrition and Spirituality Concept Overview May 30th A\***

Monday May 29th- Memorial Day -No Classes

Tuesday May 30th Nutrition Concept Overview

Spirituality Overview VOPP - watch on own time!

Family Genogram due May 30th, 2023

Nutrition Adaptive Quiz due 5/29/23 by 11pm.

Different setup, now weekly instead of daily, encompassing two days. Assignment instructions are just a blurb in the parent module.

NSG310LE01 Health Promotion & Disease Pre 223612960 Weekly Modules Week 1

Week 1

**Genetics and Genomics A‡**

Concept: GeneticsGenomics  
How to do a Genogram  
Dr. Haas

friend: you can't make genetics easy to understand in just one image  
me:

**Day 2: Illness Concept Overview and Sexuality May 23rd A‡**

Concept: Illness

Very confusing, it lists a week, and states a day, but another folder is a concept rather than a date listing?

### Genetics and Genomics

**Readings: A‡**

Taylor (pg 501 and 511 per etextbook)  
Section: Genetics and Genomics: Precision Medicine  
Section: Genetics, Genomics & Epigenetics  
Articles posted below

**Importance of Genetics in Nursing Article A‡**

**John Hopkins information about genetics for nurses supplemental information A‡**

Excellent webinars related to the newborn screen and getting nurses involved in genetic/genomics with patient care.

**Genetics in the Clinical Setting A‡**

Supplemental information about genetics



### Nursing Genomics Practice Implications Every Nurse Should Know (article) A+



### Genetics Podcasts A+

If you have a great deal of interest in genetics and want to hear more depth information related to medicine, check out this website for apple podcasts

[Genetics in Medicine on Apple Podcasts](#)



### Genetics PowerPoint A+



### Videos for lecture A+

I am so sorry! I didn't realize that the videos would echo so bad when playing them the way I did.

I am providing all the links, please watch and fast forward through the videos on the actual lecture.

<https://youtu.be/-hryHoTlHak>- Human Genome Project

<https://youtu.be/X5WwnmN2GUU> and <https://youtu.be/C4CcUGrXtqg> - Huntington's Disease

[https://youtu.be/fIILmg\\_1hv0](https://youtu.be/fIILmg_1hv0) and <https://youtu.be/bRkmFg6Mrw> - Sickle Cell

<https://youtu.be/FnMOK6gOmxA> and [https://youtu.be/\\_7ZozuQjmXj](https://youtu.be/_7ZozuQjmXj)- Cystic Fibrosis

<https://youtu.be/vnJzbDyxBs>- Neural Tube Defect



### Genetics/Genomics Lecture

#### Genetics/Genomics Lecture

The screenshot shows a video player interface with a slide titled "Gene Alterations". The slide contains three DNA helix icons, each with a different color scheme (green/blue, pink/magenta, and orange/yellow).

- Inherited:** Somatic (sporadic) de novo mutations occur in the DNA of cells of an individual at any time through a lifetime; they result from errors during cell division or from environmental influences (radiation, toxins, viruses). Not passed from one generation to the next.
- Acquired:** Inherited mutations are inherited from one or both parents.
- Multifactorial:** Multiple gene alterations along with environmental factors contribute to disease of health conditions (e.g., heart disease, diabetes, most cancers).

At the bottom of the slide, there is a navigation bar with icons for play, pause, and volume, and a progress bar indicating the video is at 30:23 of 1:49:38.

Then there is the sub folder  
**Genogram and Ecomap Information**

Genogram and Ecomap Information

**Required Readings**  

Text book readings:

1. Chapter 3, 5, 7 and 8 in Rowe-Kaakinen (5th ed.) eText available in this folder.
2. Chapter 18 and 19 Rector

Other Materials:

3. PowerPoint on Family Health Promotion

**Link to Rowe-Kaakinen, et.al (2015) e-Book** 

This is the link to the e-book by Rowe-Kaakinen et al - parts of this book are required readings. Other chapters will be very useful for your group presentations.

**Chapter 18 & 19 Rector** 

Attached File: [Chap 1819 Rector.pdf](#)  (7,307 MB)

**Genogram Recording- DO NOT NEED TO WATCH PART ON ECOMAP- PLEASE PAY ATTENTION TO DUE DATES IN SYLLABUS** 

Melinda Haas' Zoom Meeting



2021-10-14 15:28:58

Melinda Haas    15:31 / 21:59      

**Genogram/Ecomap**  

**Chapter 3:**  
Pages: 67-105

**Chapter 5:**  
Pages: 137-166

**Chapter 7:**  
Pages: 187-204

**Chapter 8:**  
Pages: 205-236

**Chapter 18:**  
Pages: 629-645

**Chapter 19:**  
Pages: 646-683

**Day One:**  
Total to read Pages:  
174

**Total Video Lecture Time:**  
2 hours and 31 minutes.

**Genetic Slides to Review:**  
31

**Supplemental Articles:**  
4

## Day 2:



### Readings & Requirements for class A\*

- Attached Files:
- [s\\_illness\\_5\\_23\\_23\\_ppt.pptx](#)  (2.152 MB)
  - [N310\\_GI\\_Worksheet\\_Summer 2023.docx](#) (14.669 KB)
  - [N310\\_Resp\\_Worksheet\\_Summer 2023.docx](#)  (14.475 KB)

Greetings All,

For week 1 class 2: Illness 5/23/23, please read the required readings below and view the short youtube videos listed, in preparation for class.

Taylor Fundamentals of Nursing 10th ed. pgs. 57-59 & 64-72

ATI Nursing Care of Children 11 ed

- Chapter 23-Gastrointestinal structural inflammatory disorder, pgs. 145-146 (Appendicitis)

ATI Adult Medical Surgical Nursing 11 ed.

- Chapter 20-Pneumonia, pgs. 128-130
- Chapter 22-COPD
- Chapter 52-Inflammatory bowel disease

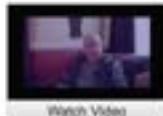
Please view the following videos on YouTube:

- Living with COPD: Don & Carole's story Don & Carole's story (3:19) <https://youtu.be/TWjEYpBXJoi>
- Living with COPD (8:11) John Black & Viv story <https://youtu.be/C6afab8uPH4>
- Analise Story Outperforming Crohn's disease (4:45) <https://youtu.be/CqYkelgnuis>
- Crohn's Disease Amandas Story (3:36) <https://youtu.be/sycG1aQ2DDo>

Complete the two worksheets (Appendicitis/Crohn's & Pneumonia/COPD) in the folder for this week and upload the completed worksheets into UB Learn in the assignments tab by 5/28/23 by 11:59pm.



### Living with COPD: Don and Carole's story



Living with COPD: Don and Carole's story

Duration: 3:20  
User: n/a - Added: 9/27/19

[Watch Video](#)



### Living with COPD



Living with COPD  
Duration: 8:12  
User: n/a - Added: 9/4/21

[Watch Video](#)



### Outperforming Crohn's Disease | Analise's Story | Weill Cornell Medicine



Outperforming Crohn's Disease | Analise's Story | Weill Cornell Medicine

Duration: 4:46  
User: n/a - Added: 12/13/17

[Watch Video](#)



### Crohn's Disease | Amanda's Story



Crohn's Disease | Amanda's Story

Duration: 3:37  
User: n/a - Added: 12/3/19

[Watch Video](#)

## Sexuality A\*

Attached files:  VOPP\_5\_Sexuality\_ppt.pptx **A\*** (69.818 MB)  
 Group\_Assignment\_Sexuality.docx (19.101 KB)  
 Discussion board questions.docx (12.573 KB)

Greetings,

This folder contains the following: voice over power point (VOPP) for the topic Sexuality (concept overview), please view on your own & the group assignment.

The final day of class will be completely interactive.

Questions to the groups posted to the discussion board by 6/13/23 @ 11:59 pm

Presentations uploaded to the assignments tab by 6/30/23 @ 5:00 pm

There is a group project you all are required to prepare for and present in class on 7/3/23. Each group member must have an active role in the presentation/health teaching activity. Attached you will find your group numbers with the assignment you must complete. Please note do not limit yourselves to power point to present your assigned topic. You are free to decide how to disseminate your topic, please ensure it is appropriate to the setting you have been provided. Power point may not always be appropriate. Feel free to be creative! The setting information provided is only a guide to get you all started. You are permitted to add information to the setting as necessary to complete the activity; you may not remove any information. The readings are required and will be helpful in completing this activity. You may use other reputable resources as well. Please cite all resources using APA format.

Please let me know if there are any questions or concerns. It is best to post your questions on UB learns in the discussion board. I will be sure to answer them there. DO NOT SEND ME AN EMAIL.

Below are the required readings:

Taylor: Fundamentals of Nursing 10th Edition, Chp 46

- Focus on the following-

Pg. 1867 table 46-1 Developmental Aspects of sexuality through the lifespan

Pg. 1872-1873, including chart 46-2

Pg 1879 focused assessment guide 46-1 table

ATI Fundamentals 11ed. Chapter 42 CAM Therapies pgs. 241-243

ATI Mental Health Chp 33-Sexual Assault, pg. 189-191

ATI Fundamentals Chp 33-Therapeutic Communication pg. 177-181

ATI Fundamentals Chp 34- Self-Concept & Sexuality pg. 189-191

ATI Medical Surgical Chp 66- Erectile Dysfunction pg. 441 starting at Erectile dysfunction read through to and including penile implants

Raci Chp 9 Violence & Abuse pgs. 291-315, Chp 3, pg. 106-109 & pgs. 158-164, pg. 171

Look at the different modules, and platforms and resources we must go through. The topics all vastly different from one another, cardiovascular, respiratory, sexuality. Over 50 pages of reading, power points, slides, videos, documents, as a student how do you tackle this information. What do you prioritize. How do you schedule? How do you reference

## APPENDICITIS

- Inflammation of the veriform appendix caused from an obstruction of the lumen of the appendix.
- Average client age is 10 years.

**ATI**

E-BOOK: RN Nursing Care of Children, Version 11.12

UNIT 2: System Disorders - Section 3: Cardiovascular and Hematologic Disorders

Search

Content

Saves

8.128 MEDICATIONS

Opioids

Codeine, morphine sulfate, oxycodone, hydromorphone, and methadone provide analgesia for pain management.

NURSING ACTIONS

- Administer orally (immediate- or sustained-release) or IV.
- Administer on a regular schedule to maintain control, or prevent pain if possible.
- Use patient-controlled analgesia if appropriate.

CLIENT EDUCATION

- Avoid activities that require mental alertness. 
- Analgesics can be necessary in high doses, and addiction is rare.

ANTINEOPLASTICS

Ebook: Chapter 02

Lippincott CoursePoint Enhanced for Taylor's Fundamentals of Nursing

David Taylor, Patricia Lynn, Jennifer L. Marshall

Expand | Collapse

- Chapter 2 Theory, Research, and Evidence-Based Practice
- Chapter 3 Health, Wellness, and Health Initiatives
- CONCEPTS OF HEALTH AND WELLNESS
- CONCEPTS OF ILLNESS AND DISEASE
- DISPARITIES IN HEALTH CARE
- FACTORS AFFECTING HEALTH AND ILLNESS
- HEALTH PROMOTION AND ILLNESS PREVENTION
- MODELS OF HEALTH PROMOTION AND ILLNESS PREVENTION
- NURSING CARE TO PROMOTE HEALTH AND PREVENT ILLNESS
- DEVELOPING CLINICAL REASONING AND CLINICAL JUDGMENT

CONCEPTS OF ILLNESS AND DISEASE

**Disease** is a medical term, referring to pathologic changes in the structure or function of the body or mind. [Box 3-1](#) lists common causes of disease. An **illness** is the response of the person to a disease; it is a process in which the person's level of functioning is changed when compared with a previous level. This response is unique for each person and is influenced by self-perceptions, others' perceptions, the effects of changes in body structure and function, the effects of those changes on roles and relationships, and cultural and spiritual values and beliefs. A disease is traditionally diagnosed and treated as prescribed by a health care provider or advanced practice nurse, whereas illness focus on the person with an illness. However, the terms disease and illness are often used interchangeably. It is important for nurses to remember that patients may have an illness or injury but still achieve maximum functioning and quality of life, and consider themselves to be healthy.

**Classifications of Illness**

Illnesses are classified as either acute or chronic. A person may have an acute illness, a chronic illness, or both at the same time; for example, an adult with diabetes (a chronic illness) may also have an acute episode of severely low blood sugar.

**Acute Illness**

An **acute illness** usually has a rapid onset of symptoms and lasts only a relatively short time. Although some acute illnesses are life threatening, simple acute illnesses, such as the common cold or diarrhea, do not usually require medical treatment. If medical care is required, a specific treatment with medication (e.g., an antibiotic for pneumonia), surgical procedure (e.g., an appendectomy for appendicitis), or another medical treatment usually return the person to normal functioning.

Box 3-1	Common Causes of Diseases
	<ul style="list-style-type: none"> <li>– Inherited genetic defects</li> <li>– Developmental defects resulting from exposure to such factors as viruses or chemicals during pregnancy</li> <li>– Biologic agents or toxins</li> <li>– Physical agents such as temperature, chemicals, and radiation</li> <li>– Uncontrolled tissue responses to injury or irritation</li> <li>– Physiologic and emotional reactions to stress</li> <li>– Excessive or insufficient production of body secretions (hormones, enzymes, and so forth)</li> </ul>

## Assignments



### ATI RN Nutrition Practice Assessment and 2 hour focused review

Please complete the ATI-Nutrition Assessment by 8/12/23 11:59pm with a score of 75% or higher. Practice assessment can be repeated until a 75% or higher has been attained. Practice Assessment A or B can be taken. If the Practice Assessment is not completed by the due date and time and/or the student has not attained a 75% or better, the student will receive a 0 on the Proctored Assessment but still must complete the Proctored Assessment.

Complete focus review by 8/13/23 11:59pm of at least 2 hours and submit transcript that will have the practice assessment score and date and the focus review time recorded.

If completed according to direction and policy a green check mark will be placed in the grading column as complete and 4 points will be added to the final score on the proctored assessment.

- If the transcript, displaying the date of practice assessment and time spent on focus review (2 hour minimum) is not submitted to LBI Learn by the due date and time the student will receive a 0 on the Proctored Assessment, but still must complete the Proctored Assessment.



### ATI RN Nutrition Focused Review Generated from your proctored assessment

The ATI Nutrition Proctored Assessment will be taken in class on 8/13/23. The focus review on the proctored assessment must be completed according to policy and the transcript submitted to LBI Learn by 8/13/23 11:59p to receive credit.

- If the transcript is not submitted according to due date and time, and/or the student did not complete the required number of focus review hours, the student will not receive an extra point.



Proficiency Level of Proctored Assessment	Points Awarded According to Proficiency Level**	Focus Review Hours to be Completed/points	Max Points Available*
Proficiency Level 3	6	0	10*
Proficiency Level 2	3	2 hours/1	8*
Proficiency Level 1	1	3 hours/1	6*
Below Proficiency Level 1	0	4 hours/1	4*

\*Includes on-time completion and submission of transcript of practice assessment with a score of 75% or better (4 points) and submission of a minimum of 2 hour focus review prior to Proctored Assessment (2 points).



### Genogram



### Mandated Reporter Training Completion Cert.



### IPE Completion Certificate

Please submit after you complete both sections required for this course.

IPEC & Roles and Responsibilities

### **313: Science of Professional Nursing**

This course is graded pass/fail. A pass grade is required to pass the course. A pass grade will be based upon satisfactory completion of (graded on the basis of satisfactory, pass/unsatisfactory, fail):

1. On-campus labs and simulation – on time and in dress code
2. Satisfactory demonstration of safe skill performance (SSP) evaluated by the clinical faculty and graduate assistants (GAs)
3. Clinical attendance to all assigned experiences, participation and assignments as identified by individual faculty. This includes flu clinic, if required, and clinical (see clinical absence algorithm)
4. Completion of ATI assignments by due date
5. Achievement of course objectives and clinical evaluation
6. 90% or above on medication calculation exam
7. 85% or greater on final head to toe assessment practicum
8. Clinical based assignments and guidelines are posted on UBLearns

The student must demonstrate satisfactory achievement of each of the course outcomes as stated on the clinical evaluation form. All clinical and laboratory assignments must be completed as scheduled. All students must achieve a passing grade on all SSPs. If the student does not achieve a satisfactory on any of the required SSP's, the student will have a chance to be remediated and have an opportunity to be retested on the SSP. If the student fails the second attempt, he/she will receive a failing grade in NSG 313 Science of Nursing Practicum. Each student will do a self-evaluation of their performance in the clinical setting, contributing specific evidence regarding how each outcome was achieved. All assignments must be completed satisfactorily. Faculty will be responsible for assigning the final grade. (See grading below)

The first thing that should jump out to you is that this lab is a companion to 312 but its only pass or fail. Its grading has no impact on any course, even though this is the only actual course you learn actual job skills. Not having a grade makes this feel has if devalues the importance of clinical considering real practical skill success has no impact on your actual ability to pass.

Look at the course structure:

On Campus Lab

**On Campus Lab 5/26/23 ✓P**  
Please review all material and follow instructions in this folder.  
Recommended viewing prior to on campus lab:  
Bates Chapter 14 - watch and learn: assessing the heart, the carotid pulse, anatomy review of the heart, heart sounds, Chapter 14 - review the health history section  
Bates Chapter 11 - watch and learn physical exam of the lungs, normal and adventitious breath sounds, anatomy review of lungs, Chapter 13 - review the health history section  
Postet NBN93 - recommended to view before or after class:  
[Watch & Review for Cardiac Exam](#) - how blood flows through the heart 9 minute review  
[Bates Physical Exam videos - Watch & Learn Chapter 14 Cardiovascular](#) - Watch and Learn: Physical Exam of the heart and of the neck vessels examinations - review concepts in action (5) Bates E-Text Watch and Learn p 362 - about 40 minutes total - 13 videos.

**On Campus Lab 5/25/23**

**On Campus Lab 5/26/23**

**Open Lab May 30th 2023 ✓P**  
Attached files: [May 30th open lab.docx](#) (22.27 KB)  
Please review the attachment for open lab May 30th 2023 from 1700-2100.  
I am highly recommending that you attend this open lab because it is the only open lab prior to your final test set on Friday June 2nd.  
You need to be successful and practice with experienced faculty and graduate assistants that can help you with these skills.

**On-campus Lab May 31, 2023**

**On-campus Lab June 1, 2023**

**On-campus Lab June 2, 2023**



### Suggested Readings for Health Assessment ▾▶

Wednesday 5/24/23 we will be doing Cardiovascular and Respiratory assessment - Chapters 13 and 14 in Bates

Review Anatomy and Physiology - will only do a quick review in class:



### General ABS Summer Session I Lab Calendar ▾▶

Skills Lab Schedule for the first two weeks

Beginning May 24th through June 2nd.



### SSP Videos



### On-campus lab SSP's ▾▶

Hard copy SSP's are available for you to print and bring to class

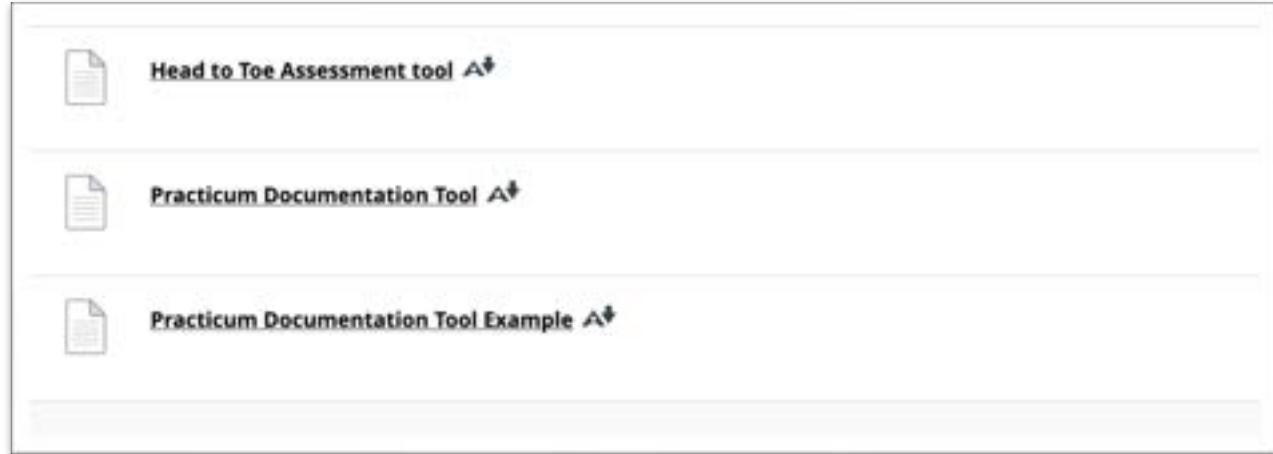


### Head To Toe Practicum Demonstration



### NSG 309 - Head to Toe Assessment Demonstration - FINAL





Just all the information thrown into a single container with no compartmentalization, making navigation challenging. You have folders with info for in class content, tasks, study materials, and administrative paperwork all thrown into one page. That reads to me rushed, or no active consideration of the breakdown of materials for a student, considering this is a practical skills class.

This was our schedule for the week, please keep in mind this is just day three of week one.

**Weekly schedule of on campus labs is posted under course [information](#)**

All 64 students 8a-5p first week Bring [lap top](#) to lab; see pre-lab assignments to be completed on UB learns.

Date	Activity	Time for Each Activity	Location
Wednesday 5/24/23 8-12N	Respiratory Assessment Cardiovascular Assessment Vital sign Review – bring all equipment to lab to practice vital signs and assessments	8a-10a lecture Fabry  10a-12n Practice	<b>Wende 114</b>  <b>Check schedule for room assignment</b>
12n-1p Lunch			
1p-5p	EHR Tutor case study, patient summary sheet and concept maps  Med Calc Practice  Personal Care Practices – bed bath, occupied bed, lifting patients up in bed etc.	1 hour  1 hour  2 hours	Wende 103  Wende 111  4 <sup>th</sup> floor lab
Thursday 5/25/23 8a-12n	HEENT/Cranial Nerves Abdominal Assessment Integument and wound assessment	Lecture 8a-10a Fabry Practice 10a-12n-review previous systems	Wende 114 G26 G24 Wende 111
Lunch 12n-1p			
1p-5p	Neurological and Musculoskeletal Assessment	Lecture 1p-3p Fabry Practice 3p-5p – review previous systems	<b>Wende 114</b> <b>2 GA – each room</b>

24

Friday 5/26/23 8a-12n	Medication Administration, IV therapy, IVPB and IVP, venipuncture, glucometer demonstrations of <a href="#">SSPs</a> Med error video		4 <sup>th</sup> floor lab Wende 103 G24 Wende 111 <b>2 GA – each room</b>
12n-1p	Lunch		
1p-5p	SSP practice of above – hands on Vital sign practice	Students rotate through rooms	4 <sup>th</sup> floor lab Wende 103 G24 <b>Wende 111</b>

Before we can even get into what the objective was for the week, the night before we get a very vague email from the professor.

NSG313LAB01:Science of Professional Nursing:223612962: Open Lab  
May 30th 2023 1700-2100

 Mary Rhinehart <do...> Tuesday, May 23, 2023 at 6:12 PM

Hello Juniors,

Please see Blackboard under On-Campus Lab.

I have added a schedule for students to attend the only open campus lab prior to testing out on June 2nd.

If you have any questions please contact me.

Thank you,

Professor Rhinehart

Where do you think, you are going to find schedule. How do you know what this relates to? The last two days have been spent in lecture learning completely different topics.

Is it in the root folder under General ABS Summer Session I Lab Calendar?

 General ABS Summer Session I Lab Calendar A+  
Skills Lab Schedule for the first two weeks  
Beginning May 24th through June 2nd.

Is it in the daily folder?

On Campus Lab 5/24/23

- [Nsg 313 syllabus and class review A<sup>b</sup>](#)
- [Vital Signs SSP A<sup>b</sup>](#)
- [EHR Tutor - Important Information A<sup>b</sup>  
Please review this information prior to Week #1 of lab.  
Students will need this enrollment key to enter the course.](#)
- [Concept Map Template A<sup>b</sup>](#)
- [Guideline for Concept Map A<sup>b</sup>](#)
- [Valienne Brady completed Concept map A<sup>b</sup>](#)
- [Math Assignment A<sup>b</sup>  
Attached files: \[Nsg 313 math calc basic.pdf\]\(#\) A<sup>b</sup> \(11.044 KB\)  
Please complete this lab assignment and bring to class May 26th.  
This practice test will be reviewed and during class time.](#)
- [Patient Summary Worksheet revised 10/23 A<sup>b</sup>](#)
- [Heart sounds A<sup>b</sup>  
This is a 17 minute video that will help explain heart flow and heart sounds.](#)
- [Cardiovascular assessment power point A<sup>b</sup>](#)
- [Introduction to Health Assessment and Vital signs - for on campus labs A<sup>b</sup>](#)
- [Respiratory assessment PPT A<sup>b</sup>](#)
- [Ventilation-Perfusion \(V/Q Ratio\) | Quick Medical Overview  
!\[\]\(c9eeb7e2f20788628e80272a2841f0be\_img.jpg\)  
Ventilation-Perfusion \(V/Q Ratio\) | Quick Medical Overview  
Duration: 4:34  
User: nra - Added: 5/22/21  
\[Watch Video\]\(#\)](#)  
The relationship between ventilation and perfusion.
- [May 24 Lab schedule 0800-1200 A<sup>b</sup>  
Attached files: \[Nursing Schedule for 5/24/23 FINAL 1000-1200.docx\]\(#\) A<sup>b</sup> \(28.038 KB\)  
\[AM Summer Session 5/24/2023 Afternoon Final.docx\]\(#\) A<sup>b</sup> \(28.038 KB\)  
0800-1000 ALL Students in Wende Hall 114 \(auditorium\)  
1000-1200 Assessment and Vital Sign Practice  
Bring your nursing lab bags that I will assign to you in the AM.  
@Resource: \[Nursing 313 Syllabus\]\(#\) or \[Handouts\]\(#\)](#)

Here are three different schedules a student has to swift through to understand what is going on, on the first day of class, with just the guidance of that vague email.

Just keep in mind, that this is just to find out what we are doing, this course still has assignments. Similar issues, no order and no clear organization system.

The screenshot shows a learning management system interface with a sidebar on the left containing various course links. The main content area is titled "assignments".

**ATI Dosage Calculation and Skills Medication Administration 3.0**

Please complete the Dosage Calculation and Skills Administration Modules - there are 8/17 of them required; of them - critical care medications does not have to be completed, but you may be assigned to a laboratory unit that utilizes meds, so this module will be helpful this session or in future semesters. All tests and activities are optional, but highly recommended.

Please submit transcript by 5/29/23 EOD - only one transcript needs to be submitted with all the module information.

Dosages by weight; injectable medications; medication administration; oral medications; parenteral medications; parenteral medications; adult dosage; Pediatric Medications will not be too pertinent to clinical in 213 but will be needed for 211 for some students.

For those students that feel as though they need more practice with medication calculation there are other modules that can be helpful. ATI Dosage Calculation 3.0-Fundamentals Online practice assessment is optional. We will also be doing an on-campus medication calculation practice session on Wednesday 5/3/23.

**ATI Skills Module Personal Hygiene**

Please complete the ATI Skills Module Personal Hygiene before on campus lab and submit transcript by 5/29/23 8am.

Please complete the three practice challenges.

This module can take up to 1.5 hours to complete.

**ATI Skills Module Oral Hygiene**

Please complete the V/H/S Skills module and the three practice challenges. Please complete the pre and post tests. Please submit transcript to UH leaves by 5/29/23 8am.

**ATI Skills Module for Medication Administration**

Please complete the following ATI Skills Modules for on campus labs by 5/29/23 and submit the appropriate transcript to UH leaves by EOD. All the Skills Modules can be submitted under one transcript.

ATI Skills modules:

- Concepts of Medication Administration
- Injectable Medication Administration
- IV Medication Administration
- IV Therapy
- Oral and topical medication administration

Each module takes 1-2 hours to complete - complete the pre and post tests and challenges. These will help you prepare more for on-campus lab on 5/29 when we are practicing with real equipment.

Look closely, prior to the class starting a student needs to have completed:

ATI Skills Module Personal Hygiene: stated that it needs 1.5 hours to complete

The screenshot shows a learning management system interface with a sidebar on the left containing various course links. The main content area displays completion details for the ATI Skills Module Personal Hygiene.

**Skills Modules 3.0**

**Module: Personal hygiene**

**Lesson Information:**

Lesson	Date/Time	Total Time Use
Lesson	5/23/2023 11:41:12 PM	11 min 32 sec
Lesson	5/24/2023 1:56:07 AM	1 hr 22 min 46 sec
Lesson	5/24/2023 2:30:23 AM	17 min 49 sec

**Total Time Use: 1 hr 52 min**

**Pretest Information:**

Test	Date/Time	Score	Total Time Use
Pretest	5/23/2023 11:29:00 PM	50.0%	11 min

**Total Time Use: 11 min**

**Ratings: Markups: 5.0**

**It took me 2 hours and 3 minutes**

## ATI Skills Module Vital Signs:

Module: Vital signs			
Lesson Information:			
Lesson	Date/Time	Score	Total Time Use: 1 hr 10 min
Lesson	5/24/2023 3:47:49 AM	1 hr 10 min 5 sec	Time Use
Pretest Information:			
Test	Date/Time	Score	Total Time Use: 5 min
Pretest	5/24/2023 2:37:00 AM	50.0%	Time Use 5 min
Posttest Information:			
Test	Date/Time	Score	Total Time Use: 2 min
Posttest	5/24/2023 3:51:00 AM	28.6%	Time Use 2 min

**It took me 1 hour 17 minutes**

Go ahead and remember what we have currently do up until this point:

### Assignments:

Four ATI modules in ATI Nurse Logic 2.0: **2 hours, 26 minutes**

ATI Pharm Made Easy Cardiac Drugs: **3 Hours 35 Minutes**

ATI Skills Module 3.0 on Oxygenation: **2 hours 7 minutes**

Course point Adaptive Quiz in Bates: **1 hour**

### Total Time Spent:

9 hours and 8 minutes

## Supplemental Online Student Material that has due dates:

The screenshot shows a learning management system interface for ABS 2024. On the left, there's a sidebar with 'Content' (selected), 'Assignments' (with 23 items), and 'Results'. The main area lists assignments with due dates:

- Chapter 14: The Cardiovascular System - MLE (Due: 08/08/2024)
- Chapter 14: The Cardiovascular System
- Journal Article: Prognostic value of Braden Scale in patients with acute myocardial infarction: From the retrospective multic...
- Watch and Learn: Physical Examination of the Neck Vessels
- Watch and Learn: Physical Examination of the Heart
- Watch and Learn: Physical Examination: Credits
- Watch and Learn: Auscultation of Murmurs
- Watch and Learn: Attributes and Grading of Murmurs

Below this, a separate list of assignments without due dates is shown:

- Watch and Learn: Auscultation of Heart Sounds
- Watch and Learn: Heart Sounds
- Watch and Learn: Inspection and Palpation of the Heart
- Watch and Learn: Anatomy Review - Heart
- Watch and Learn: Assessing the Carotid Pulse
- Watch and Learn: Estimating Jugular Venous Pressure (JVP)
- Watch and Learn: Assessing the Heart
- Health Assessment Module 5.6: Cultural Risk Factors for Cardiovascular Disease
- Health Assessment Module 5.3: Conducting a Cardiac Assessment

The screenshot shows a digital learning interface with a light gray background. At the top, there is a horizontal navigation bar with several icons: a magnifying glass, a person icon, a gear icon, a triangle icon, a square icon, and a plus sign icon. Below this, a vertical sidebar on the left contains a list of resources, each with a small icon and a title. Some titles include "Practice and Learn: Assessment of Chest Pain", "Concepts in Action: Myocardial Blood Flow", and "Health Assessment Case 7: Jared Griffin". To the right of the sidebar, the main content area displays the same resource list, but the "Health Assessment Case 7: Jared Griffin" entry is highlighted with a black rectangular box around its title and subtitle. The bottom of the screen features a footer bar with three icons: a purple square, a blue square, and a green square.

- Practice and Learn: Assessment of Chest Pain  
Chapter 16: The Cardiovascular System
- Concepts in Action: Myocardial Blood Flow  
Chapter 16: The Cardiovascular System
- Concepts in Action: Hypertension  
Chapter 16: The Cardiovascular System
- Concepts in Action: Edema  
Chapter 16: The Cardiovascular System
- Concepts in Action: Congestive Heart Failure  
Chapter 16: The Cardiovascular System
- Concepts in Action: Cardiac Cycle  
Chapter 16: The Cardiovascular System
- Health Assessment Case 7: Jared Griffin  
Chapter 16: The Cardiovascular System
- Health Assessment Case 8: Maria Hernandez  
Chapter 16: The Cardiovascular System
- Health Assessment Case 9: Jared Griffin  
Chapter 16: The Cardiovascular System
- Pre-Lecture Quiz: Chapter 16  
Chapter 16: The Cardiovascular System

Ebook: Chapter 16  
Chapter 16: The Cardiovascular System

**Estimated Total Time Spent:**  
**2 Hours**

**Readings:**  
**174 Pages**

On average it takes 1.7 minutes to read a typical page, but these are Scientific tax, which means that they are more dense than the average page. So, for this estimation, we will be using two minutes in order to be fair.

**Estimated Time Spent:**  
4 hours and 56 minutes

**Video Lecture Time:**  
2 hours 31 minutes and 20 seconds

**Total Time the needed is required to complete all due materials within two days:**  
18 hours and 35 minutes

### **Considerations:**

A student's typical day is 8-5pm.

So, if a person needs at least eight hours of sleep to function properly and that is important, especially in a medical setting a person needs to go to sleep at 12 AM. This leaves technically just 6 working hours a day, if you allotted just one hour to dinner.

So there was only 12 hours, with at least 18 hours or work. Note that what I just listed was the required readings and assignments and watching videos this does not actually cover the amount of time a student is required to review not just the lectures that they had experience that day, but also review the lectures in the future and watch videos for course contact in advance to be familiar with the concept.

The math didn't add up. So, I had to compensate by working late. Note the time stamps.

The screenshot shows a confirmation message from D2L. At the top left is a brown circular icon with a white letter 'D'. To its right is the text 'Submission received'. On the far right are icons for a smiley face, a left arrow, a right arrow, and a refresh symbol. Below this is a large black rectangular redaction box. To the right of the redaction box is the date and time: 'Tuesday, May 23, 2023 at 11:14 PM'. Underneath the redaction box, it says 'To: George Ulloa'. The main body of the email starts with 'Your work was received!'. It then provides details about the submission: 'You successfully submitted your coursework. Each time you submit coursework, you receive a unique confirmation ID to verify when your submission was received. You can view your submission on your My Grades page.' Below this, under 'Submission details:', it lists various pieces of information: 'Submission confirmation ID: b65a65491dc247cfaff74c9017c8026f', 'Title of course: NSG312LECO1:Science of Professional Nursin:223612961', 'Course ID: 2236\_12961', 'Title of coursework: ATI Skills Module Oxygenation', 'Date/time of submission: May 23, 2023 11:14 PM', 'Size of written submission: 0bytes', 'Size and name of files received: gulloa\_oxygen\_transcript\_Report.pdf (31.7kb)', and 'Unique Item ID (for administrator use only): \_5662512\_1'.

**Submission received**

① ② ③ ④ ⑤

D

do-not-reply@blackboard.com <do-not-r...

Wednesday, May 24, 2023 at 2:31 AM

To: George Ulloa

Your work was received!

You successfully submitted your coursework. Each time you submit coursework, you receive a unique confirmation ID to verify when your submission was received. You can view your submission on your My Grades page.

Submission details:

Submission confirmation ID: 1ba677acf49845dfb2c723f5f31723db

Title of course: NSG313LAB01:Science of Professional Nursin:223612962

Course ID: 2236\_12962

Title of coursework: ATI Skills Module Personal Hygiene

Date/time of submission: May 24, 2023 2:31 AM

Size of written submission: 0bytes

Size and name of files received: guloa\_personal\_hygiene\_transcript.pdf (33.1kb)

Unique item ID (for administrator use only): \_5662625\_1

**Submission received**

① ② ③ ④ ⑤

D

do-not-reply@blackboard.com <do-not-r...

Wednesday, May 24, 2023 at 3:53 AM

To: George Ulloa

Your work was received!

You successfully submitted your coursework. Each time you submit coursework, you receive a unique confirmation ID to verify when your submission was received. You can view your submission on your My Grades page.

Submission details:

Submission confirmation ID: f82e4b18a27f463c86b626f6f46c27cb

Title of course: NSG313LAB01:Science of Professional Nursin:223612962

Course ID: 2236\_12962

Title of coursework: ATI Skills Module Vital Signs

Date/time of submission: May 24, 2023 3:53 AM

Size of written submission: 0bytes

Size and name of files received: guloa\_personal\_vital\_signs.pdf (35.4kb)

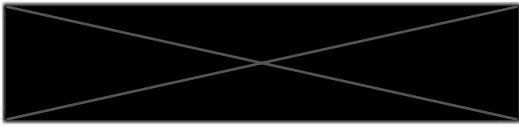
Unique item ID (for administrator use only): \_5662631\_1

While still managing school admin tasks:

RE: George Ulloa: ABS Pre-Req Transcripts

 ● Jennifer Schreier   
To: Ⓜ George Ulloa

Tuesday, May 23, 2023 at 11:31 AM



Hello Jennifer,

I am just following up on an email that you sent out 5/11 regarding my pre-req transcripts. Apologies for the delay, I was busy moving the last few weeks, but I am happy to say that I am finally situated.

I completed my pre requisites on 4/13 for the following courses listed below, and emailed Julie with my transcripts but I will attach them below regardless.

I also want to note that I have requested official transcripts to be sent out to UB Admission via online delivery.

Let me know if you need anything else!

Best,  
George

Courses Completed:

Pharmacology  
(UCLA M PHARM X 401)

Applied Physiology  
(UC Berkeley MCELLBIX475)

Take in all this, and then add that we had to complete a practice exam prior to starting class on 5/24, weds the first day.

NSG313LAB01:Science of Professional Nursing:223612962: Practice  
Math Exam



MR

Mary Rhinehart

Tuesday, May 23, 2023 at 3:51 PM

Hello Juniors,

**Please make sure you complete the practice math exam and bring with you for tomorrow's review class on May 24th!!**

You are expected to complete this!! I will not collect because you will want to take notes from the review class; but be prepared to show me your work when you sign in to class tomorrow.

The exam is located on BB under Skills Lab May 24th, just open the file.

You are also going to receive your Lab Skills Totes tomorrow. Make sure you bring your phone with you so that you can sign-in and consent via QR code.

I will spend 15 minutes tomorrow covering some of the lab responsibilities and hopefully answer all of your questions.

You MUST wear scrubs to the lab unless approved by Dr. Fabry (I was there when she forgave those who are waiting for scrubs). I follow a strict dress code to prepare you for your clinical rotation.

I have a copy of the dress code on the lab door for those that need to review.

I am looking forward to spending the summer with all of you and just remember to stay focused and do one day at a time.

Thank you,

Professor Rhinehart



NSG 373 practice med calc fall 2021

1. A patient has an order for furosemide (Lasix) 60 mg PO (by mouth) every day. The tablets are labeled 20 mg each. How many tablets would you give? \_\_\_\_\_ tablets

2. A patient has an order for 0.4 grams of ibuprofen (Advil) PO every 6 hours as needed for pain. The tablets are labeled 200 mg each. How many tablets would you give for one dose? \_\_\_\_\_ tablets

3. A patient has an order for 500 mg of phenytoin (Dilantin) PO four times a day. The medication is ordered in liquid form and the bottle is labeled 125mg/5 mL. How many mL would you administer for one dose? \_\_\_\_\_ mL

4. A patient is to receive heparin 3500 units subcutaneous to prevent DVT. The vial is labeled 5000 units per mL. How many mL would you give? \_\_\_\_\_ mL

5. A patient has 3000 mcg (micrograms) of dexamethasone (Decadron) ordered to be given every 6 hours IV. The vial is labeled 5mg/mL. The patient is due for a dose now, how many mL would you give? \_\_\_\_\_ mL

6. The recommended dose for Neomycin is 15 mg/kg/day. Your patient weighs 220 lbs. How many mg PER DAY would your patient receive? \_\_\_\_\_ mg

7. The physician orders heparin 1500 units/ hr IV. The pharmacy sends an IV bag labeled: Heparin 25,000 units in 250mL of D5W. How many mL per hour would the IV run? \_\_\_\_\_ mL/hour

Created on 05/10/2020

Page 1



NSG 373 practice med calc fall 2021

8. The order reads to administer Penicillin 300,000 units IM stat. The vial is labeled as 450,000 units per mL. How many mL would you give? Round to the nearest tenth. \_\_\_\_\_ mL

9. The order is to give atenolol (Tenormin) 50mg PO every day. The tablets are labeled as 0.1 gram per each tablet. How many tablet(s) would you give? \_\_\_\_\_ tablets

10. The physician orders 250mL of normal saline to infuse in 30 minutes. The drop factor listed on the IV tubing is 10 gtt/mL. Calculate the number of gtt(s) (drops) per minute required to infuse this IV bolus. Round to the nearest whole number. \_\_\_\_\_ gtt/s per minute

How are you supposed to complete 18 hours of HW, and then complete a practice math exam, while being ready with scrubs? Note, where did you see “Skills Labs in the screen” then to add more on our plates, there are key assignments student needed to finish prior to starting class:

The screenshot shows a folder window titled "On Campus Lab 5/24/23 A8". Inside the folder, there is a text file with the following content:

Please review all material and follow instructions in this folder

Recommended viewing prior to on campus lab:

Bates Chapter 14 - watch and learn: assessing the heart, the carotid pulse, anatomy review of the heart, heart sounds; Chapter 14 - review the health history section

Bates Chapter 13 - watch and learn physical exam of the lungs, normal and adventitious breath sounds, anatomy review of lungs; Chapter 13 - review the health history section

Posted 5/23/23 - recommended to view before or after class:

| <https://youtu.be/2GMayj9O21o> how blood flows through the heart 9 minute review  
| Bates Physical Exam videos - Watch videos Chapter 14 Cardiovascular - Watch and Learn Physical Exam of the heart and of the neck vessels examinations ; review concepts in action (5);  
| Bates E-Text Watch and Learn p.392- about 40 minutes total – 13 videos

### **Readings and Activites:**

#### *Bates Chapter 14:*

- watch and learn: assessing the heart, the carotid pulse. anatomy review of the heart, heart sounds
- review the health history section

#### *Bates Chapter 13:*

- watch and learn physical exam of the lungs, normal and adventitious breath sounds, anatomy review of lungs
- review the health history section

### **Videos:**

<https://youtu.be/2GMayj9O21o>

- how blood flows through the heart 9 minute review

#### *Bates Physical Exam videos:*

- Watch videos:
- Chapter 14 Cardiovascular
- Watch and Learn Physical Exam of the heart and of the neck vessels examinations ; review concepts in action

#### *Bates E-Text Watch and Learn:*

- p.392- about 40 minutes total – 13 videos

## Chapter 14:

The screenshot shows a digital learning interface with a sidebar on the left and a main content area on the right.

**Sidebar:**

- Home
- Search
- Logout

**Main Content Area:**

Chapter 14: The Cardiovascular System (168)

Chapter 14: The Cardiovascular System

Journal Article: Prognostic value of Brugada trials in patients with acute myocardial infarction. From the retrospective multicenter study for early evaluation of acute chest pain.

Watch and Learn: Physical Examination of the Neck (6m)

Watch and Learn: Physical Examination of the Heart

Watch and Learn: Physical Examination: ECG (6m)

Watch and Learn: Auscultation of Murmurs

Watch and Learn: Auscultation and Grading of Murmurs

Watch and Learn: Association of Heart Sounds

Watch and Learn: Heart Sounds

Watch and Learn: Inspection and Palpation of the Heart

Watch and Learn: Anatomy Review - Heart

Watch and Learn: Assessing the Carotid Pulse

Watch and Learn: Estimating Jugular Venous Pressure (JVP)

Watch and Learn: Assessing the Heart

Health Assessment Module 5a: Cultural Risk Factors for Cardiovascular Diseases

Health Assessment Module 5.0: Conducting a Cardiac Assessment

Practice and Learn: Assessment of Chest Pain

Concepts in Action: Myocardial Blood Flow

Concepts in Action: Hypertension

Concepts in Action: Echocardiogram

Concepts in Action: Congestive Heart Failure

Concepts in Action: Cardiac Cycle

Health Assessment Case 1: Jason Gifford

Health Assessment Case 2: Maria Hernandez

Health Assessment Case 3: Linda Hoffman

Pre-lecture Quiz (Chapter 14)

Home: Chapter 14

Chapter 13:

Then add at least 50 minutes for the videos listed (note this is assuming you can watch once and absorb all the material).

This was everything I faced in those two days, and immediately I was concerned something was wrong. How could this course be so fast, how could it have so much material to finish within this time frame. As a person who's never been in an accelerated program before I wasn't sure exactly what the course load was going to be or how to speed was, so I took it in. I said to myself that the first week was going to be getting a feel for what things were like in the program.

### **Clinical Training: SSPs**

The clinical training was just as disorganized as the academic training.

#### **8am-10am:**

2 Hour lecture on performing a respiratory assessment, completely non interactive just sitting in a big lecture hall, possibly taking information. I wonder to myself often as I was sitting there in silence taking in the information, it was a little bizarre that we're having such a verbal lecture before we're going to do actual practice. I hoped they would give us actual hands-on training instead of just a lecture.

#### **10am-12pm:**

We are broken off to groups and I am thrown into a room with my classmates. This is the first time, that I am getting to meet my classmates, and now we are thrown into clinical practice. I don't know anyone, I feel very out of place, and Jeff approaches me to be his partner.

The clinical professor is in this classroom along with two student teacher's aids, to help with the assessment. We just told to practice. I was confused was there going to any sort of training. A demonstration of skills perhaps.

Nope just put into the room, and then sent off to just "practice." I asked the teacher if there was going to be any training they could do, maybe show the class how to get started, maybe show an assessment on one of the teaching aids. No, this was practice, the assumption being that we had seen videos and just discussed this as lecture.

Jeff, began to practice on me, and since he had already taken the course, he was familiar with how to give a vitals assessment. This was the way I first started to learn, from a classmate and not a teach. It was very uncomfortable to have to be mimicking a student while my teachers and aid stood around watching or coming over sequentially student to student. As the aid came, different student teaching staff would have different tips and ways of doing the same assessments. It was clear they had not defined standards and rushed lab.

This didn't make sense to me, why were we just thrown into clinical like this?

Keep in mind, what we are “learning” we are going to be tested on.

Nested in a “on campus ssps” folder was the SSP guidelines. The criteria we would be tested on found below:

University at Buffalo School of Nursing			
<b>NSG 313: Science of Professional Nursing SSP: Safe Skill Performance Assessment of Vital Signs</b>			
Student: _____	Teaching Assistant /Evaluator: _____		
Student Signature: _____	Date of Completion: _____		
<b><u>ASSESSMENT OF VITAL SIGNS: TEMPERATURE, PULSE (APICAL &amp; RADIAL), RESPIRATIONS &amp; BLOOD PRESSURE.</u></b>			
The student will take and record the temperature, pulse (apical and radial), respirations and blood pressure on a patient.			
REQUIRED EQUIPMENT for SUCCESSFUL COMPLETION: Thermometer, Thermometer Sheaths, Alcohol Preps, Blood Pressure Cuff, Stethoscope, and Watch with second hand			
<b>+ *Shaded areas indicate critical actions that must be completed to satisfactorily perform the skills.</b>			
Criteria	Satisfactory	Needs More Practice	Comments
<b>1. Introduction:</b> <ul style="list-style-type: none"><li>▪ Introduces self, purpose of interaction, observes for appropriate infection control procedures.</li><li>▪ Washes Hands</li><li>▪ Completes two-person identification</li><li>▪ Indicates clients' initials on documentation card</li></ul>			
<b>2. Oral Temperature:</b> <ul style="list-style-type: none"><li>▪ Explanation of procedure to client</li><li>▪ Provides for client privacy</li><li>▪ Places the client in appropriate position</li><li>▪ Inquires if client has recently smoked or had a cold or hot beverage (waits appropriate time)</li><li>▪ Applies protective sheath to thermometer</li><li>▪ Places the thermometer under the tongue in the sublingual pocket</li><li>▪ Waits 10-15 seconds for oral thermometer</li><li>▪ Removes the thermometer and discards the sheath</li><li>▪ Reads the temperature accurately</li><li>▪ Documents appropriately on client documentation card: Temperature in Celsius and Fahrenheit, including type of device.</li></ul>			

Reviewed/Revised LS 2018 Revised MB A DF 5/2021

Criteria	Satisfactory	Needs more Practice	Comments
<b>3. Pulse (Radial):</b> <ul style="list-style-type: none"><li>• Explanation of procedure to client</li><li>• Selects the radial pulse point</li><li>• Counts radial pulse for one full minute (+/- 2 bpm)</li><li>• Compares radial pulses for symmetry</li><li>• Documents appropriately on client card: Rate, Rhythm and Force.</li></ul>			
<b>4. Pulse (Apical)</b> <ul style="list-style-type: none"><li>• Explanation of procedure to client</li><li>• Provides privacy for the client</li><li>• Positions patient in comfortable supine position</li><li>• Locates the apical pulse point (PMI)</li><li>• Auscultates and counts apical pulse for one full minute</li><li>• Document appropriately on client card: Pulse Rate, Rhythm, Location</li></ul>			
<b>5. Respirations</b> <ul style="list-style-type: none"><li>• Explanation of procedure to client as part of introduction. (<u>does</u> not announce to client that respirations will now be evaluated)</li><li>• Observes the thoracic or abdominal respiratory rate</li><li>• Counts respirations for one full minute unobtrusively</li><li>• Documents appropriately on client card: respiratory rate, depth, rhythm and pattern and pulse oximetry</li></ul>			
<b>6. Blood Pressure</b> <ul style="list-style-type: none"><li>• Explanation of procedure to client</li><li>• Positions the client appropriately sitting or supine: For Example, feet/legs uncrossed, elbow slightly flexed, palm of hand facing upward, forearm supported at heart level.</li><li>• Selects the appropriate cuff size for the patient including explanation.</li><li>• Questions arm preference or medical reason blood pressure cannot be taken in a particular arm</li><li>• Locates the Brachial Artery and identifies potential auscultatory gap</li><li>• Let the client rest for 30 seconds-1 Full Minute</li><li>• Auscultates the client's blood pressure</li><li>• Articulates the meaning of the Systolic and Diastolic Reading obtained</li><li>• Document appropriately on the client card reports pertinent assessment data; arm which BP was taken &amp; client position.</li><li>• Blood Pressure Measurement must be +/- 2 mmHg of evaluators determination.</li></ul>			

Reviewed/Revised LS 2018 Revised MR & DF 5.2023

7. Documentation and Patient Safety			
• Completes all procedures and recording in an organized fashion within the allotted time (max. 20 minutes)			
• Jeopardizes the safety of the client by not maintaining proper infection control. Ex. handwashing, etc.		IMMEDIATE CONCERN	

The total count of steps given in the list is as follows:

1. Introduction has 4 sub-steps.
2. Oral Temperature has 10 sub-steps.
3. Pulse (Radial) has 4 sub-steps.
4. Pulse (Apical) has 5 sub-steps.
5. Respirations has 3 sub-steps.
6. Blood Pressure has 9 sub-steps.
7. Documentation and Patient Safety has 2 sub-steps.

If you add up all these sub-steps, you get a total of 37 steps.

**5/24 we went over:**

- Cardiovascular and respiratory assessments: Lecture
- Vital Signs: Free for all practice
- Electronic Health Records: demonstration with some hands on
- Med Calculation: Exam
- Patient Care and Bath: Free for all practice with guidance from aids, who's suggestions differed

Take into consideration what we are learning in these 1-hour segments.

An electronic health record, learning to use a medical systems management tool for the first time while following nursing procedure, which we would get tested on, in detail in a few days. Then to do med math, then thrown back into a clinical lab session for patient bed and bath care, where the instruction was completely different in terms of details depending on your instructor. There was no time to really absorb anything properly. Then, by 5pm everyone was burned out and went home. No time to discuss or group together, everyone just went home because of the amount of work given.

We end the day with the following email:

NSG313LAB01:Science of Professional Nursing:223612962: Nursing  
Lab Thursday May 25th

MR



Wednesday, May 24, 2023 at 5:33 PM

[Download](#) • [Preview](#)

Hello Juniors,

Well we made it through the first lab day!!

Thursday is day two of lab May 25th starting at 0800 with everyone in room Wende 114

1000-1200 Practice head to toes see schedule

1200-1300 lunch

1300-1500 Lecture Dr. Fabry

1500-1700 practice head to toe see schedule

Please wear your scrubs and bring your blue tote for the lab section.

Attached are the two schedules for morning and afternoon.

**\*\*Please have your person, by Friday May 26th at noon, that you will be using as a patient for head to toe. Ask your person if they would like to volunteer for other students that may not have a person.\*\***

If you are having a problem please email me and Dr. Fabry ASAP

Thank you,

Professor Rhinehart

So, after all that, the class gets hit immediately that they will need to bring someone to be their patient for the head-to-toe assessment. I was shocked, how could I, a person who just moved

here alone, find anyone to make time in the schedule to leave work or any other responsibilities? Then add to the fact that this was given to me on Weds at 5:30pm right after class. The earliest I could try reaching someone would be during working hours the next day, but how could I? I would be in class.

How was I supposed to make friends fast enough to get them to be my patient volunteer? No one knew each other, no one had time to get to know one another, with just a one-hour break students would sit in silence eating quickly and reviewing material, others would have to leave campus for food.

Yet, the bigger issue was that some students knew each other already, having gone to UB before or living in the area. I was the 32 male, Latino student, it was not easy to make friends and I was very isolated.

In the backdrop of all this, Jeff who had approached me earlier, trying to be my friend was making me uncomfortable. In whispered tones, he would ask me "are you trying to get with anyone," "you talking to anyone" "what's up with these girls." Then go into rants about,

I would deflect, I was not comfortable talking my classmates in a suggestive manner, but worse I knew that if he was constantly bringing up women, openly in the hallways, people would hear, and he would get a bad reputation, and me, being the older male minority who he's always trying to talk to, I didn't want to be guilty by association.

It was hard to break through and make friends early on. I was on my own.

The new two days went on just like this one. Short 1–2-hour practice sessions with a variety of instructors teaching to small groups, providing their own ways. Generally, 3-4 students would be assigned to an instructor, so we would have to wait turns to actually try out the techniques, meaning we are given fractions of practice time.

Next week we were set to be tested on all the following material.

**5/31 and 6/01:**

	Wednesday 5/31/23 Isolation and hand hygiene 8-12n	SSP testing IV Primary and IV Push SSP testing Glucometer SSP testing	32 students
	12n-1p lunch 1p-5p	Isolation and hand hygiene <b>2 GA</b> SSP testing IV Primary and IV Push SSP <b>4-5 GA</b> testing Glucometer SSP testing <b>2 GA</b>	32 students
	Thursday 6/1/23 8a-5p	Head to toe testing Foley/Ostomy/NG/Feeding Practice stations	Schedules will be sent out
	Friday 6/2/23 8a-12n	Med Calc Med Admin SSP Venipuncture SSP Vital Sign Testing	8a-9a    32 students group A 9a-12n    Med Admin SSP <b>5 – 6</b> <b>testers</b> Venipuncture <b>2</b> <b>testers</b> Med Calc <b>1 proctor</b>
	12n-1p lunch 1p-5p	Med Calc Exam Med Admin SSP Venipuncture SSP Med Calc Exam Vital Sign Testing	1p-2p    32 students group B 2p-5p    Med Admin SSP <b>5 – 6</b> <b>testers</b> Venipuncture <b>2</b> <b>testers</b> Med Calc <b>1 proctor</b>

Look at the variety of concepts but remember this is clinical testing, so exams will need an exact replication of these steps.

All the SSPs to test:

University at Buffalo  
School of Nursing

**NSG 313: Science of Professional Nursing**  
**SSP: Safe Skill Performance**  
**Assessment of Vital Signs**

Student: \_\_\_\_\_ Teaching Assistant /Evaluator: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date of Completion: \_\_\_\_\_

**ASSESSMENT OF VITAL SIGNS: TEMPERATURE, PULSE (APICAL & RADIAL), RESPIRATIONS & BLOOD PRESSURE.**

The student will take and record the temperature, pulse (apical and radial), respirations and blood pressure on a patient.

**REQUIRED EQUIPMENT for SUCCESSFUL COMPLETION:** Thermometer, Thermometer Sheaths, Alcohol Preps, Blood Pressure Cuff, Stethoscope, and Watch with second hand

+ *Shaded areas indicate critical actions that must be completed to satisfactorily perform the skills.				
Criteria	Satisfactory	Needs More Practice	Comments	
<b>1. Introduction:</b> • Introduces self, purpose of interaction, observes for appropriate infection control procedures. • Washes Hands • Completes two-person identification • Indicates clients' initials on documentation card				
<b>2. Oral Temperature:</b> • Explanation of procedure to client • Provides for client privacy • Places the client in appropriate position • Inquires if client has recently smoked or had a cold or hot beverage (waits appropriate time) • Applies protective sheath to thermometer • Places the thermometer under the tongue in the sublingual pocket • Waits 10-15 seconds for oral thermometer • Removes the thermometer and discards the sheath • Reads the temperature accurately • Documents appropriately on client documentation card: Temperature in Celsius and Fahrenheit, including type of device.				

Reviewed/Revised LS 2018 Revised MR & DF 5.2023

Criteria	Satisfactory	Needs more Practice	Comments
<b>3. Pulse (Radial):</b>			
• Explanation of procedure to client			
• Selects the radial pulse point			
• Counts radial pulse for one full minute (+/- 2 bpm)			
• Compares radial pulses for symmetry			
• Documents appropriately on client card: Rate, Rhythm and Force.			
<b>4. Pulse (Apical)</b>			
• Explanation of procedure to client			
• Provides privacy for the client			
• Positions patient in comfortable supine position			
• Locates the apical pulse point (PMI)			
• Auscultates and counts apical pulse for one full minute			
• Document appropriately on client card: Pulse Rate, Rhythm, Location			
<b>5. Respirations</b>			
• Explanation of procedure to client as part of introduction. (does not announce to client that respirations will now be evaluated)			
• Observes the thoracic or abdominal respiratory rate			
• Counts respirations for one full minute unobtrusively			
• Documents appropriately on client card: respiratory rate, depth, rhythm and pattern and pulse oximetry			
<b>6. Blood Pressure</b>			
• Explanation of procedure to client			
• Positions the client appropriately sitting or supine: For Example, feet/legs uncrossed, elbow slightly flexed, palm of hand facing upward, forearm supported at heart level.			
• Selects the appropriate cuff size for the patient including explanation.			
• Questions arm preference or medical reason blood pressure cannot be taken in a particular arm			
• Locates the Brachial Artery and identifies potential auscultatory gap			
• Let the client rest for 30 seconds-1 Full Minute			
• Auscultates the client's blood pressure			
• Articulates the meaning of the Systolic and Diastolic Reading obtained			
• Document appropriately on the client card reports pertinent assessment data; arm which BP was taken & client position.			
• Blood Pressure Measurement must be +/- 2 mmHg of evaluators determination,			

Reviewed/Revised LS 2018 Revised MR & DF 5.2023

University at Buffalo  
School of Nursing

7. Documentation and Patient Safety				
<ul style="list-style-type: none"> <li>• Completes all procedures and recording in an organized fashion within the allotted time (max. 20 minutes)</li> </ul>				
<ul style="list-style-type: none"> <li>• Jeopardizes the safety of the client by not maintaining proper infection control. Ex. handwashing, etc.</li> </ul>		<b>IMMEDIATE CONCERN</b>		

I can't copy every single page, but I will take the first of each multipage testing rubric I would need to know by next week.

UNIVERSITY AT BUFFALO SCHOOL OF NURSING					
<u>N313-Safe Skill Proficiency (SSP)</u>					
<u>ADMINISTRATION OF MEDICATIONS (PO,SO, IM) Faculty/Student Guide</u>					
Student Name _____		Date of Evaluation _____			
<b>Scoring:</b> (2) Performance Measures achieved without coaching (1) Performance Measurements achieved with coaching (0) Performance Measurements not achieved even with coaching. **Shaded areas denote critical competency requirements**					
Evaluation Criteria	Performance Measures	Achieved (2)	Achieved with Coaching (1)	Not Achieved (0)	Comments
Medication Administration					
1	Performs Hand Hygiene <input type="checkbox"/> Before procedure <input type="checkbox"/> In-between changing gloves <input type="checkbox"/> After procedure				
2	Identifies the seven medication rights with each medication administration (PO, SO, IM) <input type="checkbox"/> Right patient (see #3 below) <input type="checkbox"/> Right dose <input type="checkbox"/> Right drug <input type="checkbox"/> Right time <input type="checkbox"/> Right route <input type="checkbox"/> Right indication <input type="checkbox"/> Right documentation				
3	Checks 2 patient identifiers – student <input type="checkbox"/> Compares MAR with patient's ID band, checking two patient				

5.2.2014 Fabry/ 1.2023 Revised Rhinehart

**UNIVERSITY AT BUFFALO  
SCHOOL OF NURSING**

**N313 L: Safe Skills Proficiency (SSP)**

**INTRAVENOUS THERAPY: Primary IV Therapy and IV Push Medication**

Student's Name \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

**STANDARDS:** (2) All Performance Measures met (1) All Performance Measures met with coaching (0) Performance Measures not met even with coaching. \*\*Shaded areas depict critical competency requirements\*\*



Evaluation Criteria		Performance Measures	Achieved (2)	Achieved with Coaching (1)	Not Achieved (0)	Comments
<b>Primary IV Therapy</b>						
1	Checks orders in Tutor	<input type="checkbox"/> Logs into EHR, Tutor <input type="checkbox"/> Pulls up patient's chart <input type="checkbox"/> Reviews patient's orders				
2	Performs hand hygiene	<input type="checkbox"/> Before procedure <input type="checkbox"/> In-between changing gloves <input type="checkbox"/> After procedure				
3	Introduces self & role, checks patient's identification, explains the procedure and assesses.	<input type="checkbox"/> Checks 2 patient identifiers <input type="checkbox"/> Introduces self <input type="checkbox"/> Explains procedure <input type="checkbox"/> Checks for allergies <input type="checkbox"/> Assess baseline fluid status, vital				

5/26/20

**UNIVERSITY AT BUFFALO  
SCHOOL OF NURSING**

**N313 L: Safe Skills Proficiency (SSP)**

**VENIPUNCTURE - (Faculty/Student Guide)**

Student's Name \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

**STANDARDS:** (2) All Performance Measures met (1) All Performance Measures met with coaching (0) Performance Measures not met even with coaching. \*\*\*Shading denotes critical competency requirements\*\*\*

Evaluation Criteria		Performance Measures	Achieved (2)	Achieved with Coaching (1)	Not Achieved (0)	Comments
<b>VENIPUNCTURE</b>						
1	Verifies Provider orders and prepare label(s) (CBC, BMP, PT/PTT/INR)	<input type="checkbox"/> Identifies patient orders <input type="checkbox"/> Recognizes the need for procedure as per policy <input type="checkbox"/> Identifies purpose of CBC, BMP and/or PT/PTT/INR				
2	Review risks associated with venipuncture	<input type="checkbox"/> Verbalize risks, such as anemia, anticoagulant therapy, low platelet count, bleeding disorder, venous collapse, traumatic venepuncture, or phlebitis.				
3	Review patient history and areas that are contraindicated	<input type="checkbox"/> Verbalize areas to avoid or that are contraindicated (IV sites, hematomas, phlebitis, previous infiltration, side of mastectomy, lymphatic system)				

4/30/18 FAJRY

Satisfactory   
Unsatisfactory

UNIVERSITY AT BUFFALO  
SCHOOL OF NURSING

N313: Safe Skills Proficiency (SSP)

Obtaining a Fingerstick Glucose (FSBG) or Capillary Blood Sample Using a Glucometer

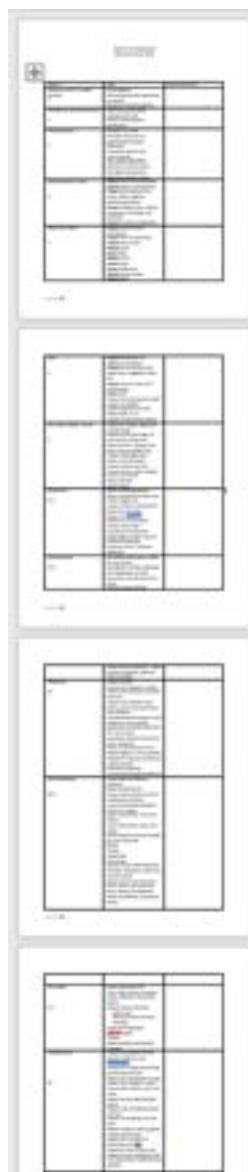
Student's Name \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

**Shading denotes critical competency requirements**

Testing Blood Glucose:				
Evaluation Criteria		Performance Measures	Achieved (2)	Achieved with Coaching (1)
				Not Achieved (0)
1	Verifies provider's order. Student verbalizes when FSBG testing is usually ordered.	<input type="checkbox"/> Verbalize need for glucose testing <input type="checkbox"/> Verbalize testing is usually scheduled before meals and at bedtime and Q6hrs for stable NPO patients		
2	Student nurse will gather all appropriate equipment.	<input type="checkbox"/> Glucose Monitor <input type="checkbox"/> Advantage test strips <input type="checkbox"/> Safety Lancet <input type="checkbox"/> Cotton Ball <input type="checkbox"/> Alcohol wipes <input type="checkbox"/> Band-Aid		
3	Identifies patient, explains procedures, introduces self & assess patient for knowledge of procedure	<input type="checkbox"/> Introduce self <input type="checkbox"/> Identify patient using 2 patient identifiers <input type="checkbox"/> Determine if patient has any allergies <input type="checkbox"/> Explains procedure to patient		
4	Hand hygiene and PPE	<input type="checkbox"/> Performs hand hygiene <input type="checkbox"/> Dons appropriate PPE if indicated		

4/30/18 Fabry

Now here was head to toe its own multipart assessment we would be tested on:



There are so many issues on surface, too much material too soon and with no time to focus. Yet there was no time to practice. The lab was closed on the weekend, and the only day we had open lab Tuesday, just a day before the actual practice.

This was the email the class received on Thursday 5/26:

NSG313LAB01:Science of Professional Nursin:223612962: May 26th  
Lab

○ Mary Rhinehart - [REDACTED]

Thursday, May 25, 2023 at 6:23 PM

MR

ABS Summer 05.26.... 28.8 KB

Download + Preview

Hello Juniors,

Tomorrow is Friday and we are almost through the first week!!

Please review attached file.

0800-1200 you will all go to your designed room (If 111 not in full use I am using 112).

1200-1300-Lunch

1300-1700 You are going to follow the A,B,C,D Color coded schedule and will visit each room for one hour to practice each of your SSP's. Bring your totes with you and start setting up for your particular skill right when you enter the room. We will help you.

May 25th Reminders

- I request for parking passes and most likely will be handed out to you next week.
- You must notify me by noon tomorrow via email if you do not have a person to be your patient. If you did do this already, thank you.
- Head to Toe Assessment
  - I will be here for open lab next Tuesday May 30th to assist with you experiencing room G 26 where you are going to test out (1700-2300)
  - Remember I will provide to you the paperwork for your test out day (your documentation).
  - You have 40 minutes to complete your assessment, and the GA's corrected me and 15 minutes for documentation (5 minutes is needed for exit and the next group to start)
  - During the 40 minute assessment frame, if you want, BEFORE you leave the room you can pick up the documentation form and do a 1-2 minute review to see if you missed anything. If you missed anything you can go back and complete with your patient. Remember only if you have time and have not exited the room.
  - Once you exit the room you cannot reenter and you will begin your documentation (you have 15 minutes)

I know this is stressful. Keep practicing and asking those good questions. I can see a difference between yesterday and today, and see that you are all really trying.

Thank you,

Professor Rhinehart and the GA/Faculty Team

"I know this is stressful."

Ask yourself how can you see a difference in a day? Why are we rushing patient care. I still didn't have a person?

Then we get this email from our 312 class:

NSG312LEC01:Science of Professional Nursing:223612961: NSG  
312/313 Exam 1 breakdown - Preliminary

DA      O Donna A Fabry - [REDACTED]      Thursday, May 25, 2023 at 4:03 PM

There will be 80 questions and student will have 2 hours to complete the exam on 6/5/23 from 12n-2p. Class will resume at 2:30p

Clinical Judgment, Prioritization 8 questions

Perfusion 8 questions

Hypertension Across the Life span 5 questions

CVA 3 questions

Med Administration 8 questions

Infection Concept Overview 8 questions

Infection Exemplars 4 questions

Vital signs 3 questions

Respiratory assessments 5 questions

Cardiovascular assessment 5 questions

HEENT /cranial nerves 5 questions

Abdominal assessment 5 questions

Integument assessment and wounds 5 questions

Neuro assessment 5 questions

Musculoskeletal assessment 3 questions

Already exam planning.

Meanwhile this is going I am trying to manage the school not correctly placing me in my clinical, only way I knew was thanks to overhearing another student discuss their onboarding practice and noticing and it was different for me. I literally had to manage my onboarding because Sabrina Swartz the coordinator was confused.

Re: Student



GU

② George Ulloa

To: ② Sabrina Schwartz; May, Jason; Renlund, David F; Infante, Omar; Jones, Malena

Wednesday, May 31, 2023 at 9:45 PI

Hello,

Hello [@Sabrina Schwartz](#),

I just wanted to update this thread to inform you that last week I emailed:

[Omar.Infante@va.gov](mailto:Omar.Infante@va.gov)

[David.Renlund@va.gov](mailto:David.Renlund@va.gov)

[Jason.May@va.gov](mailto:Jason.May@va.gov)

Where I asked for onboarding assistance, and Jason May informed me today that he will be sending an onboarding link.

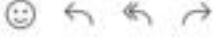
I just wanted to keep you posted and merge the conversation threads.

If you need anything from me, please let me know.

Best,  
George

We end Friday with this email:

**NSG313LAB01:Science of Professional Nursin:223612962: Friday Skills Review**

 ○ Mary Rhinehart - [REDACTED] 

Friday, May 26, 2023 at 6:20 PM

Hello Juniors,  
You made it through the first week.  
Get a little rest and study and practice your skills.  
I will see you Tuesday in open lab from 1700-2100 and I will stay until 2300 for those who have not practiced in G26.  
If you have practiced your head to toe in G26 PLEASE let those students that did not have this opportunity.  
I also updated the Test 6/1/2023 schedule to make it a little more clear to the location and what you are doing.  
I will send out detailed schedule starting next Tuesday for Wednesday and so on.  
Thank you  
Professor Rhinehart and the Faculty/GA Team

Then a few minutes later after requesting a patient volunteer I get this email, where I am not listed with a patient volunteer. Friday at 6:20pm.

NSG313LAB01:Science of Professional Nursing:223612962: Head to Toe Test Out



MR

○ Mary Rhinehart - [REDACTED]

Friday, May 26, 2023 at 6:24 PM

Hello Juniors,

I have the following students requesting assistance looking for a person to be a patient.

Grace Power

Jeremy Oriol

Cahtleen Alacon

Junayed Ahmed

Is this correct? If I am missing someone let me know.

Thank you,

Professor Rhinehart

PS you do not need to email me and tell me who you are bringing. Make sure that they wear shorts and a sport bra or top for your physical No long sleeves or pants. A long skirt is okay)

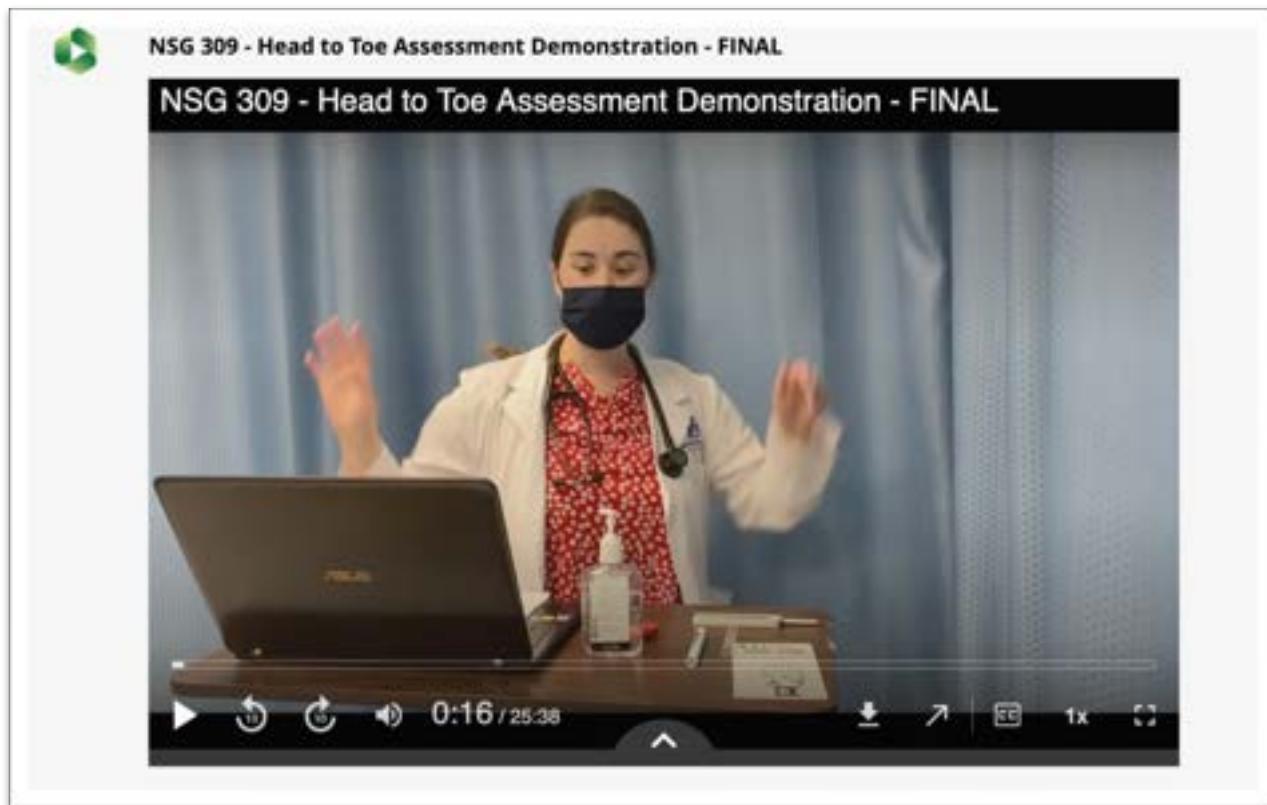
All rooms are private with a closed door and make sure they know that they are going to be recorded to grading only.

Thank you,

Professor Rhinehart

I already was at a disadvantage. I had little time to practice, I had no access to lab, and I knew no one to practice on. What were the study aids given to me?

A video with poor audio quality showing off head to toe:



The audio was poor I had to use AI to improve audio quality, and I shared it out to the class to help others.

George Ulloa  
buffalo.box.com

<https://buffalo.box.com/s/7b4hhc0btiy3i42fpg5597pcys5qksx6>

Hey, I used some audio tools to try and reduce the background noise on the head to toe assessment since it was pretty rough and heard to hear.

Here's the download link:

<https://buffalo.box.com/s/7b4hhc0btiy3i42fpg5597pcys5qksx6>

Let me know if you have any trouble accessing the files. ::

 Skills Series - Venipuncture

  
Skills Series - Venipuncture  
Duration: 11:00  
User: vs - Added: 01/03/2013

[Watch Video](#)

Venipuncture

Video provided for educational and informational purposes only and does not constitute providing medical advice or professional services. Never practice medical skills without the proper credentials. We strive for 100% accuracy, but errors may occur, and procedures may change. Follow the latest protocols for your specific practice environment.

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 Skills Series - Nasal Cannula

  
Skills Series - Nasal Cannula  
Duration: 1:00  
User: vs - Added: 01/03/2013

[Watch Video](#)

Nasal Cannula

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 Skills Series - Intravenous Therapy

  
Skills Series - Intravenous Therapy  
Duration: 13:00  
User: vs - Added: 01/03/2013

[Watch Video](#)

IV Therapy

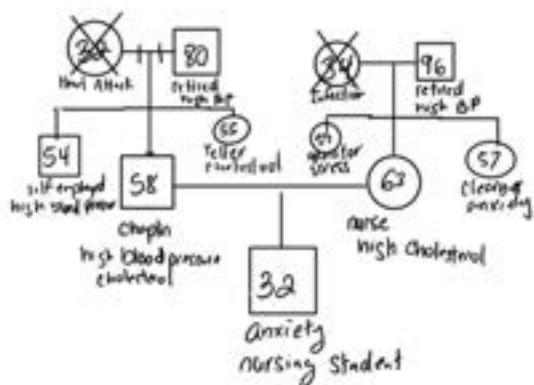
Video provided for educational and informational purposes only and does not constitute providing medical advice or professional services. Never practice medical skills without the proper credentials. We strive for 100% accuracy, but errors may occur, and procedures may change. Follow the latest protocols for your specific practice environment.

That was it, these videos, an online module that was the instruction and all I could use over the weekend. I had to practice literally on myself, I didn't even have a full mirror because I just moved in. I knew this wasn't the way to do this program.

Meanwhile for 310 we have a genogram, an adaptive quiz:

Genogram: George Ulloa

George Ulloa : Genogram



Key:

- Male:  — married  
Female:  — divorced  
X: deceased

Then we have to review what we just learned, but also “ideally” view what we have for the second week.

Week 2: Nutrition and Spirituality Concept Overview May 30th

**Required Readings and Resources **

Attached Files:

- [BariatricSurg.Nutrition.pdf](#)  (851.151 KB)
- [Nutrition Screening Risks.pdf](#)  (537.457 KB)
- [Obesity \(Nursing\) - StatPearls - NCBI Bookshelf.pdf](#)  (385.39 KB)
- [WHO.malnutrition.pdf](#)  (5.105 MB)

Taylor: Fundamentals of Nursing  
Chapter 36: Nutrition  
ATI Nutrition for Nursing  
Chapter 1, 2, 3, 4, 7, 8, 10, 15  
CDC Poor Nutrition  
<https://www.cdc.gov/chronicdiseases/resources/publications/factsheets/nutrition.htm>

**Nutrition PPT and Exemplars **

Attached Files:

- [Nutrition Exemplars.pptx](#)  (154.264 KB)
- [Nutrition.pptx](#)  (4.079 MB)

Both PPTs will be discussed in class. Please be sure to complete **ALL** readings prior to class.  
Professor Di Angelo

**How to read a nutrition facts label **

  
How to read a nutrition facts label  
Duration: 3:24  
User: nra - Added: 10/15/02  
[Watch Video](#)

Great resource to understand when educating patients.

**Eating Disorders (Anorexia, Bulimia, and Binge Eating) Mnemonics (Memorable Psychiatry Lecture) **

  
Eating Disorders (Anorexia, Bulimia, and Binge Eating) Mnemonics (Memorable Psychiatry Lecture)  
Duration: 10:38  
User: nra - Added: 5/1/02  
[Watch Video](#)

Please review this regarding eating disorders, tie in with malnutrition.

**When To Start Solid Foods **

**Kosher Meal Preparation Guidelines **

Note, 8 chapters alone, to review. That doesn't seem reasonable.

For 312 The material to review before class starts, ATI, another set of text book chapters:

Tuesday May 30th, 2023

 **Health Care Associated Infection and Pediatric Exemplars**

 **COVID 19 in Pregnancy and Perinatal Infections A\***  
Attached File:  Infections TORCH Covid Pregnancy.pptx  (3.204 MB)  
Please review the following items in your ATI RN Maternal Newborn Nursing book: TORCH Infections (pp. 50-51); Syphilis (p. 53); and HIV/AIDS (p. 49).

 **Infection Concept Introduction and Overview A\***  
Please read Chapter 25 in Taylor Text pp. 666-669 and p. 670 Focus on Older Adults  
Please review box 25-4 Summary of CDC guidelines for Isolation precautions  
Please read Taylor pp.680-685 Using Personal Protective Equipment and Supplies (table 25-3 n/a)  
We will be reviewing a couple classifications of antibiotics. Will be sending more information  
  
Please review in ATI Pharmacology Made Easy the following drugs in the Infection section - Vancomycin, macrolides and sulfonamides before class.

So now we get into the next week and its Tuesday, I am going through the lecture and this email. Once again, I am not given a patient volunteer, and my name is misspelled. Another thing I need to investigate yet again.

NSG313LAB01:Science of Professional Nursin:223612962: Head to Toe Test Out



MR

○ Mary Rhinehart - [REDACTED]

Tuesday, May 30, 2023 at 11:39 AM

Hello Juniors,

Please review below. I believe I have everyone who is looking for an actor to be your patient.

If I am missing you please contact me ASAP but not during lecture:)

**June 1st 2023 Head-to Toe Schedule**

**Need actors for the following students and time**

Students	Actors
800 Junayed Ahmed	Herby
800 George Uilon	
1000 Jeffery Toussaint	Herby
1100 Brian Garcia-Ramirez	Karen Larkin
1100 Grace Power	Melinda Hass
1100 Jeremy Oriol	Candida Davis
1200 Cathleen Alacon	Amanda Adams
1200 Benjamin Kinem	Herby
1400 Niockesia Hutchinson	Rob Cenzyk
1600 Nick Potter	Rob Cenzyk

Thank you,

Professor Rhinehart

Overhearing my classmates, they mentioned how they spent all weekend practicing on their roommates (some were in dorms), or friends, and it was a horrible feeling knowing I was at a disadvantaged for having to practice on myself and just rely on videos and try to keep with all the other material. I did everything I could to learn making large amounts of notes, going to YouTube, but I knew, nothing beats real practice. I didn't have it.



The open lab was not very organized. It was concerning because I was panicked that this was the last real opportunity to practice.

NSG313LAB01:Science of Professional Nursin:223612962: May 31st  
Lab and Parking Passes

Mary Rhinehart - [REDACTED]  A and B Groups 5.31.... 29.1 KB

Tuesday, May 30, 2023 at 6:08 PM

MR

Download Preview

Hello Juniors,

Please review attachment and make sure that you are in the correct group. You are only on campus for a half a day.

Please use your time wisely and read/study/practice

Group A is from 0800-1200

Group B is from 1300-1700

Parking Passes. I was informed by UB parking that as of June 1st and through the summer that visitors do not require a pass.

Thank you,

Professor Rhinehart

Nothing sums up this lab better than when I was practicing for the glucometer SSP and had no instructor to help. It was me and two other students standing, so I took charge. Using my notes, I shared it with my classmates, and said, lets rotate. Let's practice roleplaying you are proctor, someone else practices, and another person reviews. It was clear I was going to get no support, so I had to figure it out on my own.

Looks like I got it bro. Thanks

Tue, May 30 at 5:16 PM

- ① Same patient as  
prescription
- ② Right route of administration
- ③ Right dose and right amount
- ④ Right indication
- ⑤ Right time
- ⑥ Right drug
- ⑦ Right documentation



- ⑧ Same patient as prescription
- ⑨ Right route of administration
- ⑩ The eight rights of medical administration - in order
- ⑪ Flip the vial up and pull the required dose
- ⑫ Horizontally put the needle into the orange cap
- ⑬ using the wrapper twist the nozzle cap off
- ⑭ Right time
- ⑮ Right drug, Right dose, Right indication
- ⑯ Right route
- ⑰ Right patient
- ⑱ Right documentation



- the seven rights with  
tation (PO, SQ, IM, etc.)
- Right patient (see notes)
  - Right dose
  - Right drug
  - Right time
  - Right route
  - Right indication
  - Right documentation

⑲ Same patient as prescription

⑳ push starts to feel resistance

㉑ The eight rights of medical administration

- ㉒ Verify patient who prescription
- ㉓ infusion dose is right amount
- ㉔ infusion dose is correct
- ㉕ Administer via correct route
- ㉖ Administer via the right time
- ㉗ document correctly
- ㉘ Understand why you are giving it
- ㉙ infused the patient right to receive

㉚ Starting infusion

- ㉛ check if line is kinked
- ㉜ place bag over bag
- ㉝ Select therapy line - this should be longer than the infusion line
- ㉞ Before you start make sure IV is clamped or nothing spills out
- ㉟ Before starting hang the bag on
- ㉟ insert the IV into the bag line in branching section
- ㉟ clamp it part under the IV connector line

IV therapy

㉛ Stick the needle down into the nozzle

㉜ flip the vial up and pull the required dose

㉝ Horizontally put the needle into the orange cap

㉞ using the wrapper twist the nozzle cap off

Poor instructions given outside of regular school hours before for critical tasks like managing your patient volunteer.

NSG313LAB01:Science of Professional Nursing:223612962: Head to Toe Test Out

MR ○ Mary Rhinehart - [REDACTED] Wednesday, May 31, 2023 at 7:07 PM

Hello Juniors,

Please review your schedule and arrive 15 minutes before your schedule.

I will open up G24 for your volunteers if you want to wait in there.

You MUST verbalize everything that you are doing that are not obvious for example inspecting.

You will be provided your documentation tool when you arrive.

Please bring into the room the following (you can't come back out of the room to gather supplies that you forgot!!)

- Stethoscope
- Pen Light,
- Snellen Chart,
- Tuning Fork,
- Cotton Ball/Gauze
- Q-Tip
- Reflex hammer

Process

1. You will enter G26
2. You MUST sign in
3. You and your volunteer will be provided a room.
4. Your volunteer will be guided into the room and you will shut the door.
5. You will remain outside of the door waiting for instruction.
6. You will enter the room only when directed by Faculty/GA's
7. You will knock on the door, enter the room will all your supplies, and your documentation tool
8. You will place your paperwork upside down and use the bag page for any minor notes, and set up your equipment
9. You will begin your head to toe assessment
10. You have 40 minutes to assess (if you finish early you can step out of the room)
  - If you have time when done you can pick up your documentation tool one time for a fast review to see if you missed anything. If you missed something you can go back and assess
  - This is part of your 40 minutes!!
  - When done leave the room and exit to begin documentation
11. You have 10 minutes to document
12. Once done hand in your paperwork to the Faculty/GA for grading

We will give you a ten minute and 5 minute warning for the 40 minutes and a two minute warning for the 10 minute documentation.

We are there to help you move through the process. Grading will begin immediately and will take time so please be patient.

Thank you.

Professor Rhinehart and the Lab Team

While still managing exams:

**NSG313LAB01:Science of Professional Nursin:223612962: June 2nd  
2023 SSP test out and Math Exam**

 ○ Mary Rhinehart - [REDACTED] 

Thursday, June 1, 2023 at 6:25 PM

 ABS Summer A & B...  
27.8 KB

[Download](#) • [Preview](#)

Hello Juniors,

Tomorrow remember there are two groups AM Group A and PM Group B. Please stay in your assigned group.

Group A 0800 ALL students will report to Wende 114 for math exam. You will be provided a paper exam, calculator and scrap paper ALL must be returned when exam is completed. Then you will follow the schedule for testing out.

Group B 1300 ALL students will report to Wende 114 for math exam. You will be provided a paper exam, calculator and scrap paper ALL must be returned when exam is completed. Then you will follow the schedule for testing out.

\*\*ALL BOOKBAGS/CELLPHONES/TOTES WILL be placed either at the bottom of the stage or at the top of the stage.

Grades will be out once all exams are graded.

You need a 90 to pass and there are 10 questions.

Study ATI math questions...they will help you.

You do NOT need to bring copies of your SSP's (vital signs, ventipuncture or medication calculation) just your tote bags.

Thank you,

Professor Rhinehart and Lab Team

**NSG313LAB01:Science of Professional Nursin:223612962: June 2nd  
2023 SSP test out and Math Exam**

 ○ Mary Rhinehart - [REDACTED] 

Thursday, June 1, 2023 at 6:28 PM

 A and B Groups 6.2...  
28.6 KB

[Download](#) • [Preview](#)

 Completed on Sunday, June 4, 2023.

Hello Juniors,

Helpful if I attach correct schedule!

Professor Rhinehart

Professor couldn't get their schedule straight.

**NSG313LAB01:Science of Professional Nursin:223612962: June 2nd  
2023 SSP test out and Math Exam**



MR

○ Mary Rhinehart - [REDACTED]

Thursday, June 1, 2023 at 6:55 PM

Hello Juniors,

Times I sent were off for the morning.

I updated Blackboard and also my attachment.

Math exam for both Morning and Afternoon groups are in room 114.

\*\*I will move things along tomorrow so you get out faster\*\* For example as you complete your Math exam you can come go to your station earlier. If we are ready we will begin.

Professor Rhinehart

Then to be hit with prep for the upcoming exam on Monday. Meaning after this week of testing we are going to then switch gears and take another exam in a completely different subject.

I did the best I could. There was no time, and no way to properly practice.

**NSG312LEC01:Science of Professional Nursin:223612961: NSG 312  
Exam One Monday 6/5/23**



DA

○ Donna A Fabry - [REDACTED]

Thursday, June 1, 2023 at 6:54 PM

The exam has 75 questions - I posted practice questions under ATI Assessments - NSG 312 Prioritization Questions Summer 2023. I also made two assignments in course point, Taylor text with questions on clinical judgment and select all that apply and practice perfusion questions. Students can practice questions on their own in both ATI and Course Point using the adaptive quizzing function.

Professor Rhinehart will be holding a meditation and aromatherapy session before the exam Monday in Wende 114 at 11:30am. Please be respectful of students in meditation if do not want to participate. Please all students be prompt and in your seats ready to go by 11:50am. All belongings must be in the front or back of the room. The only thing at your desks are your lap top, a writing utensil and a piece of scrap paper that we will provide for you. Please put your name on the scrap paper and turn it in once you are done with your exam and your review. Make sure your phones are silenced and secured in your backpacks. Smart watches must be removed.

Lecture will start at 2:20p after the exam. Class will be videotaped for certain students.

Please let me know if you have any questions.

See you all tomorrow.

Note that holding meditation. Which means the normal classroom has all the lights off and a “relaxing video plays” but now you must relocate because its rude to keep your laptop on when the lights are off. So, move. Worthless, why was time being dedicated to this and not more review?

The week was a living nightmare, it was class, then practice, then study, then practice. It was terrified realizing that I was going to need to pull all nighters if I was to get through this. I was scared knowing I needed to get with sleeping every day at 2am to get this material. It was all too much. I had to prioritize learning for the clinical SSPs. If I didn’t pass, I couldn’t go to onsite clinical a little over a week away. I had to pass.

I was falling apart but I pushed.

I passed Every SSP accept med admin and failed my head to toe. I wasn’t surprised, med admin needed to use an EHR and use a lab computer, so there was no way I could have practiced it. For head to toe, of course I failed, there was no one to practice on. I could pass the other SSP, because they were smaller focused tasks with less interlocking steps.

Meanwhile ending the week, having barely survived and still with two critical SSP to pass I get feedback from my professor. Note the mention of making sure to review ALL material, and setting us to that standard, but was she aware of what the class schedule was like beyond her course? How can any admin say this is doable?

NSG310LEC01:Health Promotion & Disease Pre:223612960: Illness Worksheets



SL

○ Sophia Lorenda Overton -



Friday, June 2, 2023 at 9:33 AM

Greetings All,

I have reviewed all the illness worksheets. I gave you all credit for completing the assignment and provided feedback to some of you, please view blackboard to view the feedback. Please know that though credit was provided to all for this assignment, this may not occur as you all move forward in the program. Please see below some areas of concern with some feedback to assist moving forward.

1. Moving forward, please ensure to follow the directions given for any assignment, do not over think it. This will serve you well when you begin to start taking tests. Understand what is being asked of you and complete or answer appropriately.
2. I noticed many of you copied and pasted, be sure you are learning the information as anything in class and all readings are testable materials. Copy and pasting is not beneficial and does not promote critical thinking skills which is necessary in becoming a safe and prudent nurse.
3. There were some of you that have confused the signs and symptoms, be sure you have read the required readings and review the presentation(s). This will help as you all move through the program.
4. If there is an issue with formatting, the templates, submissions etc, please contact faculty &/or Cheryl Oyer (our blackboard guru) for assistance. Saving and submitting as a PDF helps with any movement of format from Word to UB learns. DO NOT submit anything other than a PDF or a Word document (most of our computers are not Macs).
5. There seemed to have been some confusion with pathophysiology versus physical findings. What was required for the worksheets was the physical findings (how would the client present if they were in the emergency room or in the provider office, what would they complain about, what would you observe as the nurse?).
6. There seemed to have been some confusion with educating and self-care. Education, what are you as the nurse going to inform the client and/or family about what is going on with them? Self-care, what are the tools, you as the nurse are going to provide to the client and/or family so once home, they know what to do.

Please let me know if there are any questions. I hope this helps.

Prof. Sophia

I got the note at 7:30pm that Friday that I needed to remediate. So going into the weekend I had something else to prioritize now, while having an exam.

## Medication Administration



MR

● Mary Rhinehart

To: Ⓜ George Ulloa; Cc: 🌟 Donna Fabry

Friday, June 2, 2023 at 7:32 PM

Hello George,

Please plan on attending Open Lab on Monday June 5<sup>th</sup> arrive @ 1700 for remediation and Tuesday for retesting. You must be successful with your second attempt, or you can jeopardize advancement in the nursing program.

Thank you,

Professor Rhinehart

Mary Rhinehart MSN, RN, CCRN-K

Nursing Skills Coordinator

Clinical Instructor

UB School of Nursing



Over the weekend once again how can I practice, lab is closed, and I don't have a person. I try my best to take what I learned and do the best I can.

## SSP and Head to Toe



MR

● Mary Rhinehart

To: Ⓜ George Ulloa; Cc: 🌟 Donna Fabry

Monday, June 5, 2023 at 9:38 PM

Hello George,

Please come to lab tomorrow at 1700 to test out both medication administration and head to toe. Please bring a student with you that has passed the Head to Toe and they can be your patient.

Thank you,  
Professor Rhinehart

Mary Rhinehart MSN, RN, CCRN-K

Nursing Skills Coordinator

Clinical Instructor

UB School of Nursing



Monday I am just thrown to the wolves and told to get a patient volunteer, with no notice. The school had someone for the last assessment, but when I went to Mary Rinehart, and she told me to "make friends." I was panicked.

So, with all this, how did I do on the exam?

I got a 59. I knew I did poorly, I knew there wasn't enough hours in a day to have reviewed anything properly for my nonclinical courses. I did the best I could, but it made no sense, there was no time. I felt ashamed with my grade out in the open, other students would badger each other on their grades, what could I say to "how did you do."

"I was number 59."

NSG312LEC01:Science of Professional Nursing:223612961: Exam 1

Grades

DA

Donna A Fabry - [REDACTED]

Tuesday, June 6, 2023 at 11:32 AM

Scores have been entered

The average score was 82 ; High score 96 and lowest score was 59 - Congratulations to the students that scored so well. For those of you that did not score so well, please find out from the high scoring students what they did to prepare.

7 questions were adjusted to all credit. If a student scored one of those questions correctly, the student will not receive an additional point. I will send out the information about questions that were adjusted, later today.

If a student scored below 75 - the student should make an appointment to meet with me this week if possible. The next exam is June 20th so that is not too far away. If you scored 75 and above, you are still welcome to meet with me if you have specific questions.

Please check assignments and make sure your assignments are being completed and submitted on time so you will not lose points.

I forgot to mention in class yesterday that I created a power point resource for students on laboratory values - please review the power point and use it as a resource for clinical. This summer session you are not responsible for those lab values (you should know CBC, PT/INR and aPTT) but for second summer session you will be responsible, not only for the electrolyte lab values but also what high and low values of the electrolytes mean to the patient. It is posted under 6/5/23 class.

For students that could not be at lecture yesterday after the exam - the rest of the class was videotaped and posted under Panopto in this course.

So, Tuesday we have head to toe, and med admin, fail and you're out. During lecture on Tuesday, I had to make a choice. What do I do with my time? I decide to leave lecture to go into an empty classroom to practice. Its more important to pass head to toe.

Lab 1700-9100



MR

Mary Rhinehart

Tuesday, June 6, 2023 at 2:37 PM

Hello,

Please arrive after class at 1700 sharp.  
I will review the plan, and I have everything assigned.  
Head to toe I will tell you when are going to test out and this is reflective of your clinical date and can't be changed.  
I also had that meeting with Dr. Fabry so I will update you when you arrive.

If you are expected to complete an SSP you will need to be prepared to test out unless otherwise discussed.

Thank you,  
Professor Rhinehart

**Mary Rhinehart MSN, RN, CCRN-K**  
Nursing Skills Coordinator  
Clinical Instructor  
UB School of Nursing



The way that I practiced is important. The way I was able to pass, what I learn by physically reenacting the procedures to a medical procedure. I need to talk out loud, need to see and touch the equipment, I can't just watch videos and only take or read notes and say I learned. This is clinical work, its actual muscle memory.

Already I am behind with lecture and would need to make up the lost time reviewing the material, but I was prioritization, I can't pass this I fail the program simple at that.

I get lucky and a student offers himself to be my patient volunteer.

I pulled it off. I passed. Med Admin was slightly weak, but it was an understanding that I was told how to proceed, and talked out my process assuming we had unlimited time in remediation and no one telling me otherwise.

My Grades			
All	Graded	Upcoming	Submitted
77.00			
Weightout Total <small>(New Description: Grading Criteria)</small>			
Issue <small>(New Description: Grading Criteria)</small>			191.25 <small>(New)</small>
Clinical Evaluation Assignment		Jul 10, 2023 1:03 PM <small>(100%)</small>	
Patient-Centered Health SSP Assignment		Jul 5, 2023 7:37 AM <small>(100%)</small>	
Secondary HI Project Assignment <small>(New Rubric)</small>		Jul 5, 2023 7:33 AM <small>(100%)</small>	
Patient Mobility, Transfers, ROM, and Related Fall Risk Assignment <small>(New Rubric)</small>		Jul 5, 2023 7:33 AM <small>(100%)</small>	
Exercise Plans Assignment		Jun 24, 2023 10:25 AM <small>(100%)</small>	0.00
Exercise Plans Assignment		Jun 24, 2023 10:19 AM <small>(100%)</small>	0.00
Reflections Assignment		Jun 27, 2023 12:17 PM <small>(100%)</small>	0.00
Read in Text-Paced Practice		Jun 6, 2023 8:36 PM <small>(100%)</small>	91.25 <small>(New)</small>
Med Admin SSP <small>(New Rubric)</small>		Jun 6, 2023 8:32 PM <small>(100%)</small>	16.00 <small>(New)</small>
Assessment of Vital Signs SSP <small>(New Rubric)</small>		Jun 1, 2023 8:35 PM <small>(100%)</small>	12.00 <small>(New)</small>
WASHROUTLINE SSP <small>(New Rubric)</small>		Jun 1, 2023 8:43 PM <small>(100%)</small>	37.00 <small>(New)</small>
Med Calc Exam		Jun 1, 2023 2:00 PM <small>(100%)</small>	100.00 <small>(New)</small>

Right after that we get the notice for the next exam, right on Monday. That's it, now until Monday to learn everything.

Now remember, where is the time to study and review?

NSG310LEC01:Health Promotion & Disease Pre:223612960: Exam #1

Melinda Sue Haas - Tuesday, June 6, 2023 at 4:00 PM

Hello Class!

I hope you are all doing well.

Here is the breakdown for the exam on Monday.

# of questions (30 total):  
 Health Promotion/Disease Prevention/Wellness: 3  
 Illness: 5  
 Genetics/Genomics: 4  
 Sexuality: 3  
 Reproduction & Maternal/Newborn Assessment: 15

\*Please know that ANY MATERIALS PRESENTED or ANY READINGS ASSIGNED is content that can be used on the exam (so do not forget to read).  
 If you have testing accommodations you are responsible for making an appointment at the testing center.  
 \*If you have class and a guest lecturer PRIOR to your exam on Monday, you are expected to be in class and attendance will be taken.  
 If you have questions on specific content, please reach out to the faculty that taught that content.  
 Let me know if you have any questions or concerns.  
 Dr. H

## Recalibration:

I was called in by Donna Fabry to discuss my exam on Friday. I am proactive in asking for help.

The screenshot shows an email conversation. The subject line is "RE: Exam review". The sender is "Donna Fabry" (represented by a yellow circle with "DF") and the recipient is "George Ulloa". The date is "Wednesday, June 7, 2023 at 11:18 AM". The message body contains several large blacked-out sections of text, likely redacted contact information or sensitive details. The visible text includes:

Ok see you then  
Donna Fabry DNP CNS RN  
Clinical Associate Professor  
Coordinator of Pre-Licensure Programs

Good morning, Doctor Fabry,  
Thanks for reaching. I was planning to email you yesterday, but I was preparing for exams.  
Som this Friday sounds perfect...  
In addition to going over the test, it would be great if you maybe share some study tips or methods other students have used in prior programs to be successful. I am trying to learn how to absorb and process this material and would appreciate any insights.  
Thanks for the help.  
Best,  
George

Good morning George, I hope clinical is going well for you. I have an opening this Friday, 6/9 at 1p to go over your exam. My office is Wende 214  
Donna Fabry DNP CNS RN  
Clinical Associate Professor  
Coordinator of Pre-Licensure Programs  
State University at Buffalo School of Nursing  
3435 Main Street Buffalo, NY 14214  
716-829-2101

The session involved going over the multiple-choice questions while the teacher worked on her admin work (reading emails, working on making test questions), explained answers. No lesson, no direction, she was just a verbal answer key. I asked for advice. I had a meeting with Jennifer Shier. I told her about the same issues with the info, and she told me to make exact schedules and focus on time management.

I told her that I was having trouble digesting the material, it was too much and asked for advice. She told me to review every day, just come straight from class and review. To group up with other students, and she told me of a student who got a 96 and said, "do what she does."

I realize my exam score is weak, but I think I can get it up.

I take my own advice, I tried making friends with other students to get study help. I worked on sharing study guides and trying to work of different sections cross functionally to save time on note taking.

The screenshot shows an email inbox with a single message highlighted. The message is from 'George Ulloa' and is titled 'Re: Tips :)'. It was sent on 'Friday, June 9, 2023 at 10:4'. The message body contains a subject line 'Subject: FW: Tips :)', the text 'Tips for studying.', and a signature block for Jennifer Schreier, Director of Student Services, UB School of Nursing. The message has been redacted with black bars.

**Re: Tips :)**

To: George Ulloa

hass exam 1 word no... 13.6 MB

Download + Preview

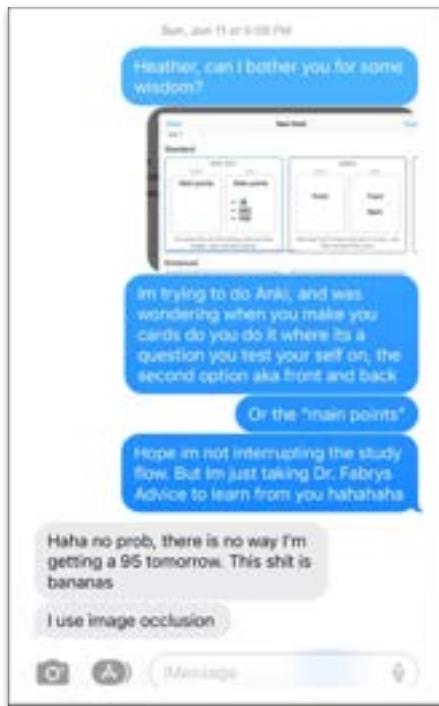
Subject: FW: Tips :)

Tips for studying.

Hello George,  
Here are the study tips that I mentioned. Good luck and keep me posted on how you are doing!

Jennifer Schreier  
Director of Student Services  
UB School of Nursing

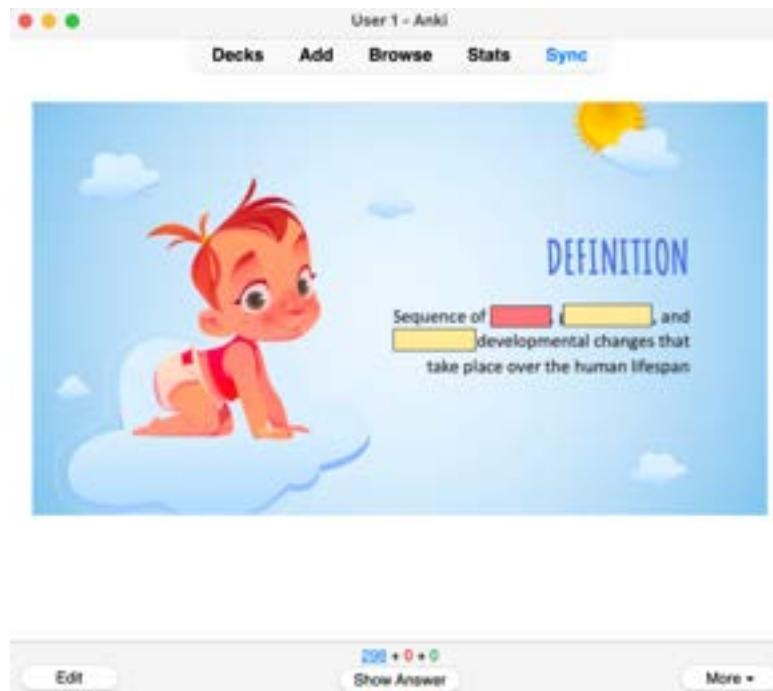
I reached out to the student who scored well, and she told me to make flash cards during lecture. Then review them after class.



Here is the number of flash cards I made.

Deck	New	Learn	Due
310 Growth and Development	298	0	0
310: 6-12-23	345	13	7
312 Sensory Perception	48	1	0
cellulitis	82	6	0
Communication: Exemplar	58	0	0
Communication: Lecture	296	0	2
Default	3	3	1
Mobility: Lecture	217	199	20
Nursing Exemplars: Lecture	0	0	0
Sensory Exemplars	45	0	0
test-deck	5	1	0

Get Shared   Create Deck   Import File



The course was just a vicious cycle because as you are trying to learn and absorb the material you are bombarded with more work and assignments.

NSG312LEC01:Science of Professional Nursing:223612961: NSG 312  
Assignment Clarification and Exam 2 breakdown

DA Friday, June 9, 2023 at 5:06 PM

The Taylor adaptive quiz on Skin Integrity and Wounds Chapter 10 is now due on 6/16 at 12 noon - it is no longer due on 6/13.

Announcements: The 10th module on Patient Safety is due on 6/13 (end of day). The ATI Fundamentals Practical assessment is due to be completed with a score of 70% or more by 6/13 12noon. The ATI Fundamentals Review lecture based on the practice assessment is due to be completed and the transcript submitted by 6/19 12 noon. Questions are being asked on the ATI Fundamentals Review lecture and the practice assessment. There is a short time limit to complete the review and practice assessments. These topics are also available as 6-lectures in 601 - 602 401 and the items fall. There will be Next Gen NCLEX questions in the practice assessment and practical assessment. We will be practicing these more regularly in the second summer session in NSG 316. This will assist and help you with classroom content and exams as well.

**Exam 2 breakdown:**

- Communication 14 questions - includes concept overview and exemplars
- Mobility 22 questions - concept overview, exemplars and interrelated concepts
- Tissue Integrity 14 questions - includes concept overview, exemplars and interrelated concepts
- Sensory Perception 13 questions - includes concept overview, exemplars and interrelated concepts
- Nursing Concept interview - 3 questions
- Prioritization - 5 questions
- Medicale 5 questions

This assignment requires you to learn that entire book in the picture. Not a few quizzes, not some questions, the entire book.

Exam 2 approaches and I am trying all my new methods, but I get very marginal improvement, but still improvement. I take my time reading questions, so I get better at understanding the exam but realize I am still running into issues.



I go into overdrive; I need to figure out how to improve my grades. So I go and try and book time with Donna Fabry.

**RE: 1-1 Exam review**

 **Donna Fabry** [REDACTED]  
To:  George Ulloa

[REDACTED]

Wednesday, June 21, 2023 at 1:50 PM

yes

Donna Fabry DNP CNS RN  
Clinical Associate Professor  
Coordinator of Pre-Licensure Programs

[REDACTED]

[REDACTED]

Can we do 9:30am?

Get [Outlook for iOS](#)

[REDACTED]

Sure George - 9:30a or after 11am on this Friday 6/23

Donna Fabry DNP CNS RN  
Clinical Associate Professor  
Coordinator of Pre-Licensure Programs

[REDACTED]

[REDACTED]

Hello Professor,

I would like to schedule an exam review with you. Do you have any availability early Friday morning this week? Let me know what works best for you.

Best,  
George

I am told to group up with students, but I remind her that the person who I relied on help in the program was let go, so I lost my resource. Flash cards didn't work, it was too many questions in a short time.

She just told me to study. At this point what could I do? I couldn't get accommodations it would take weeks, so I was stuck.

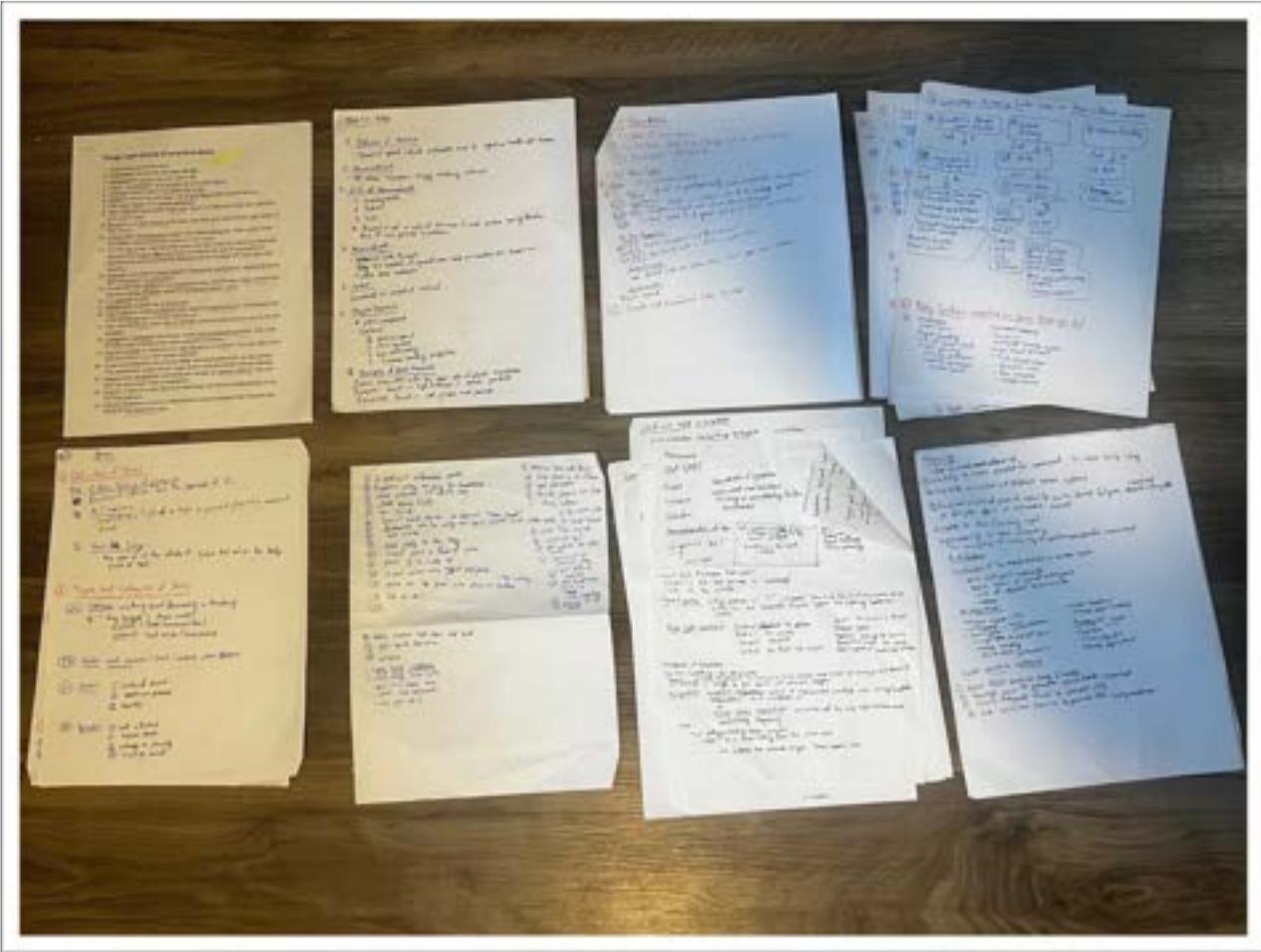
I told her I would do better on the next exam. She said, "you need 108 to pass." I replied that impossible to get that score. If I couldn't pass, then I had failed, I would need to leave. So, I asked "should I leave."

She said "just stick with it" and I did.

- + **Accessibility Accommodation: If applicable make your request as early as possible**  
If you require any accommodation contact UB Accessibility Resources as early as possible. Often times it takes time, documentation, and evaluation to process accommodation request. It may take several weeks to several months, so make sure you start the process early.

I pushed through I asked for help where I could, trying everything I could while dealing with a class load that couldn't be completed in normal hours. I had invested too much, time and money to lose it all so I pushed.

I spent hours note taking, practice exams and practiced with a classmate every chance I could.



I also think to myself that I need a teacher to tutor me. So, I request help from the professor and book hours to go over practice exams

June 30, 2023 at 10:21 AM

### Bates Practice Test:

Questions 20  
**Chapters Tested:**  
Chapter 2: Critical Thinking in Health Assessment  
Chapter 3: Interviewing and Communication  
Chapter 6: Physical Examination  
Chapter 7: Beginning the Physical Examination: General Survey, Vital Signs, and Pain

What I got wrong:

**Question 1** See full question Report this Question 57s

What general goals do you organize your comprehensive or focused examination around? (Select all that apply.)

Identifying the client's medical diagnosis  
 Ensuring the client's compliance with treatment  
 Avoiding unnecessary changes in position  
 Enhancing clinical efficiency  
 Maximizing the client's comfort

Correct response:   
Incorrect response:   
Your selection:

**Explanation:**  
Organize your comprehensive or focused examination around three general goals: maximize the

The meeting was a failure, she had no agenda, I went with questions, and she told me it was a bad idea to rely on the UB ATI or Course point, because all the questions were from the lecture slides. "They do it different."

She was making the questions as I was asking for help.

#### The Notes Incident:

I had a mini exam for 310 on 6/27. Much of it was focused on nutrition, and various other subjects. I was burned out and came into class and was reviewing my notes before staring. They told us to clear our desks, so I just tossed everything under my desk. It was raining so my feet were wet, so I literally was resting my shoes on my notes. The professor saw this and promptly told me "I couldn't have this."

Have what I had my feet resting on paper because was too tired to want to move because I was up till 4am the night before trying to study.

I get a 63% on the exam. If I cheated, I would have done higher.

I am told to speak to Fabry right after the exam. She isn't there so I go back to class and inform them she wasn't around. Professor tells me I can see them during my single lunch hour. I meet and she tell me this looks bad; I remind her that the paper literally has a shoe print and I got a 63% "we often see students that cheat do worse."

Where do you see that?

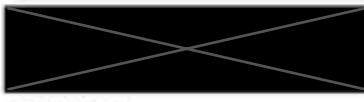
I am told to speak with "DOCTOR" Hass.



That is fine George.  
Please call me Dr. H or Dr. Haas!  
Thank You- have a great day at clinical!

Dr. H

Melinda S. Haas DNP, RN, FNP-c  
PhD Student in Information Science  
Clinical Assistant Professor  
FNP Program Clinical Placement Coordinator  
UB School of Nursing



Hello Melinda,  
I can get this to you asap. I have clinical all day so can I send this certificate to you tomorrow morning? I still see if I have free time today to get it to you but just wanted to give you a heads up on timing.

I explain how this is a misunderstanding and I ask for study help. Hass says, "I know exams are hard, I was bad at them too." I even use this meeting while speaking to the professor of 310 who complained about the notes and asked her if I could get office hours. This was the only time I had all the admins in a room, so I used the meeting to my advantage and asked for help. I had to wonder what the point was if all the free time she had was AFTER the exam.

This is the type of help Kristen Dangelo offers:

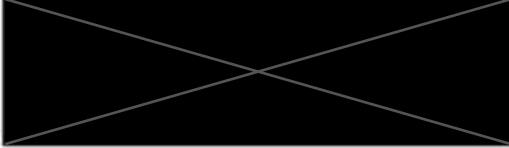
**From:** Kristin Di Angelo [REDACTED]  
**Sent:** Monday, July 3, 2023 4:56 PM  
**To:** George Ulloa [REDACTED]  
**Cc:** Melinda Haas [REDACTED]  
**Subject:** ATI Nutrition Focused Review

Hi George,

I was going to mention this to you but I forgot during our meeting today. You did not submit your focused review that goes along with the proctored assessment. In order to receive points this must be submitted by the end of today. Also, please realize that many faculty will not reach out to submit your work so please be sure follow directions closely to receive credit and all the points that you can.

Kristin Di Angelo, MSN, RN  
Clinical Instructor  
University at Buffalo

[REDACTED]



Hello Professor,

Apologies for not being able to respond, my car needs to be repaired for a few issues so was with various auto mechanics after class and unable to check my phone.

As you know my testing score is below average so class assignments and participation are very important to me and I do not miss any assignments.

Attached is an emailed confirmation that I submitted my focus review on time and with a PDF submission (also attached).

I have also attached the PDF of Fundamentals along with a screenshot of my dashboard.

Professor is there something wrong with what I delivered or are you unable to see it on your end?

If there is something wrong with my assignment I am so sorry, and please let me know where the error is so I can correct it. If it is something with UB learns also let me know. I have been having strange issues where my name was removed off the schedule and a new one was uploaded, and just today my test said it wasn't submitted but I confirmed it was and so did Dr. Fabry.

Let me know how I can help.

Best,  
George

**From:** Kristin Diangelo [REDACTED]  
**Date:** Monday, July 3, 2023 at 6:29 PM  
**To:** George Ulloa [REDACTED]  
**Cc:** Melinda Haa [REDACTED]  
**Subject:** Re: ATI Nutrition Focused Review

Hi George,  
Please submit the documents to UBlearns by the end of the day. I cannot grade things that are emailed to me.  
Please be sure to follow the directions outlined in the syllabus.

Professor Di Angelo  
**Kristin Di Angelo, MSN, RN**  
Clinical Instructor  
University at Buffalo  
School of Nursing

**From:** George Ulloa [REDACTED]  
**Sent:** Friday, June 30, 2023 7:57 AM  
**To:** Kristin Diangelo [REDACTED]  
**Subject:** Re: Office hours

Works for me! If you could let me know the room that would be great.

Best,  
George

**From:** Kristin Diangelo [REDACTED]  
**Date:** Thursday, June 29, 2023 10:30 AM  
**To:** George Ulloa [REDACTED]  
**Subject:** Re: Office Hours

Hi George,  
We can meet Monday at 11am if that is still ok with you?

Professor Di Angelo  
**Kristin Di Angelo, MSN, RN**  
Clinical Instructor  
University at Buffalo

**From:** George Ulloa [REDACTED]  
**Date:** Thursday, June 29, 2023 at 12:17 PM  
**To:** Kristin Diangelo [REDACTED]  
**Subject:** Office Hours

Hello Professor,

I would like to know if you had any office hours on Monday to just review some concepts that I identify as weak in.

I know Monday will be a busy day with the exam and presentation but so me personally I still want to go over the concepts, and probably post exam I will have an even clearer picture of what I want to focus on. Thanks for the help and if the timing doesn't work for you, I completely understand. Happy to work around your schedule.

Have a great day.

Best,  
George

So, let's set the stage for my last week before my final exam:

**Class:**

Monday Tuesday 8-5pm

**Clinical:**

Weds: 3:30 to 11:30pm (scheduled)

Assignments:

**Clinical: Patient Summary**

**Clinical: Concept Map**

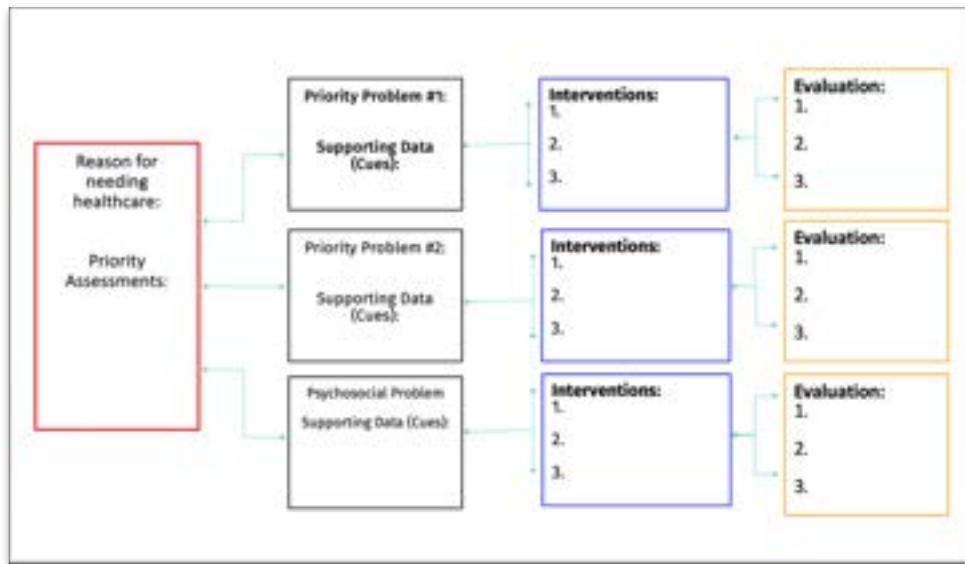
**Clinical: 1 Page reflection**

Patient Assessment – under each body system are EXAMPLES of what should be included, it does not include every part of the assessment so please include what is pertinent to your patient.

Explore all abnormal findings thoroughly

<b>EDC/General Patient Survey</b> A/O na Most recent vital signs Physical appearance General body structure Posture Grooming	
<b>Ingestion</b> Current Braden Scale Skin turgor Temperature/color Wounds, pressure injuries	
<b>HEENT</b> Symmetry PERRLA Hearing/vision aids Mucous membranes	
<b>Pulmonary</b> Lung sounds ± 5 lobes, anterior/posterior Respiratory rate/rhythms O <sub>2</sub> or room air?	
<b>Cardiac</b> Auscultate over cardiac landmarks/heart sounds Chest pain/presure Tachymetry/rhythm	
<b>Abdomen</b> Contour Bowel sounds in all 4 quadrants Tenderness Last BM	
<b>GU/Renal</b> Bladder palpable and tenderness	
<b>Musculoskeletal</b> Ability to move/transfer/gait, ROM coordination Muscle weakness/atrophy	

Edited 10/13/13 Schuster/Paley



#### 4 page paper

[Paper 1 - Web Site Evaluation](#)

Attached File: [MG 214 Website Evaluation Assignment Summer 21.docx](#) MS Word Document 19.012 KB

PLEASE FOLLOW ALL THE INSTRUCTIONS CAREFULLY. THE ENTIRE PAPER MUST BE WRITTEN IN NARRATIVE FORMAT. THE OUTLINE IN THE INSTRUCTIONS IS MERELY A GUIDE TO HELP YOU ORGANIZE THE CONTENT OF YOUR PAPER.

#### 15 Minutes Presentation, essay, poster board and rehearsal.

This was right before the final exam.

**Quiz**  
<https://quizizz.com/embed/quiz/649b270f3cc07b001d366937>

Poster board

**HUMAN PAPILLOMA VIRUS**

**WHAT IS IT?**

**INFECTION PREVENTION**

**COMMON MISCONCEPTION**

**NURSES CAN HELP BY**

**Quiz**  
<https://quizizz.com/embed/quiz/649b270f3cc07b001d366937>

← HPV 310 presentation

**Directions for sexuality activity:**

1. Create a health teaching visual of your choice
2. Define the topic. (Poster Board : What is HPV)
3. Discuss the pathophysiology and prevalence of the topic. (Poster Board: patho + prevalence)

**Human Papillomavirus (HPV) is a common infection spread through sex. HPV is a group of more than 100 viruses some of which can cause cancer easily. These include low-risk and high-risk categories. LR = mostly no disease but can cause warts; HR = several types of cancers (cervix, etc.).**

**Patho:** HPV is spread through vaginal, anal, or oral sex. It can also be spread through close skin contact during sex. Someone can spread the infection even if they show no signs or symptoms and they can develop symptoms years after infection. In approximately 90% of cases, the infection goes away without causing health problems. However, when it does not go away, genital warts and cancer may arise. (cdc.gov)

**Prevalence:** After becoming sexually active, most individuals have been infected with HPV within months to a few years. Around half of those individuals are still infected. Anybody with HPV can affect anyone regardless of age, sex, gender identity, or sexual orientation. (cdc.gov)

## Two proctored assessments:

**ATI RN Nutrition Practice Assessment and 2 hour focused review**

Please complete the ATI Nutrition Assessment by 6/12/23 11:59pm with a score of 75% or higher. Practice assessment can be repeated until a 75% or higher has been attained. Practice Assessment A or B can be taken. If the Practice Assessment is not completed by the due date and time and/or the student has not achieved a 75% or better, the student will receive a 0 on the Proctored Assessment but still must complete the Proctored Assessment.

Complete focus review by 6/18/23 11:59pm of at least 2 hours and submit transcript that will have the practice assessment score and date and the focus review time recorded. If completed according to direction and policy a green check mark will be placed in the grading column as complete and 4 points will be added to the final score on the proctored assessment.

\* If the transcript, displaying the date of practice assessment and time spent on focus review (2 hour minimum) is not submitted to USI Learn by the due date and time the student will receive a 0 on the Proctored Assessment, but still must complete the Proctored Assessment.

**ATI RN Nutrition Focused Review Generated from your proctored assessment**

The ATI Nutrition Proctored Assessment will be taken in class on 6/26/23. The focus review on the proctored assessment must be completed according to policy and the transcript submitted to USI Learn by 7/9/23 11:59pm to receive credit.

- \* If the transcript is not submitted according to due date and time, and/or the student did not complete the required number of focus review hours, the student will not receive an extra point.
- \* Complete focus review according to the following table:

Proficiency Level of Proctored Assessment	Points Awarded According to Proficiency Level**	Focus Review Hours to be Completed/point	Most Points Achievable*
Proficiency Level 3	6	0	0*
Proficiency Level 2	3	2 hours/1	6*
Proficiency Level 1	1	3 hours/1	3*
Below Proficiency Level 1	0	4 hours/1	5*

\*Includes on time completion and submission of transcript of practice assessment with a score of 75% or better (4 points) and submission of a minimum of 2 hour focus review prior to Proctored Assessment (2points)

 ATI Fundamentals PRACTICE test and focus review

Please complete the ATI Fundamentals Practice Assessment by 6/13/23 12noon with a score of 75% or higher. Practice assessment can be repeated until a 75% or higher has been attained. Practice Assessment A or B can be taken. If the Practice Assessment is not completed by the due date and time and/or the student has not achieved a 75% or better, the student will receive a 0 on the Proctored Assessment but still must complete the Proctored Assessment. Complete the practice assessment focus review by 6/29/23 12 noon of at least 2 hours and submit transcript that will have the practice assessment score and date and the focus review time recorded.

If completed according to direction and policy a green check mark will be placed in the grading column as complete and 4 points will be added to the final score on the proctored assessment.

- If the transcript, displaying the date of practice assessment and time spent on focus review (2 hour minimum) is not submitted to UB learns by the due date and time the student will receive a 0 on the Proctored Assessment, but still must complete the Proctored Assessment.

Completion of Practice Assessment with Score 75% or >: 2 points  
Minimum of 2 hour Focused Review on Initial Attempt: 2 points

 ATI Fundamentals PROCTORED Assessment Focus Review

The ATI Fundamentals Proctored Assessment will be taken in class on 6/27/23. The focus review associated with the proctored assessment must be completed according to policy and the transcript submitted to UB learns by 6/29/23 12noon to receive credit.

- If the transcript is not submitted according to due date and time, and/or the student did not complete the required number of focus review hours, the student will not receive an extra point.(1 point)

Proficiency Level of Proctored Assessment	Points Awarded According to Proficiency Level**	Focus Review Hours to be Completed/point	Most Points Achievable*
Proficiency Level 3	6	0	10
Proficiency Level 2	5	2 hours/1	8
Proficiency Level 1	1	5 hours/1	8
Below Proficiency Level 1	0	4 hours/1	5

Took me 8 hours, only required 6 but thought it would be good practice.

 Transcript for George C Ulloa

Institution: U at Buffalo

Program Type: BSN

**Proctored Assessment**

Assessment Name	Date/Time	Individual Score	Proficiency Level	Individual Progress		Total Focused Review Time	Individual Score
				National	Program		
ATI Fundamentals 2023 with NGN	6/27/2023 1:28:00 PM	93.3%	Level 1	94.8%	94.0%	15 hr 11 min	9.8
ATI Nutrition 2019	6/26/2023 1:12:59 AM	98.7%	Level 1	98.2%	98.8%	26 hr 20 min	9.8

**Practice Assessment**

Assessment Name	Date/Time	Individual Score	Practice Time	Total Focused Review Time	Out	Individual Score
ATI NCLEX H1 Practice Assessment Summer 2023 - 5/28P	6/1/2023 1:28:00 PM	91.4%	38 min	0 min	No	▲
ATI Fundamentals Online Practice 2019-A with NGN	6/1/2023 9:04:00 AM	91.2%	38 min	2 hr 7 min	No	▲
ATI Nutrition Online Practice 2019-A	6/1/2023 8:43:00 PM	95.0%	2 hr 13 min	2 hr 45 min	No	▲
ATI Nutrition Online Practice 2019-B	6/26/2023 1:38:00 AM	45.2%	2 hr 21 min	0 min	No	▲

**Continuing Education Credits** - Earned as of 7/3/2023

- Course Completed and Completed Date

-Course Not Completed and Due Date

Total Contact Hours Earned ►

**Tutorials** - Earned as of 7/3/2023

Page 1 of 12

Report Generated on: 7/3/2023 10:46:00 AM

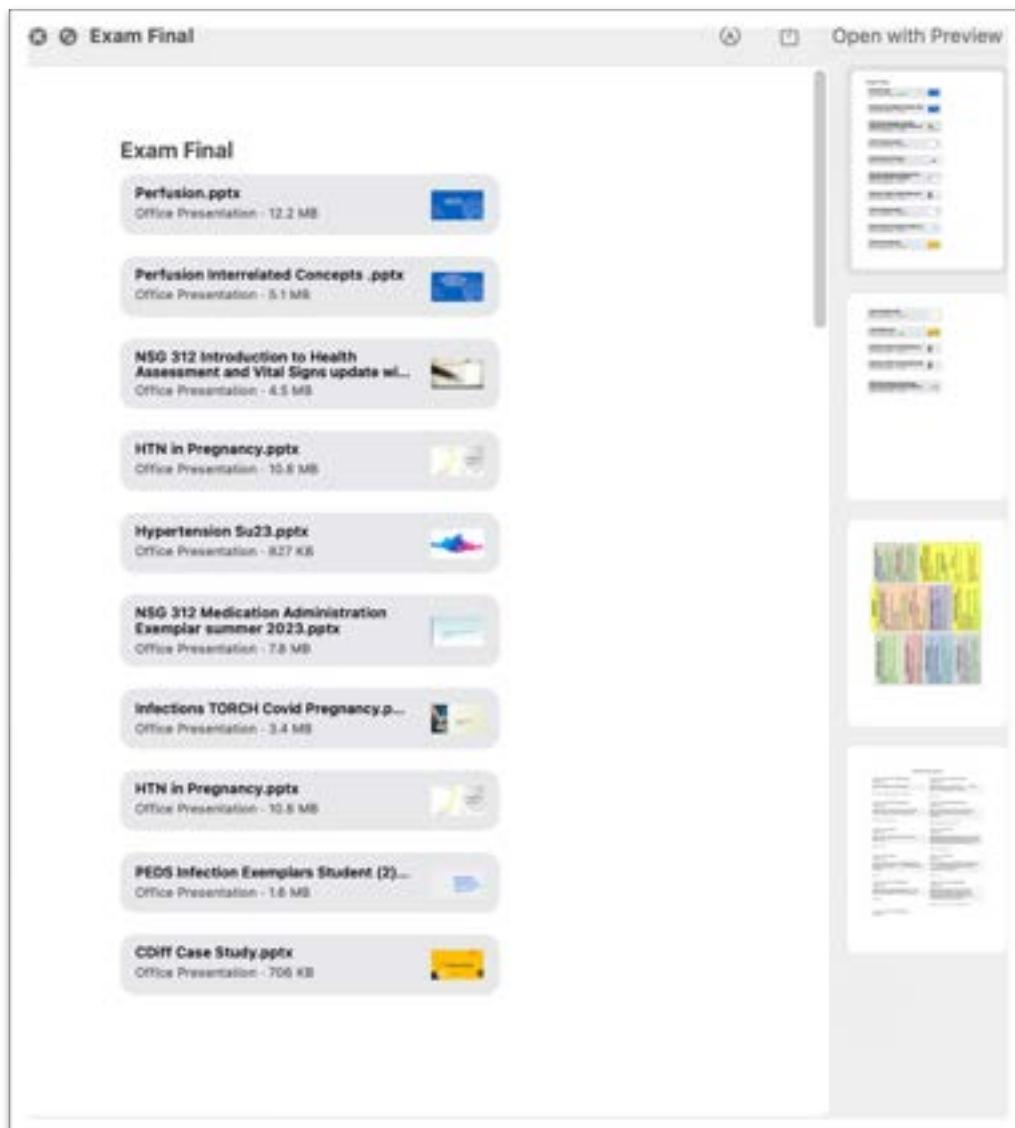
Transcript for George C Ulloa

Student Information

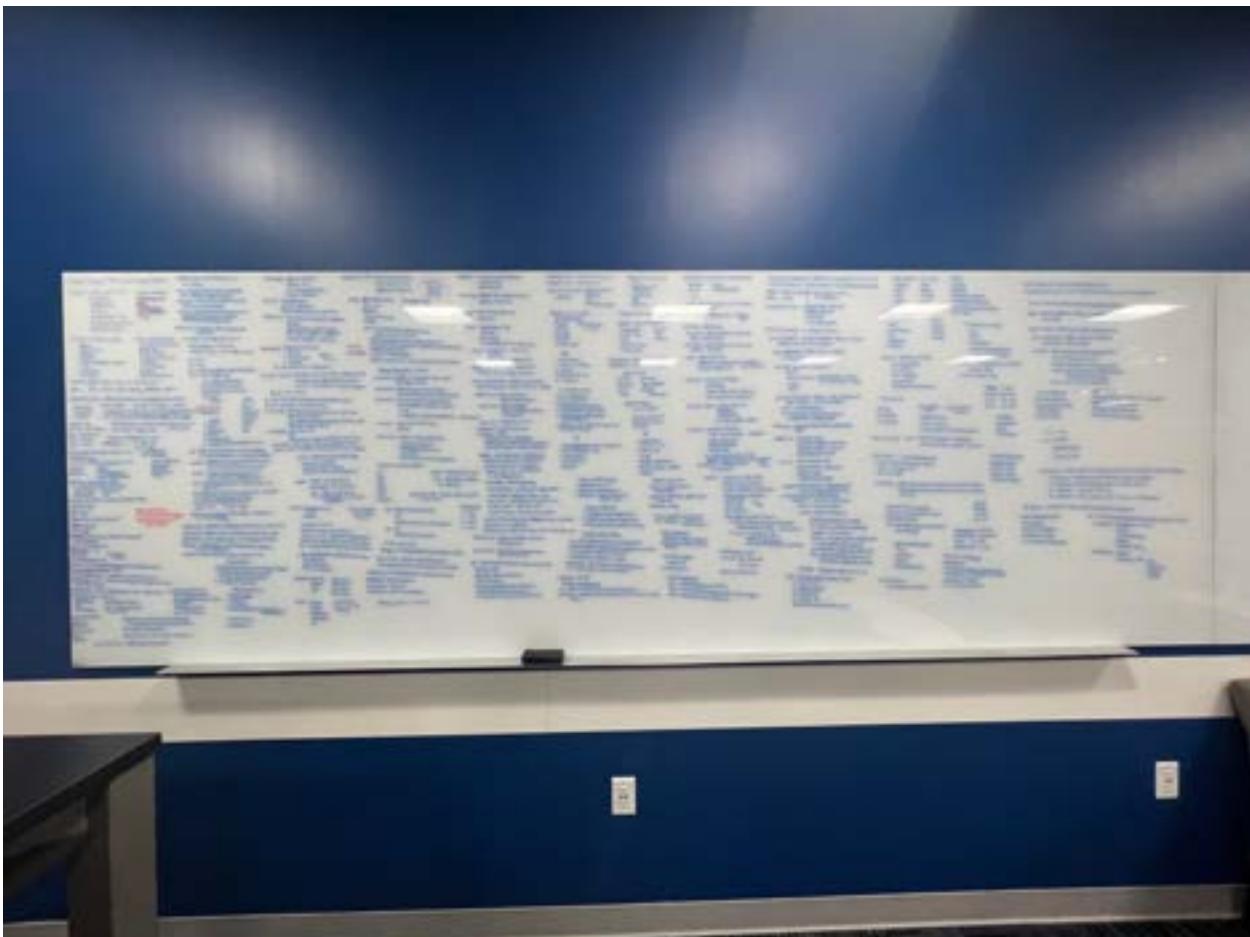
## 60 Question Quiz:

 Course point adaptive quiz Taylor  
Please complete course point adaptive quiz in the Taylor E text on Chapter 33 Skin Integrity and wound care by 6/26/23 12 noon with a mastery level of 6

Here were all the slides we had to study. There are over 15 powerpoints, ranging from 30-160 slides each.



Here is what that information looks like in the most condensed version another student made as notes. They took nearly 8 hours to write this all out.



So I had massive time constraints, but I gave it my all. Everything was on the line, but I pushed and got a 70%.

All	Graded	Upcoming	Submitted	Last Activity	Score
Homework					
<a href="#">Weighted total</a>	<a href="#">View Description</a>	<a href="#">Breaking Ground</a>			72.25%
<a href="#">Final</a>	<a href="#">View Description</a>	<a href="#">Breaking Ground</a>			219.75
<a href="#">Final exams</a>				Jul 4, 2023 1:25 PM (194/200)	70.00
<a href="#">ATI Fundamentals PRACTICE Test and Review review</a>				Jul 4, 2023 1:02 PM (194/200)	70.00
<a href="#">ATI Fundamentals PRACTICE Test and Review review</a>				Jul 4, 2023 1:02 PM (194/200)	70.00
<a href="#">Course point adaptive quiz Taylor</a>				Jun 26, 2023 10:04 PM (188/200)	3.00
<a href="#">Course point adaptive quiz Taylor</a>				Jun 26, 2023 10:04 PM (188/200)	3.00
<a href="#">Team 2</a>				Jun 26, 2023 12:52 PM (146/150)	60.00
<a href="#">ATI Module Practice: Safety 101</a>				Jun 19, 2023 10:24 PM (186/200)	2.00
<a href="#">ATI Module Practice: Safety 101</a>				Jun 19, 2023 10:24 PM (186/200)	2.00
<a href="#">Team 1</a>				Jun 18, 2023 10:03 AM (184/180)	58.75
<a href="#">ATI Skills Module: Modeling</a>				Jun 18, 2023 10:01 AM (180/180)	3.00
<a href="#">ATI Skills Module: Modeling</a>				Jun 18, 2023 10:01 AM (180/180)	3.00
<a href="#">ATI Module: Patient and Family-Centered Care 101</a>				Jun 16, 2023 10:04 PM (184/200)	2.00
<a href="#">ATI Module: Patient and Family-Centered Care 101</a>				Jun 16, 2023 10:04 PM (184/200)	2.00
<a href="#">Course point adaptive quiz Taylor</a>				May 31, 2023 9:46 AM (180/200)	3.00
<a href="#">Course point adaptive quiz Taylor</a>				May 31, 2023 9:46 AM (180/200)	3.00
<a href="#">ATI Skills Module: Degradation</a>				May 24, 2023 11:05 AM (180/180)	3.00
<a href="#">ATI Skills Module: Degradation</a>				May 24, 2023 11:05 AM (180/180)	3.00
<a href="#">ATI Module: Early Cardiac Arrest</a>				May 23, 2023 11:46 AM (180/180)	3.00
<a href="#">ATI Module: Early Cardiac Arrest</a>				May 23, 2023 11:46 AM (180/180)	3.00
<a href="#">ATI Nurse Logit 2.0</a>				May 23, 2023 11:11 AM (180/180)	3.00
<a href="#">ATI Nurse Logit 2.0</a>				May 23, 2023 11:11 AM (180/180)	3.00
<a href="#">Course point Adaptive Quiz in Review</a>				May 23, 2023 10:00 AM (180/200)	3.00

Not a passing but amazing growth in just a week. I didn't know what would happen next, I didn't reach 108 but how could anyone?

So how did I do in clinical? The actual patient experience in the VA.

NSG 313 SCIENCE OF PROFESSIONAL NURSING CLINICAL EVALUATION TOOL	
INSTRUCTOR MID-ROTATION EVALUATION	INSTRUCTOR END OF ROTATION EVALUATION
<b>Strengths:</b> <i>George is progressing well, is curious and asks appropriate questions. He is kind and caring with patients and engaging with staff.</i>	<b>Strengths:</b>
<b>Area for improvement/ comment:</b> <i>SSP prints, IV starts, blood draws Active listening -</i>	<b>Area for Improvement/ comment</b>
<b>Student Comment</b>	<b>Student Comment</b>

Student signature Hongillan

Faculty Signature 

NSG 313 SCIENCE OF PROFESSIONAL NURSING CLINICAL EVALUATION TOOL	
INSTRUCTOR MID- ROTATION EVALUATION	INSTRUCTOR END OF ROTATION EVALUATION
Strengths:	Strengths: <i>Very good communicator Takes initiative to learn • Curious and asks appropriate questions</i>
Area for Improvement/ comment	Area for Improvement/ comment <i>Organizational skills Active listening George has progressed well this semester!</i>
Student Comment	Student Comment

Student signature *Hengillia*

Faculty Signature 

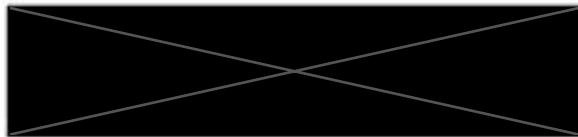
Hi George,

You were the first to submit your assignment, way to go ! I am so happy you had a good experience, it will make a difference for you as you move forward

Patient Summary: Nice work , this patient had many different medical diagnoses and a lot of health problems along with cancer. Very thorough work, watch out for the typos and spelling errors, spelling counts in medicine and nursing.

Reflection: Very insightful, you will have lots of experiences before the year is out and as a new nurse you will have many options , so pick carefully and what fits best for you. You have done a great job during this quick semester and I have seen much progression in your practice. Good luck in the future and maybe we will see you at the VA as a nurse.

Thank you,



Hello [redacted]

Happy to say that I am submitting this on time! Attached is my reflection and summary. If you need anything else let me know. Thanks for being such a great clinical instructor and providing such a great learning experience. Have a great summer and the congrats once again on the new job!

Best,  
George

What happened next? I was kicked out. They called it “probation”, but I would have to reapply and restart the whole program. I couldn’t move on to session 2 and because it is only offered once so if I miss it, I can’t do any nursing during the year.

Not moving forward means all this work stress and struggle was for nothing. I needed to speak on my behalf. Why am I being thrown away with no notice for a score I couldn’t hit. I sunk everything and now I would be left with nothing.

## NSG 312 grade



DF

Donna Fabry

Monday, July 3, 2023 at 6:46 PM

To:  George Ulloa; Cc:  Jennifer Schreier;  Elizabeth Wynne

George your score of 70 on the final exam was not high enough to give you a passing grade in 312. [Please make an appointment with student services and they will give you further direction and options.](#) I am available this week also if you would like to talk.

Donna Fabry DNP CNS RN  
Clinical Associate Professor  
Coordinator of Pre-Licensure Programs

## Re: NSG 312 grade



GU

George Ulloa

Monday, July 3, 2023 at 6:59 PM

To:  Donna Fabry; Cc:  Jennifer Schreier;  Elizabeth Wynne

Hello professors,

While a 70 may not have been a passing grade I am very proud of what I have accomplished considering the fact that my first score was 53.

I believe that is a tremendous amount of growth for a person, who is unfamiliar with this work and could attempt to course correct at this given time.

I would like to schedule an appointment to talk with you about what happens as well as providing my information on how work with student services because I am unaware of the process.

Hopefully that whatever happens next, I can be judged on the merit of my growth and potential and not solely on numbers. I love this field and don't think I could really do anything else, so happy to see options.

Best,  
George

## Automatic reply: NSG 312 grade

😊 ← ↵ →



✉ Elizabeth Wynne [REDACTED]

To: Ⓜ George Ulloa

Monday, July 3, 2023 at 6:59 PM

Greetings!

I am currently out of the office and will return on Wednesday, July 5th. The Office of Student Services will be closed on Tuesday for the July 4th holiday.

All emails will be responded to upon my return on Wednesday. Thank you for your patience and have a wonderful weekend!

Best,  
Elizabeth

Elizabeth Wynne, Ed.M.  
Senior Academic Advisor/Advising Administrator  
UB School of Nursing

<http://nursing.buffalo.edu>

The School of Nursing reserves the right to change admission and program criteria to meet prevailing accreditation and registration requirements.

## Automatic reply: NSG 312 grade

😊 ← ↵ →



Ⓜ Jennifer Schreier [REDACTED]

To: Ⓜ George Ulloa

Monday, July 3, 2023 at 6:59 PM

Hello

I will be out of the office for the 4th of July holiday and Wednesday July 5th. Please email [nursing@buffalo.edu](mailto:nursing@buffalo.edu) and one of the Student Services Staff can assist while I'm gone. The University is closed on July 4th.

Thank you,  
Jennifer Schreier

## RE: NSG 312 grade



✉ Jennifer Schreier

Monday, July 3, 2023 at 7:13 PM

To: ✉ George Ulloa; ⚡ Donna Fabry; Cc: ⚡ Elizabeth Wynne ▾

<https://nursing.buffalo.edu/academic-programs/policy-library.undergraduate.html>

You are correct, you did improve your score and worked hard this past week. With one failing grade you will be placed on probation. Before we issue you any letters of probation, we need to wait until all your summer 1 grades are posted in HUB.

With this one failure, you are not allowed to continue onto Summer session 2. You should go in and resign all the remainder of your coursework (summer and fall). You are allowed to COMPLETE NSG 314 so I encourage you to work hard the rest of the summer on this online course. (do not resign this course)

Per the Undergraduate Policy library: <https://nursing.buffalo.edu/academic-programs/policy-library.undergraduate.html> you can review the progression standards and see the process for coming back to UB next summer.

Again, either Elizabeth or myself will meet with you after grades post for the course so we can see the full picture of your academic record. The University is closed tomorrow, July 4<sup>th</sup>, but Elizabeth will respond to you on Wednesday to set up a time to meet.

Jennifer Schreier  
Director of Student Services  
UB School of Nursing

**Re: NSG 312 grade**



GU

✉ George Ulloa [REDACTED]

Monday, July 3, 2023 at 7:36 PM

To: ✉ Jennifer Schreier; 📲 Donna Fabry; Cc:

✉ Elizabeth Wynne

Hello,

I am happy to wait and chat further with you Elizabeth once grades are posted. Open to the earliest slot available at your convenience.

I understand educational policy, but I hope that during our meeting we can engage in an open dialog and at least on my end, communicate some of my own concerns and be transparent on where I am in my path towards nursing.

Thank you for updating me on next steps.

Best,  
George

**RE: NSG 312 grade**



✉ Jennifer Schreier [REDACTED]

Monday, July 3, 2023 at 7:44 PM

To: ✉ George Ulloa; 📲 Donna Fabry; Cc: 📲 Elizabeth Wynne

This message is flagged for follow up.

[Mark Complete](#)

Hello George,

We are happy to listen to your concerns and bring them back to the Undergraduate faculty when they meet in the fall. Please note that our office can assist you with the probation process and guide you on next steps. We can not change the outcome of your course grade, and the policies and procedures set forth by the faculty here in the School of Nursing.

Please note I will not be responding to email after this evening until I return to campus on Thursday.

Thank you,

Jennifer Schreier  
Director of Student Services  
UB School of Nursing

They shut me out.

A teacher came in at 9:45 and told me in front of my classmates to see Fabry. I was embarrassed because many students didn't return.

All POC's and many older like myself.

I went up and tried to argue to stay (transcript is provided), but I found this to be the line that cut the most.

"Have you ever spoken to the people who've done clinical with me and. Asked how I did it. Have you spoken to any of them?

Clinical it doesn't. It doesn't matter. And in fact, a lot of times what I find is that students that struggle with the exams really are exceptional in clinicals that they do well with their patients, that they know what they're doing. But you must be able to do both to progress in this program."

I showed them how little money I had and printed it out. Explaining how I had no money to break my lease, and how the market was drying up for email development. All I wanted to do was stay.

I tried following the UB grievance process and was worried they would drag it out before the start of my next clinical, and to no one surprise they shut me out, and prevented me from fighting.

From: Rebecca Lorenz [REDACTED]

RL

To: Tenge Milas George Ulloa

Regarding: Request for grievance consultation

The University at Buffalo School of Nursing Faculty must follow all policies regarding student progression through any of our programs. You can find the progression standards in the [Policy Library > Policy and Procedure for Progression of Undergraduate Nursing Students](#). As you stated in your letter and email, your final exam grade was a 70%. This score resulted in a final course grade of 72.25%. This score does not meet the minimum 75% average grade required to progress in the program (see NSG312 -> Minimum Grade Policy and pasted below).

- A student is required to achieve a 75% average on all exams in a nursing course.
- Students who don't meet the minimum grade are placed on probation and take a leave of absence until the course is next offered again (Summer 2024).

This policy *does* provide a pathway to return to the program. Next summer you will be able to repeat the coursework and if the minimum average score is obtained continue on in the program.

UB's policies do give students the right to grieve their grade. You can [view the Academic Grievance Policy and Procedures for Undergraduate Students here](#). You can pursue a grievance for the grade in 312. The procedure for review of a grievance begins at the departmental level with a consultative meeting of the parties involved, in this case Donna Fabry, yourself, and Elizabeth Wynne. The meeting that occurred earlier today meets the definition of a consultation. However, we are all agreeable to meeting with you again if you wish.

If the grievance cannot be resolved at the departmental level, it moves forward to a formal consultation, and this entails convening a committee – which only happens during the fall and spring semesters. This process cannot be completed by next Thursday.

Please let me know how you would like to proceed,

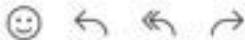
Sincerely,

Dr. Rebecca Lorenz

Rebecca A Lorenz, PhD, RN  
Assistant Dean, PhD Program  
Associate Professor  
UB School of Nursing  
303 Wende Hall  
Buffalo, NY 14214

I was done for.

## Next steps



✉ Jennifer Schreier

To: ✉ George Ulloa

Thursday, July 6, 2023 at 1:19 PM

George,

As I understand you have met with Dr. Fabry and Elizabeth Wynne regarding your probationary status here in the School of Nursing. Dr. Lorenz also made me aware that you are interested in grieving your grade for NSG 312. If you have questions regarding that process, I can assist you with those questions.

I have dropped your summer session II and fall classes so that you don't incur any financial liability for those classes. You are still enrolled in NSG314 and will want to complete that class so you can have it finished for you to move forward next summer. You will get an official letter once final grades post, but because you didn't pass NSG312 you will be placed on probation which has a path for continuing next summer. We hope you plan on returning next summer to repeat NSG312 and 313 and then move forward with the program. I am going to ask you to complete the [Leave of Absence form](#) (scroll to the bottom of the page), so that we can keep your enrollment window open for next summer.

If you have any questions about probation and our Progression Policies, I can schedule a time to meet with you. Again, you can view the policy in the [Policy Library > Policy and Procedure for Progression of Undergraduate Nursing Students](#).

Sincerely,

 University at Buffalo  
Office of Student Services  
School of Nursing

Jennifer Schreier  
Director of Student Services

\*The School of Nursing reserves the right to change admission and program criteria to meet prevailing accreditation and registration requirements

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They wanted me to sign a leave of absence.

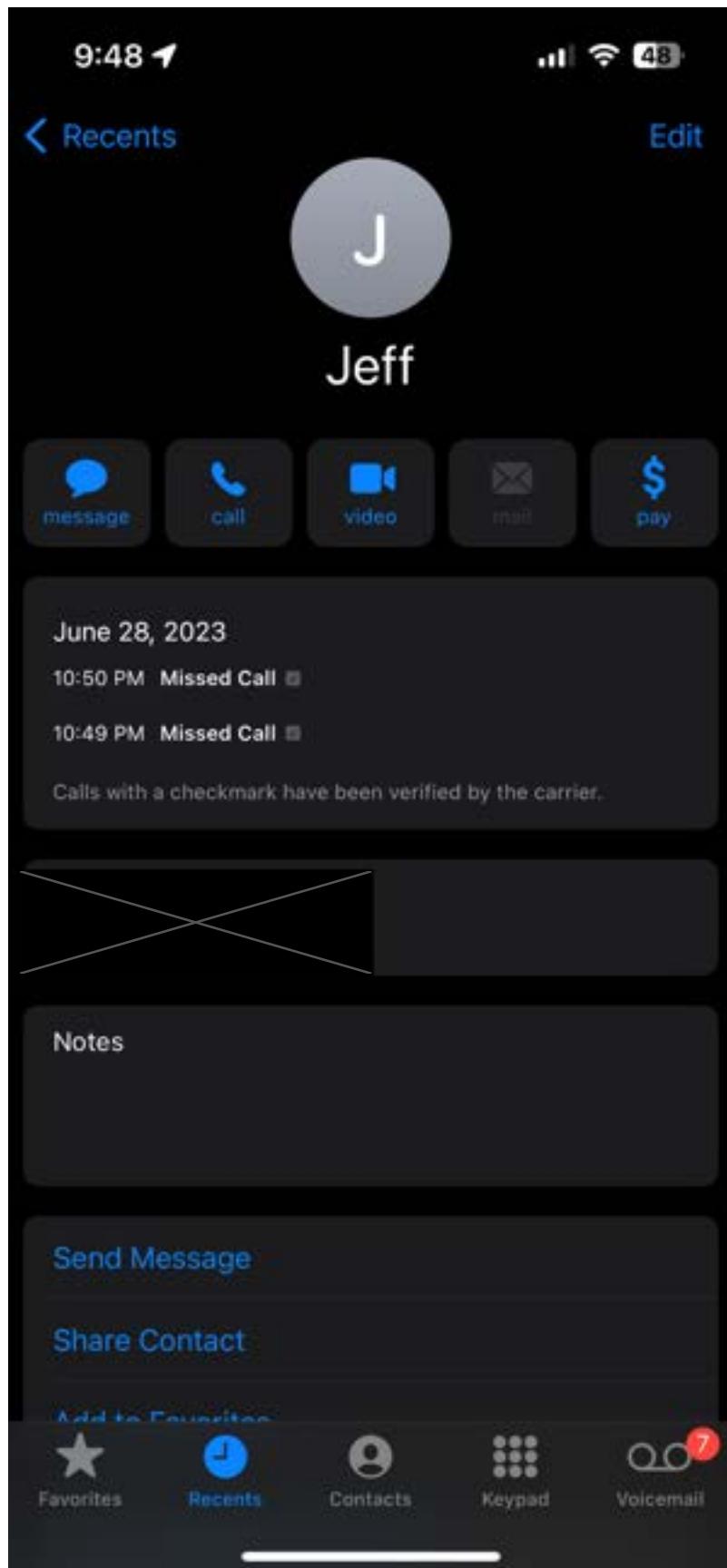
Just a few tidbits I can flesh out further

- A student lost her brother to suicide and found out during clinical with all of the staff present. She was forced to continue the program and their form of accommodations was just extension on assignments.

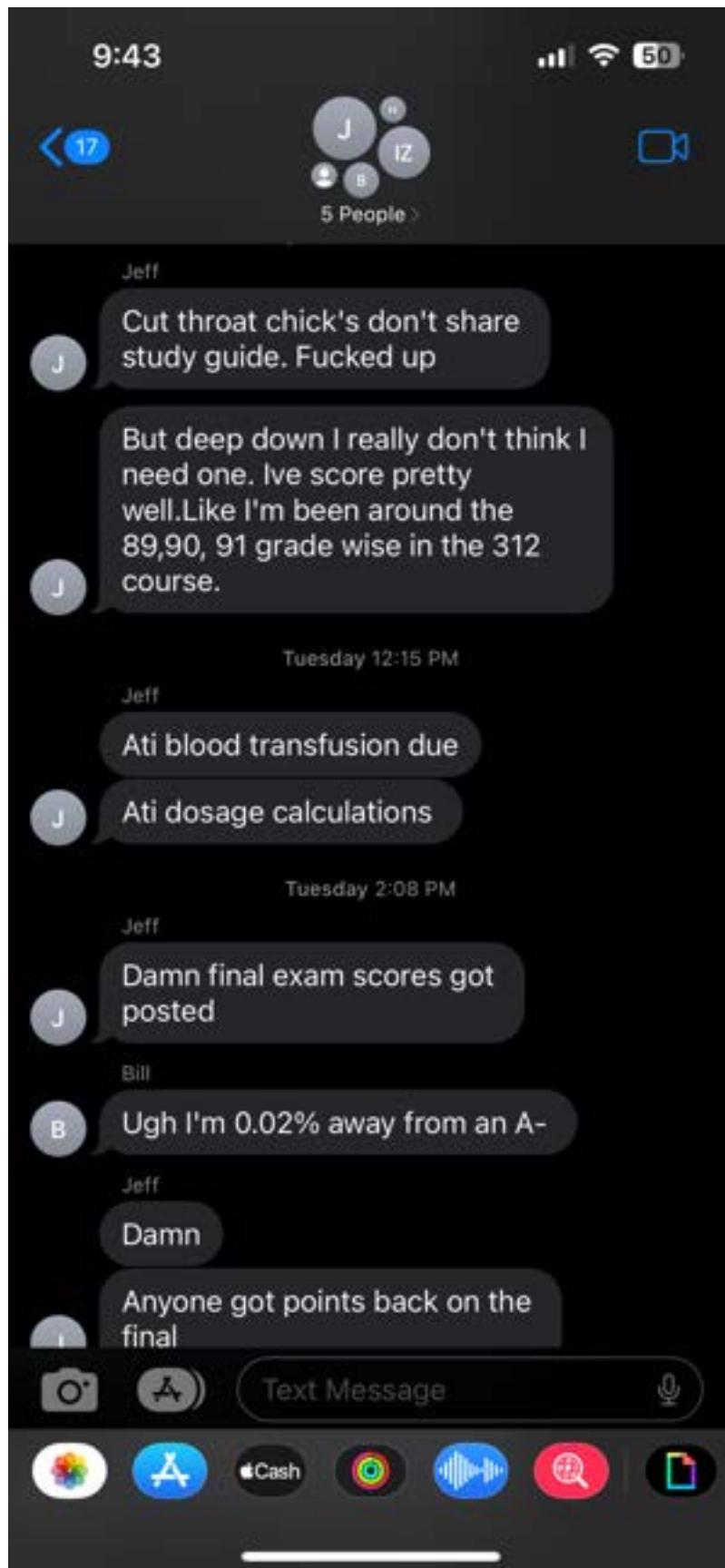


My VA Hospital Clinical Instructor had me and another student follow a new grad nurse and was hit with blood on my face when they nurse didn't know how to transfer blood correctly using a syringe. My teacher was always complaining UB gave poor direction.

- The Student Jeff would call me and make troubling comments about women. He would call me at 11pm multiple times. He was actibly trying to chase women and was harassing them.







1m ago  
He's already been reported but the screenshots and stories typed out are kept anonymous with names crossed off

1m ago  
Would you be willing to share specific or like screenshots of its messages? There have been a lot of stories about him and he's been reported anonymously. It's getting mo...

I am so concerned this is insane

She said he's been sending messages in their group chats saying really vulgar things and telling them to suck dick fuck them and so much more

She said girls are afraid to be in class

People are afraid to be around him, but he is still in class. He scared me constantly telling me he wasn't sleeping, and even a professor right before the exam saw him as he got scrap paper "are you sleeping"

"I gotta be studying"



He still bothers me and even tries to still call.

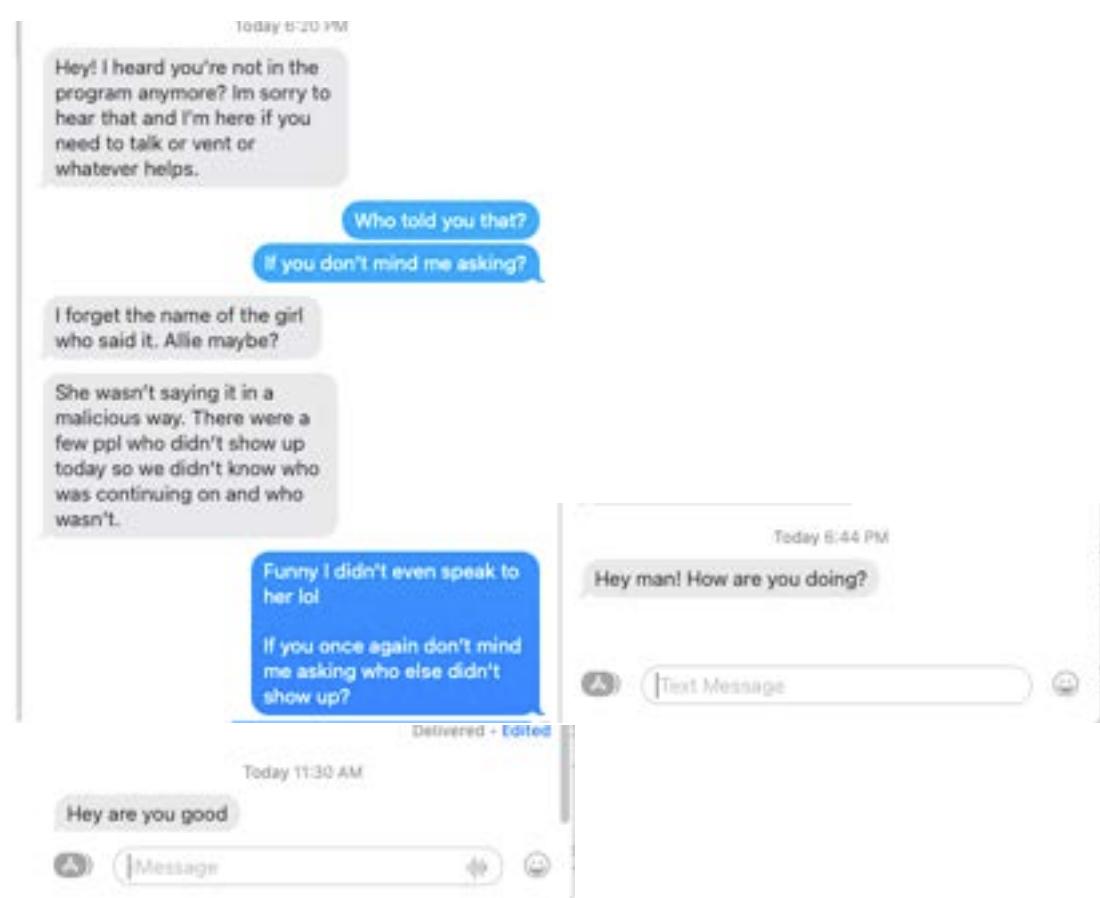


I can't assume the future. All I know if, if there is smoke there is fire, and I cant live with this guilt on me knowing I didn't say anything.

Objective:

What I want the reader to always remember this is a state school. They advertise a program can be done in a year, but compress it so much and push students to breaking points without any responsibility.

No responsibility making the course actually work, they just fit requirements. Ask yourself could you do this? Was it fair I was thrown away, given no chance to argue. I have nothing. No money, no home, I lost my job prospects. Students are now making rumors about me even after I leave and text me as if some tragedy happened.



Why is probation if it dismissal by any other name?

Why should I lose years of my life, and then more trying this again. How would the outcome change if all the variables stay the same next year (my friend who gave me the notes, he failed a

second time).

I ask you reader, for being a few percentages points off should this be the end of nursing for me? Do you think I was incompetent or was it the school?

This was completed on 7/19/23. I am spending me 33<sup>rd</sup> birthday alone writing this but hopefully someone hears.

## Counter Argument: If its so hard why do they pass?

So, after reading this material you as the reader must be wondering, how is it that students can pass if the courses are so hard? How can students do so well on the NCLEX?

The answer is simple: Prior medical experience and thinning the pool

From the start of the program many students, had prior experience in healthcare. I personally know many students who were LPNs, Aides, Nurses, or had specialized schooling in a health science or participated in intensive internships.

This skill directly correlated to their abilities to succeed. For the SSPs, these are practical skills that you can learn in a medical job. Getting vitals, the operation of a blood pressure cuffs, thermometers, and just knowing how to ask patient questions are skills that many students already would have developed in those roles.

Being used to medical software, equipment, categorizing tools, these are things that you pick up on just by implicitly, being in a hospital setting. These are key aspects of what we are being testing in nursing, especially for the SSPs. A classmate of mine during the patient care SSP, was a Patient Care Assistant, and when our teaching aid left to work with another set of students, she took charge and taught us how to make the bed and move the patient.

It also was not just skills for the SSPs, it also extended to general nursing academic knowledge. Students were familiar with many medications that we were testing on, by having worked as LPN's or Aides. One of the quotes that stuck out to me was that multiple students kept saying "if I didn't see this at work, I wouldn't be able to remember that this medication does." "I know these terms because I worked at a radiologists office." It was constantly made obvious that students who had recent experience knew the material better. Students would boast after exams that they knew the material, because they had just learned in their last class, so it was still "fresh." I had classmates say they would call their parents, who often were nurses, to ask questions about lecture material. Was that fair?

So here I was, having worked as a developer since 2017, and the last time I set foot in a hospital, was in 2011. The pharmacology online course I took was worthless, even if you could take it on face value and say you learned enough to pass, the knowledge was so condensed and too isolated to relate to the practical application of it in nursing. Applied Physiology course I took, yes, we understand the body structure and have case studies, but they don't relate to the type of physio a nurse has to assess and how they focus and structure the questions towards it.

Now the question is, if this theory is true how do you prove it?

The answer is me.

If you look at my performance in my exam scores you see a low plateau of low grades at the

start of the program. This is before I began clinical and had no direct experience in a clinical setting. As I started clinical, seeing actual patient care in person, being hands on with patients and learning as much as I could through shadowing, things clicked. I understood stages of pressure wounds because I saw them with my own eyes and saw how they could or couldn't be treated. I memorized the meds because I was administering them, and on-site nurses would teach me the signs to look for in patients to judge how they react to the medication. You pick start to understand holistically how the body works and when understanding those fundamentals, it's there where everything else, treatment, tools, assessments, they all come together and paint the picture of nursing skills.

I knew that it was clinical that was helping me learn, so I made it a point to learn as much as I could on the job. I asked questions, I constantly rotated nurses to learn new skills, practiced as much as I could with supervision, and used my notes to bridge the learning gaps. This is where things made more sense. I understood the class material better because I was hands on. This was how learning made sense. As I had told my professors, and they brushed this off, I was used to solving complex problems through hands on projects, where you build from the ground up with guidance and iterating on solutions until you develop your skills. This was the same with nursing.

You can't argue against the number. I went from a 59% to a 70%, practical application works.

Now for my second point "thinning the pool."

From the start of the program, there was this cutthroat mentality for many students. The limited number of students, the accelerated pace, there was a certain level of "prestige" to being there. Students were naturally guarded on sharing study tips openly, the reason being that it takes time and effort to make study aids or perfect methods. Students don't want to share because it could feel like it invalidates their time investment.

It didn't help they openly posted grades and faculties advice was

*"Congratulation to the students that scored so well. For those of you that did not score so well, please find out from the high scoring students what they did to prepare."*

How could this advice work? You don't know who scored well because no one would openly share scores and give no other info than "I did well." No one would give study prep advice because they are guarded.

Note also that constantly questions had to be adjusted. The reason was that since we had at least 3 different sources of info (ATI, CoursePoint, Lectures) there would be disagreement on answers so they would adjust to give credit. Often times Fabry would mention how teachers would come together and debate on a question's correct answering by leveraging their experiences to decide what was right, then give points back, or not. This happened on every

nursing exam

hive Move Flag Mark Unread ...

**NSG312LEC01:Science of Professional Nursin:223612961:** Exam 1 Grades

DA Tuesday, June 6, 2023 at 11:32 AM

Scores have been entered

The average score was 82 ; high score 96 and lowest score was 59 - Congratulations to the students that scored so well. For those of you that did not score so well, please find out from the high scoring students what they did to prepare.

7 questions were adjusted to all credit. If a student scored one of those questions correctly, the student will not receive an additional point. I will send out the information about questions that were adjusted, later today.

If a student scored below 75 - the student should make an appointment to meet with me this week if possible. The next exam is June 20th so that is not too far away. If you scored 75 and above, you are still welcome to meet with me if you have specific questions.

Please check assignments and make sure your assignments are being completed and submitted on time so you will not lose points.

I forgot to mention in class yesterday that I created a power point resource for students on laboratory values - please review the power point and use it as a resource for clinical. This summer session you are not responsible for those lab values (you should know CBC, PT/INR and aPTT) but for second summer session you will be responsible, not only for the electrolyte lab values but also what high and low values of the electrolytes mean to the patient. It is posted under 6/5/23 class

For students that could not be at lecture yesterday after the exam - the rest of the class was videotaped and posted under Panopto in this course.

**NSG312LEC01:Science of Professional Nursin:223612961:  
Exam 2 grades are entered**



DA

○ Donna A Fabry



Wednesday, June 21, 2023 at 12:07 PM

The average of exam two was 85 - the high score 96 and low score 59

4 questions were adjusted to credit to all. I will go over the exam on Monday.

Please make an individual appointment to meet with me if your average of the two exams is below 75 and/or exam 2 score was lower than exam 1 score. I invite all students to make an appointment to meet with me if they would like to review exam 1 and/or 2 before the final. If students want to come in groups that is fine, just let me know- groups should be limited to 6 people if possible.

See you all next week.

**NSG312LEC01:Science of Professional Nursin:223612961:  
NSG 312 final exam and grades**



DA

○ Donna A Fabry -



Monday, July 3, 2023 at 7:17 PM

I will be putting in final exam **grades** tomorrow. We did adjust 5 questions plus 4 questions that had technical problems. I will give more detail tomorrow. Have a good night.



DA

○ Donna A Fabry - 

Tuesday, July 4, 2023 at 3:44 PM

The **grades** are in. The average score was 84, 98.33 the high score and 70 the low score.

ROM elbow question - all credit - supination and pronation - in Bates this would be ROM of the forearm

Delegate to UAP - raise the HOB or take B/P - all credit

post op and risk of thrombus - all credit

professional decision making - all credit

age related changes and pulmonary changes - all credit

drag and drop - conflict between RN and UAP all credit

iron dextran med calc - correct answer not listed - all credit

oculomotor nerves - was SATA but did not say SATA - all credit

PROM - was listed as SATA but only one answer correct

C-Diff and PO vanco - all credit

See you all soon

Students who had experience in health sciences often finished faster, and it was common to see student without a recent healthcare background behind.

So as each test keeps ramping up questions, and the questions themselves are not firm since the answers need to be debated, so those who survive know this info. I had a student state she got 100% on mother and baby section of an exam because she works with children at a local clinic. As more people get cut out, the ones who survive are the experience people who float up.

Look at the scores, the average and the highest scores go up, but the bottom (me) stays steady until I boost up. Which means that, students aren't getting better than is an illusion. You just

remove any student who scores low, just keeping only the already high achievers. So you can get high pass rates, because you just filtered out any student who wasn't already extremely proficient in this material.

This is what school was like:

The screenshot shows a Microsoft OneNote page with the following details:

- Title:** Nursing Advising - thoughts about exam grades
- Author:** EW (represented by a green circle icon)
- Date:** Tuesday, June 13, 2023 at 9:47 AM
- Content:**

I know that many of you are anxious about your exam grade in NSG310 and what that might mean down the road. Some thoughts if you are feeling anxious:

  - Take some deep breaths and wait for the statistical analysis to be completed.
  - Focus on paying attention in your classes today and studying for your exam on next Tuesday.
  - While it can be a tough thing to do, you need to set aside worrying about the past exam **grades** so that you can put all your energy into looking forward to your next exams.

While you are working your way through the next few days, here are some things to try:

  - **Deep Breaths.** Take some deep, slow breaths. When feeling anxious you may not realize you are shallow breathing or holding your breath.
  - **Focus on your senses.** Therapist Jane Pernotto Ehrman, MEd suggests the 5-4-3-2-1 exercise: Identify 5 things you can see, find 4 things you can touch, listen for 3 things you can hear, name 2 things you can smell, and 1 thing you can taste.
  - **Have a positive affirmation.** Have some positive words to repeat. "I am okay," or, "this too will pass".
  - **Practice gratitude.** Focus on the things you are thankful for rather than the things causing anxiety.
  - **Take a walk.** A quick brisk walk can help get you out of your head.
  - **Ask for help.** Talk with a supportive friend or family member or consider trying a [UB Wellness Coach](#) for help with stress management and/or self-care.
  - **Beat Procrastination.** Procrastination tends to be about your short-term mood instead of long-term results
  - **End the day with a list.** At the end of each day, make a list of 6 items to work on the following day.
  - **Practice self-compassion.** Don't be hard on yourself and don't forget rewards for getting things done and staying on task
  - **Stay well.** Take care of your body, practice mindfulness, and avoid using drugs and alcohol as coping mechanisms.
  - **Practice healthy thinking.** Keep perspective, accept change, and practice a hopeful outlook.

Hang in there!  
Elizabeth

**Re: Unable to find: IHI Module QI 104 Interpreting Data**

😊 ⏪ ⏴ ⏵ ⏶



✉ Margaret Doerzbacher [REDACTED]

Sunday, July 9, 2023 at 7:41 PM

To: ✉ George Ulloa; ✉ Erica Smith

George, I don't know what to tell you. You should find it in the same place you find the others.  
I am copying Professor Smith in case she knows.

Meg Doerzbacher, PhD, RN, NNP-BC

Delete this item

Hello Professor,

I cannot find the module IHI Module QI 104: Interpreting Data on the IHI website. I searched and could only find this:

<https://www.ihi.org/communities/usergroups/openschoollessonplans/Pages/Shared%20Resource/QI104.aspx>

Could help me find the module?

Best,  
George



**NSG309**

**Mar 21st, 2021**

**QUALITY**

**DIFFICULTY**

**1.0**

**5.0**

For Credit: **Yes**

Would Take Again: **No**

Textbook: **Yes**

Online Class: **Yes**

The worst professor I've ever had in my entire life. Her exam questions are on the most specific thing from the book that no nurse would need to remember. The school of nursing doesn't listen to any of the student's complaints about her. She makes me wish I went to a different nursing program. 309 isn't the only class she teaches!!

**QUALITY****DIFFICULTY****1.0****5.0**For Credit: **Yes**Would Take Again: **No**Textbook: **Yes**

Terrible professor. Contradicts herself often is one of many problems. She is the reason for 3 of my mental breakdowns. The school of nursing will not get rid of her. People have been complaining about her for years to them and they don't listen. For that alone, I would rate the program a 1/5.

 0    0

**QUALITY****1.0****DIFFICULTY****5.0**For Credit: **Yes**Attendance: **Mandatory**Would Take Again: **No**Grade: **A**Textbook: **No**

Very condescending, nothing is right unless its the answer SHE wants. When going to her with questions, she says it's not her job to find the answer for us. Gives extremely vague feedback on work and expects a masterpiece. When trying to defend your answers, she cuts you off and proceeds to argue why you are incorrect. Has no respect for students.

**TOUGH GRADER**

**NSG374**

Oct 16th, 2021

QUALITY

**1.0**

DIFFICULTY

**3.0**

For Credit: Yes

Would Take Again: No

Textbook: Yes

Lacks emotional intelligence to the highest power. Creates an unprecedented amount of anxiety in her students. Feeds off human tears. University wont get rid of her. Long-standing history of complaints. Consider a different university for your nursing degree unless they get rid of her.

1 0



QUALITY

**1.0**

DIFFICULTY

**5.0**

For Credit: **Yes**

Attendance: **Mandatory**

Would Take Again: **No**

Grade: **Not sure yet**

Textbook: **Yes**

Online Class: **Yes**

She prerecords lectures but they are straight from the book, as in she reads word for word. You're essentially paying for an audiobook. I have contemplated switching majors.

TEST HEAVY

LECTURE HEAVY

TOUGH GRADER

**QUALITY****1.0****DIFFICULTY****5.0**For Credit: **Yes**Attendance: **Not Mandatory**Would Take Again: **No**Grade: **A**Textbook: **Yes**

Started an antidepressant because of her. She's the scourge of the program - she harasses and intimidates students and the school refuses to do anything. She's much worse in clinical where no one is supervising her. Has made many students cry and either drop the program or consider dropping. Do whatever you can to avoid her.

**QUALITY****1.0****DIFFICULTY****4.0**For Credit: **Yes**Attendance: **Mandatory**Would Take Again: **No**Grade: **A-**Textbook: **Yes**

For the last semester she was awful. She did not explain anything and would say things wrong and was argumentative as well as unprofessional. I really couldnt think she couldnt be worse than she was in class. However, I was very wrong. She was incredibly rude and demeaning in the clinical setting. Her presence made me not enjoy clinical.

**QUALITY****1.0****DIFFICULTY****5.0**For Credit: **Yes**Attendance: **Mandatory**Would Take Again: **No**Textbook: **No**

She is a mean condescending person, induces a lot of anxiety in her students. She is not approachable when asking questions as she will belittle you and talks to you in a condescending way. She targets students and has her favorites

 0    0

How do you know students are already written off?

There's no better example than when I prematurely removed from Clinicals before I took my final. The school claims it was an error, I believe they figured I had no chance of passing and wrote me off early.

**From:** George Ulloa [REDACTED]  
**Sent:** Sunday, July 2, 2023 1:03:14 PM  
**To:** Mary Rhinehart [REDACTED]  
**Cc:** Sabrina Schwartz [REDACTED]  
**Subject:** George Ulloa: Not on Wednesday July 5th Lab Schedule

Hello Professor,

I would like to inform you that upon review of this document I do not see my name on the document. I was waiting for an updated document because I know on my last clinical sheet I was the only one with a middle name on the document, so I am not sure if this is a clerical error. When you have a chance can you look into this, and confirm if I am part of a clinical group for weds?

Best,  
George



**From:** Sabrina Schwartz [REDACTED]  
**Date:** Sunday, July 2, 2023 at 1:08 PM  
**To:** George Ulloa [REDACTED], Mary Rhinehart [REDACTED]  
**Subject:** Re: George Ulloa: Not on Wednesday July 5th Lab Schedule

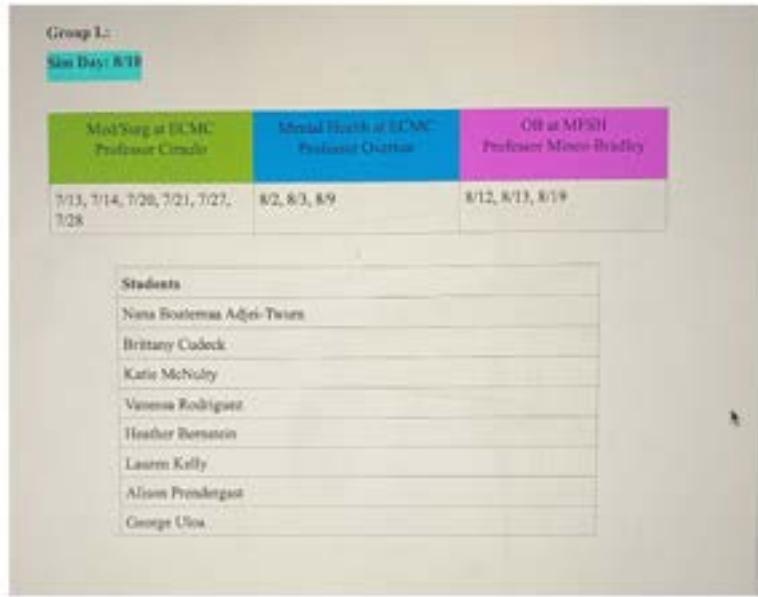
Oh my goodness George I'm so sorry I will upload the correct document. As you can see we are on number 11 which means it's changed over 11 times I'll get 12 out today. I'm sorry

Get [Outlook for iOS](#)

**From:** George Ulloa [REDACTED]  
**Sent:** Sunday, July 2, 2023 1:33:11 PM  
**To:** Sabrina Schwartz [REDACTED] Mary Rhinehart [REDACTED]  
**Subject:** Re: George Ulloa: Not on Wednesday July 5th Lab Schedule

Professor I would also like to bring to your attention that my name is not on the updated off-site clinical schedule as well. I attached the screenshot of the original for reference.

I will keep an eye out for anything else.



Hi George,

I uploaded number 12 of the clinical schedule where you are with your group. Again I'm sorry that I didn't transcribe you with your group. I'm sure Professor Rhinehart for lab took the names from my schedule. I will text her to let her know that you need to be put in a group. Again I'm sorry for this transcription error. I hope you have a good day!

Professor Schwartz

## Damages:

Here is a running list of all the issues that I have experienced:

1. Significant Weight gain
2. Early stress wrinkles on forehead and eyes
3. Binge stress eating that leads to vomiting
4. Inability to sleep properly
5. Muscle loss due to lack of time for exercise
6. High cholesterol
7. Constant anxiety even when stressors are gone
8. Withdrawn
9. Lack of excitement for life
10. Addiction to sweets and caffeine
11. Inability to have regular sleeping patterns, sleep too much or too little
12. High Blood Pressure
13. Hopelessness
14. Jaw Pain
15. Bone Density loss

The toughest part right now is trying to balance a positive outlook and the feelings of utter despair. I invested everything into this program, I have given up vacations, weddings, beach days, fun runs everything just in the process of finishing the pre-requisites, all in the quest of being a nurse.

All my money, I have no savings, I have nothing but debt. I invested so much because I looked into the long game of nursing knowing that its stability would be want to invest in over marketing. I gave it everything I got, and I gave even more moving. I left all my support systems, and everything I cared about, to leave and be here alone, because it was the job that needed to be done. It was just weeks of doing nothing but stress and study, with only pressure. You can't enjoy anything with pressure, everything feels tainted. Why go out to eat a nice meal when you can save an hour and get food at the 7-11 and eat in your car, then you go back to inhale cookies because you're stressed.

I literally had no time to eat breakfast because I was studying and since my office hours were during lunchbreak I had no time. So I inhaled a Tim Hortons egg sandwich and called it my breakfast and lunch.

**From:** George Ulloa [REDACTED]  
**Sent:** Monday, July 3, 2023 9:25:57 AM  
**To:** Kristin Diangelos [REDACTED]  
**Subject:** Re: Office Hours

Professor would it be possible to meet at 11:10? I just want to be able to eat quickly to have energy for the exam.

If that works for you please let me know.

Best,  
George

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So how do you go back from experiencing this, to then knowing that you failed, and you need to restart the whole program. That you have a 15-month lease, a lease you planned carefully so you could relax and enjoy Buffalo after the program, but now before even charging the unused months that \$1250 in fees. It settles into your head that you all the money you spent moving, the hours packing, the stress of getting everything ready, it was all a waste. The friendships I tried to make in school are fractured. People have rumors, or they miss me, but now how can I connect. We lost that common ground so I am further alone, and embarrassed because I grew to like a few classmates, and would have appreciated that friendship.

Then what comes next? To pack again, move all my stuff back "home" and start again. New job, new place, then study on the side, or reapply to schools, to what do this all over again and spend another 1-2 years on this? To think about the time lost and the time lost again is maddening. It's all worth it in my eyes if I can be a nurse. That is my calling, I want to do it and I'm good at it. Yet, I worry that I won't want to do this again that I will lose that spark in settling into the nothingness of mediocrity, forever lamenting about failed educational systems.

The tough part is that I am in an island. I spent so much time saying goodbyes, and getting well wishes, that how can I face these people and explain what happened? Years of planning to then must be brushed aside in a conversation because it's a "sore subject." Now who do I ask for help? Will people think it was the school that was the issue or was it me.

How do I explain this to my parents. Retired, no income, they look to me for inspiration and support, every day getting messages wishing well.

The worst is this limbo. I don't know what happens next. Will I be able to successfully argue that I should be back in school, and I can stay on track and graduate on time? This week has just been listening to trauma from other students, and being alone all day in my apartment writing, feeling self-conscious the apartment staff will notice I haven't worn my scrubs in over a week.

It's hard to enjoy anything, being here in this limbo. Can I have fun, should I be on standby in case something changes, Irony is that I am still doing HW for one of my courses. I feel pulled at all sides, moving nowhere fast. It's tough to know what to do next or how to enjoy anything that isn't on me focused on finishing nursing.

I hope this captures the impact of everything you read and you get a sense of how this program wasn't exactly fair.

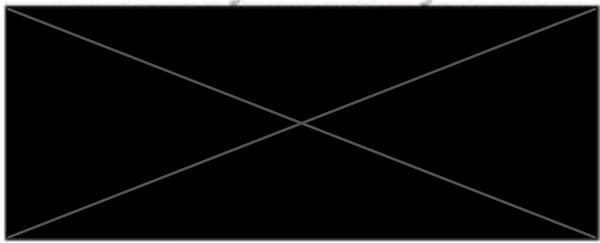
Before:



After:



## Summary of Today's Visit



### Vitals

- Wt 175.2 (lbs)
- Ht 64.5 (in)
- BP 143/82 (mm Hg)
- HR 69 (/min)
- Oxygen sat % 98 (%)
- Temp 97.9 (F)
- RR 16 (/min)
- BMI 29.61 (Index)
- Repeat BP 147/82
- Wt-kg 79.47 (kg)

### Reason For Referral:

#### Authorization No:

Reason: Depression, anxiety  
Diagnosis: F32.9 - Depression

#### Authorization Type:

#### E/M Codes:

#### Procedures:

Visits Allowed: 0  
Unit Type: V (VISIT)  
Start Date: 07/12/2023  
End Date: 07/12/2024

## [Dismissal Day Transcript:](#)

George:

Hello? Hey. Hey. What's going on?

Fabry:

What are you doing here?

George:

Just continuing on. I think there was more of a discussion to be had no sitting until proven guilty. A little discussion.

Fabry:

No, but you failed 312.

George:

Okay. Right. So I thought that we would discuss what happens next and everything. And that's what they

Fabry:

They Emailed you though, Jennifer Schrier from student services.

George:

So is that it? Is there no discussion about anything or? Well,

Fabry:

You discussed it with her.

George:

Well, she hasn't aligned anything or made an appointment with me today.

Fabry:

No, you're supposed to make the appointment.

George:

I asked her when she would be available at her best convenience and she hadn't responded.

Fabry:

Oh, okay.

George:

She said she was on vacation and wouldn't respond until Wednesday.

Fabry:

Yeah, no, there's no discussion on fair.

George:

So you...

Fabry:

Mean, I should say there's no discussion. I mean, there's no, it's black and white. There's nothing to discuss about your grade. You have to have a 75% average and you know, barely have a 60 something average.

George:

Yeah. Your exams did Growth not matter. No, no. Growth doesn't matter.

Fabry:

Not, you need more growth than

George:

That. Is there any consideration for the type of person who's behind it? I mean, I really didn't have a chance to ever pass that test. You gave me a limit of 108. There was no way to clear that bar. Right. It was impossible.

Fabry:

Right. So you two exams were

George:

So, yeah, so low. And I like to think that we discussed that. Hey, there's some issues with my learning. I'm a first generation Latino who's probably been not diagnosed with any sort of learning difficulties and I've been trying, I'd like to have a discussion because as easy as it is to say, Hey, I'm going to just fail you out and throw you away, I'm a real person. Unfortunately, I cannot, I don't have the funds again to do this. I won't be able to take any more loans on my credit. My industry is dead. Web web dev is gone for marketing. It's collapsed overnight. If this ends here, I won't be a nurse again. I won't come back to this profession. I won't have the financial ability. I'll be eaten alive by interest rates and forced to find some contract job and that's it. And if that's the case, I walk and I'm gone. Right? There's no more, the end's here for me. So that's why I'd like to least have a discussion. If I was a slouch, then short toss my ass. But I'm not a slouch. I pulled up when I needed to pull up. And maybe 70 isn't what your stats are, but there's more to a nurse than that. Have I not done well? Have you not heard good things about me in clinical? Have you not reviewed? I

Fabry:

Heard that You're doing all right. Okay. So there's, as far as I'm concerned, there's, you're not the only student that didn't make it. We have consistent rules for every student. There's two sets of rules. For three 12, you have to have at least a 75% on your three exams. If you do have a 75% on your three exams, overall your score has to be at least a 75. So your overall score was 71, and then your three exams were something like 68. So if you look at, you know, want to see black and white, that's black and white. So from my perspective, you know, cannot go on to the next session. Jennifer Schrier, who's in charge of student advisement and student services, she's the one that you need to talk to and she'll give you options. These are the things that you can do going forward. This is what you can no longer do. This is what you can do. Okay? So I'm sorry that it ended up like this, but like I said, you're not the only student that's in this position. So I can't say, oh, George tried a lot harder than the other student who failed. So I'm going to let George go. You know, can't do that, George. You have to be rules and you have to be consistent on your goals,

George:

But you're going to lose great people. I'm being very honest. I understand that. But you also have said nursing is not black and white, but here it is black and white here. So there's a lot of good work to be done in this field, especially with someone with my background. And I am not that I am not the ideal person for this type of thing where I can just hit the ground running some of the other students. I'm older. It's tougher for me. And I've tried, and like I said, there was no way to clear that bar, but you told me to clear it and I showed you improvement. And I've showed improvement every step of the way. I'm not going to argue any further, but I just really, really feel, and I do hope that you have some sense of compassion here. But this is it.

This is not me making a blanketed statement. I'm not going to just go and jump into another field. My career is done on the other side. And this one, I'm effectively trapped. I don't have the ability to fund. And I under, I've worked in the educational system for six years. I understand the requirements and the joy that schools get of having people lose their money and come back. But every single obstacle that's been put here, I've cleared it. And if I was a slouch at my clinical, then that's it. But like I said, I think that everything is always open to discussion and not everything has to be black and white. Can you really equate somebody down to numbers?

Fabry:

Yes, actually I do.

George:

So there's no consideration to the person behind the stats. Of course there

Fabry:

Is. But you can't change rules for one person. I'm going to see if they can see you now.

George:

Can I at least finish out the day with my dignity and continue? It's going to be a very ugly embarrassment and I don't really want to be discriminated like that, if that's okay. I'd like to have a little bit of my own self dignity. Think

Fabry:

You can. I really actually do not think you can, but I can ask student services. There's liability issues if something would happen, you're no longer registered in the course and something happens in the lab and it could be a problem because you're no longer registered with three 17, so you're not there anymore. So we can't just let you go out to the lab.

George:

I'm still on the course. I'm still registered. Like I said, it feels like judge jury executioner before it's even had a discussion here and it, I'm

Fabry:

Sorry. I thought you understood.

George:

I understand that, but once again, isn't this the field of nursing? How

Fabry:

Can you explain away your grades?

George:

Yeah.

Fabry:

Compared to the average student in the class.

George:

Look at me. Look at me. Looking at, I'm a first generation Latino whose English was second language. I didn't go to the best schools. I didn't do well. I didn't have any sort of aid or anything. I'm here alone. I'm not married, I don't have a family. I'm on my own unlike anyone else. And so much of here is very much asking and pushing people and everything else that everyone has support systems for. I don't. And ultimately, at one day, if there is one thing that I can defend myself, you've told me to raise the bar and maybe my bar is set at a different standard, but that doesn't make me any slower or not. If you really, like I said, this ends here, I'm not going to come into this field. And if that's totally fine with you and you're okay with that, and you're okay with just equating numbers to define someone, is that really what you want nursing to be?

And I'm sorry, this is not any sort of derogatory comment, but I'm being real. This is why I'm here to talk away. Yeah. Because more than just a set of numbers, I can do this job and there's

more skills that I can bring to the table just than hitting some gray, right? If you're worried about my NCLEX passport, that may sully some of your stats. We can discuss that and make sure that that is not going to be an issue. There's more, there's shape to this that we can discuss. It doesn't have to be black and white. Okay.

Fabry:

Let's go over and talk to Elizabeth.

George:

All right, Thank you.

Fabry:

Have you met her before?

Elizabeth:

So how can I help today?

George:

I don't know. I was asked to have an appointment here.

Fabry:

George feels as though he put in such a effort to raise his grade that he didn't think that he wasn't going on to the next session.

Elizabeth:

Okay.

George:

Yeah, I'd like to kind of, sorry if that's okay. I'd like to kind of change the characterization a little bit of that. Sure. Not that I didn't, I'm just going to

Elizabeth:

Make this quiet. This is a go off that step.

George:

Yeah. Okay. Yeah, no, I didn't not think that I wasn't going to go. I just thought that there might be a little bit of discussion further to see what's next steps to ameliorate the issue. I'd just like to put this forward here that once again, I understand school policies and I understand that things are black and white and you have stats. I also understand that in education is a business and it's probably in the best interest for somebody to fail, pay again and try. I totally

understand that. I've worked in the educational field for six years actually myself in N Y U. I get it. And likewise, I understand that this program is incredibly challenging and tough, and this odds are stacked against someone. And I don't fit in the criteria of most other students. Look at me. I'm a first generation Latino from Brooklyn. I have no support system here. My family's gone. I'm on my own. And I don't learn the same way people do. I grew up in New York. English is a second language for me. And once again, the bar was impossible to clear. You needed 108. There was no way that even number could be hit.

Elizabeth:

Okay, I'm going to stop you there for a second. You needed a 75%. You don't need 108 unless you're in a situation where you need 108, you need a 75% average. So that's that. That's unfair.

George:

No, but I'm telling you. But I mean, at the end of the day, guys, I'm different from everyone else, unfortunately. Yeah, it's true. Not everyone could be kind of put into a box of what your percentage grades are. And I've shown improvement,

Elizabeth:

George, you have. You've done really well for yourself. This doesn't take away from any of that from a characterization standpoint. Aren't the only student here that's first gen and doesn't have family here and doesn't have family support. I mean, I know one of the challenges, I think particularly for that first six weeks, it's not the entire summer for accelerated students, is everybody's trying to do their own thing and you don't have an opportunity. And I have had students come with very singular issues and say, I'm the only one. And then the next student that walks through the door, it's the same exact issue. And they're really unusual. I think you all have more in common than you think. And I know it feels like this. And this is part of the reason that I met with everybody before this semester started to just talk about how difficult this was and how you needed to be ready to go on the first day.

I also know just from conversations that, you know, were a little behind the eight ball to start weren't on top of your SS s P game. You weren't fully prepared to be in skills lab. Any delayed start. And I know there's other things that go on and I know I, I can tell you here, oftentimes students that are not successful in the first attempt, they have some other stuff going on, right? That's part of the program. The other piece with the 75% rule, this isn't a school policy. This is part of the policies that we have on file with New York State. And this is one of the rules that New York State wants programs. So like Niagara University here in Western New York, same policy. I haven't looked at IL's policy, but it's very common because that's where New York State wants things to be. They want students to be at the very least, at 75% proficiency on exams.

And that's part of the reason we have to honor that. It is policy, and I know it shows up on your UB syllabi, but it's something that we have on file with this state so that we undergo accreditation. That's a standard that we're holding our students to. It's a standard for a bachelor's degree program. You aren't going to find that an associate's degree program. And I know this program is challenging. I, it's brutal. I watch it every single year. I, I'm not going to deny that at all. But the students that enter into it choose to enter into it. But I can't change

that. I can't change that. It's super fast paced. I can't change that. If you don't have the support you need that it makes it more challenging.

George:

Would you say that maybe some of the way the information's organized and put out here in that speed is a little challenging for everyone? Is it a one size fits all that everyone has to, I don't

Elizabeth:

Think either of our programs traditional or a SS are one size fits all. And I think some students, even we have tried students that our percentages are about the same students that don't progress in the first time out. Even in that program, even though there's this notion that because it's slower, it should be easier, it's not. It's just at a slower pace with nursing. The asks from the professional, the institutions that you would be working for from the professional organizations. I mean, they've ramped up what you need to know. That's not us. That's the larger nursing organizations as a whole is that new student nurses aren't coming out of nursing school knowing what they need to know. I, so I think it's only going to get more difficult for students,

George:

Unfortunately. Have you ever spoken to the people who've done clinical with me and asked how I did? Have you spoken to any of them?

Elizabeth:

Clinical? It doesn't or it doesn't matter. And in fact, a lot of times what I find is that students that struggle with the exams really are exceptional in clinicals. That they do well with their patients, that they know what they're doing. But you have to be able to do both to progress in this program.

George:

Okay. Well I'll just have full disclosure if this is, I don't, I'm going to assume that it ends here. It I'd have to reapply and restart.

Elizabeth:

No, no. So what happens with probation? So with probation, what you're going to do is you're going to come back next summer,

George:

A year.

Elizabeth:

A year. We don't offer it. We don't offer it. Again, I mean for the A b S program, it's three semesters essentially. Summer, fall, and spring. So it won't be offered again until next summer.

And then you would repeat three 12 and three 13. And then students in this situation typically do really well. And then you would just progress forward. One of the things that I see, even when students are reluctant to see it, is that that year can be really useful to students. You can practice your NCLEX style questions. You can work as a CNA, keep your skills sharp because you've already been through some school. Generally the nurses on the floor will allow you to do other things. I see students come back and there are students over there right now doing it that are kicking ass at it. And I know it's discouraging and I know it's disappointing.

George:

I know, I understand. Unfortunately, I'm just going to also disclose this. If this ends here, I have no economic means of coming back. I'm a web developer and a marketing one. My industry is dead. It's dead overnight. There's 250,000 layoffs in the last year in tech. There's no jobs. It's done. I got no funds. I got none. And I got debt and I got scores. No, no. I look like I said I understand this is not going to change anything. Well

Elizabeth:

Certainly,

George:

But this is over for me. I'm not coming back. You are going to lose me.

Elizabeth:

And you knew that. You knew that coming in that this was the same party

George:

And I didn't also understand that I have disabilities and I'm not the same as everyone else. And once again, I'm just really hoping that there's more to this, that there is a shape that there is negotiation. There's discussion. Because once again, I wouldn't fight so hard if I knew I was done, I'm not going to come back. Would

Elizabeth:

You? I understand that. What is it that you would like to have happen?

George:

You think? Not think that I'm not the world's best tech take test taker and that I'm weak out the game. I understand that. I get it. Make an example out of me. Push me as hard as you need to push me. Make me retake the exams, make me do extra work, put it on me, and if I can pull it off, then I can pull it off. And if I can't toss me and then I deserved it. But like I said, if it's just numbers, if it's just numbers to hit, we can raise the values. I started at a 53 on my first exam and I ended up at a 70. Maybe. That doesn't seem like a lot. And maybe that's not 75, so it's not worth it. Understandable. But I was thinking that there is always a way to change things. I don't want to lose this profession.

I love web development. I love it. I also think healthcare needs it. And there is going to be a really big issue in the next five years when data collection becomes massive. And that's where I want to be in. There's so much good work that I can be done and it'll love this stuff. But if you do this now and you cut my legs off and that's what it is, you're crippling me. I can't go back. The interest rates alone on the debt that I've taken, I'm never going to pay that off in time. I'm never going to afford to do this again. My credit is shot. I'm done. There's like, I'm not coming back. You are going to lose me. I'm connected to New York Times, Harry's, all these things. I'm still there. People love me. They do. There's so much that we can work together. I look at the way you do and lay out your stuff. I used to be an instructional technologist. There's so much more than I can offer than just what is on those scores. But if those scores matter, set it up. Make me do extra homework. Make me come every week. I don't care if it sounds childish. Punish me. Make an example. Show the other kids. What happens when you don't hit your scores? And when you ask for a favor, George,

Elizabeth:

What happens is you come back a year later and I know you're telling me you can't do that, but this is, there's other students in your situation that we're not going to allow to come back. We have policies for a reason and they need to be applied across the board to all students. Okay.

George:

Can I ask one question? Are you okay? Have I told you right now? I'm never going to come back to this. I'm being really honest. Look, me as a person, as a man, not as a student, as George Leo, the person, and I'm telling you this, this is not an empty threat or some sort of begging. I'm an adult. I'm 32. I'm asking, are you okay with that? If I tell you this straight up, I'm not lying. I'm done. George, I'm Are you okay?

Elizabeth:

I'm really sorry that this is how it is. I don't get to make these decisions. Right. This is the policy that we apply across the board to everybody. And I'm sorry, it hurts you. Yeah, I am. And do I wish it was different for a lot of our students? Absolutely.

George:

Why can't we find a solution? Why does everything have to be black and white? Why can't there be anything?

Elizabeth:

So we do have policies and we have appeal options, but you don't fall into any of those

George:

Categories. Why can't I try? Isn't due process part of any thing? Sure.

Elizabeth:

So you can appeal. What you can appeal is you can appeal that you were unfairly graded. I mean, you were given the same exam as everybody else and you didn't perform. And I know that you have extenuating circumstances as do many other students in the class. Right? I mean, that's why we set up the accessibility is so that you have some support there and you're given the other things that you need. But we don't, no, we can't let you continue because you didn't pass. Alright. And the only other recourse is next summer.

George:

Alright. I guess that's goodbye and good luck. I guess that's it, right? You can say it. It's all right. Don't worry about it. I just, we're not

Elizabeth:

Doing this.

George:

No, no, I'm not fighting. I'm not fighting or anything like that. But like I said, I'm here hat in my hand. I understand. I

Elizabeth:

Understand that mean this is your option and I don't have an alternate option for you.

George:

Okay?

Elizabeth:

Okay.

George:

Can I at least finish out the day with some dignity? I really don't want to have to bear all the questions and all the unscrupulous of it. Can I just finish out the day and just go through the labs and act like nothing happened and then just leave quietly the next day? It's really embarrassing to have to be dragged out. It's a lot on a person's pride and ego.

Elizabeth:

Sure. You shouldn't have showed up here today

George:

After the, well, you didn't tell me not to.

Elizabeth:

I saw some of the email exchange that you weren't progressing or that you couldn't continue in the

George:

Program. Yeah, but I thought we could discuss a little bit, but Okay. I guess not.

Elizabeth:

Yeah, I mean, I think this is it. I think you're going to need to head home from here. I'm sorry this isn't working out the way you like Jennifer's back in tomorrow and you can certainly come and talk with her. Whether you want to do it in person or zoom.

George:

Let's do it in person. It's not

Elizabeth:

Going to change your, that's fine. It's not going to change your options.

George:

That's fine. Alright.

Elizabeth:

Okay. I'll have her contact you tomorrow to set something up.

George:

Okay. Well, I'm sorry. Yeah, well I gave it a shot in healthcare. Well, what you going to do? It was a pleasure. And you want me to just leave? That's it. I don't think there's anything else to be discussed. Do have to do any exit stuff, anything like that? No. All right. Do I have to return anything or anything like that? No. All righty. Well, it was a pleasure. Take care. Thanks

Fabry:

George.

Elizabeth:

And here's you. Are these you George?

George:

Yeah. We can at least keep the bags right. Use 'em for something.

Fabry:

Well,

George:

You can do old bean.

Fabry:

Nothing.

George:

You didn't care. I'm out.

## What do all the students that were let go have in common?

<p>NUR 317 Junior On-campus Lab Schedule          Thursday July 6<sup>th</sup>, 2023</p> <p><b>Entire ABS-Junior Class Morning Schedule 0800-1200</b>  <b>Room 134 Auditorium</b></p> <p><b>Mental Health Review 0800-1300</b>  <b>Medication Calculation Review 1300-1200</b></p>	
<b>Group A Students (28)</b> 1. Adjel-Twum, Nana-Boatema 2. Alarcon, Cathleen 3. Aldinger, Alexandra 4. Anderson, Chelsea 5. Atlas, Emily 6. Bala, Mary 7. Barnack, Frank 8. Bernstein, Heather 9. Boswell, Jennalee 10. Brace, Ashley 11. Bradley, Abigail 12. Choudhury, Zaynah 13. Clancy, Megan 14. Cudeck, Brittnay 15. Curran, Brendan 16. Dina, Elizabeth 17. Duran, Kiara 18. Figueiro, Natalia 19. Fisher, Clarke 20. Heffernan, Rachel 21. Hutchinson, Nickesia 22. Keating, William 23. Kelly, Lauren 24. Kinem, Benjamin 25. Komorowski, Chloe 26. Le, Thi Mai Hoe 27. Lema, Brenda 28. Comerford, Patrick	<b>Group B Students (29)</b> 1. Lockwood, Camille 2. McNulty, Katie 3. Miklas, Rachel 4. Navel, Rebecca 5. Obeng, Kendra 6. Oriol, Jeremy 7. Ososami, Eniola 8. Penetrante, Madison 9. Pham, Jessica 10. Potter, Nicholas 11. Power, Grace 12. Prabhakar, Pooja 13. Pendegast, Alison 14. Ramirez, Brian Garcia 15. Ramos, Enrique 16. Reeves, Breanna 17. Rizek, Amer 18. Rodriguez, Vanessa 19. Sharkey, Matthew 20. Singh, Himdeep 21. Soto, Lourdes 22. Toussaint, Jeff 23. Vogel, Lauren 24. Ward, Brooke 25. Wheeler, Jasmine 26. Ziemer, Shaynia 27. Zou, Issoumaila
Break 1200-1230	

Respiratory & Cardiac Assessment Practice  
 1000-1200  
 May 25<sup>th</sup>, 2023

HEENT/Cranial Nerves/Abdominal/Integumentary/Ostomy/Foley Assessment Practice

MORNING NURSING LAB SESSION 1000-1200

AFTERNOON NURSING LAB SESSION 1500-1700

Please remain in your assigned groups. All classrooms are in Wende Hall. Sign-in below in your correct column. No signature means that you did not attend the laboratory time scheduled.

Nursing Lab A-1	G 26 A-2	G24 B-1	W111 B-2
1. Adjel-Twum, Nana-Boatema	1. Cudeck, Brittnay	1. Lockwood, Camille	1. Ramirez, Brian Garcia
2. Ahmed, Jaunayed	2. Curran, Brendan	2. McNulty, Katie	2. Ramos, Enrique
3. Alarcon, Cathleen	3. Dina, Elizabeth	3. Miklas, Rachel	3. Reeves, Breanna
4. Aldinger, Alexandra	4. Duran, Kiara	4. Mohiuddin, Sadi	4. Rizek, Amer
5. Anderson, Chelsea	5. Figueiro, Natalia	5. Navel, Rebecca	5. Rodriguez, Vanessa
6. Atlas, Emily	6. Fisher, Clarke	6. Obeng, Kendra	6. Sharkey, Matthew
7. Bala, Mary	7. Heffernan, Rachel	7. Oriol, Jeremy	7. Singh, Himdeep
8. Barnack, Frank	8. Hutchinson, Nickesia	8. Ososami, Eniola	8. Soto, Lourdes
9. Batista, Emily	9. Keating, William	9. Pena, Sunshine	9. Toussaint, Jeff
10. Bernstein, Heather	10. Kelly, Lauren	10. Penetrante, Madison	10. Ulloa, George Cesary
11. Boswell, Jennalee	11. Kinem, Benjamin	11. Petinaud, Kimona	11. Vogel, Lauren
12. Brace, Ashley	12. Komorowski, Chloe	12. Pham, Jessica	12. Ward, Brooke
13. Bradley, Abigail	13. Laera, Nicolette	13. Potter, Nicholas	13. Wheeler, Jasmine
14. Choudhury, Zaynah	14. Le, Thi Mai Hoe	14. Power, Grace	14. Ziemer, Shaynia
15. Clancy, Megan	15. Lema, Brenda	15. Prabhakar, Pooja	15. Zou, Issoumaila
16. Comerford, Patrick		16. Pendegast, Alison	

Jaunayed Ahmed  
Emily Batista  
Zaynam Choudhury  
Brittney Cudeck  
Nicolette Laera  
Sadi Mohiuddin  
Sunshine Pena  
Kimonna Petinaud  
George Cesary Ulloa

That's for you to decide.

## Jeff Update:

The following account is secondary evidence on the current situation of Jeff. I cannot confirm or deny anything here as being 100% factual, this is just what had been told to me.

**8/2/23**

It is rumored that around lunch time Fabry and Swartz, drove to Jeff's clinical site.

Even though there had been repeated allegations about Jeff harassing female students the school, he still went to clinical. I had even heard rumors he was also being overly suggestive at clinical that even some of the staff had concerns. He still stayed.

It was told me to me that Fabry then collected all the clinical students (minus Jeff), and took them out and informed them that Jeff was no longer in the program. That she apologized, for not listening to the students concerns earlier, and for doing the dismissal was at the clinical. She said she couldn't do it at school because she feared for her safety, so they had to do it at the hospital. It was said Jeff was escorted by the police, and the students escorted to their cars.

You have wonder why now? Why at the hospital with patients. I don't know. Just like me you have to infer on your own. As they say its just what I heard.

But that's what I heard.

On Sunday 8/5/23 I went to post on my 314 discussion board and this is what I saw:

## Forum: DB #9 Social Media in Health Care

In a thread, you can view the post and information about it, such as the author and posted date. All replies appear on the same page with the parent post. [More Help](#)

[Create Thread](#)   [Grading Information](#)   [Subscribe](#)

[List View](#)   [Tree View](#)

[Display](#) - [Search](#)

<a href="#">Thread Actions</a>	<a href="#">Collect</a>							<a href="#">Page 1 of 3</a>
<input type="checkbox"/>	<a href="#">DATE</a>	THREAD	AUTHOR	STATUS	UNREAD POSTS	UNREAD REPLIES TO ME	TOTAL POSTS	
<input type="checkbox"/>	8/6/23 8:42 PM	Discussion Board #9: Social media and Healthcare	Jeff Toussaint	Published			1	
<input type="checkbox"/>	8/6/23 1:00 AM	Have no fear, flu season is here!	Kiara Duran	Published			2	
<input type="checkbox"/>	8/5/23 11:28 PM	Social media and health care	Shaynia Ziemer	Published			3	
<input type="checkbox"/>	8/5/23 11:18 PM	Social Media and Healthcare	Emily Batista	Published			1	

I guess he's still in?

## Reaching out to Nursing Leadership:

Of course, with all of these concerns and lack of response I knew that I had to escalate. If the internal nursing department was going to shut me out, I knew I had to reach out to people that would be invested to make change.

I reached out to leadership and emailed everyone on this list:

School of Nursing > About Us > Leadership

## Leadership

### Annette Wysocki, PhD, RN, FAAN, FNYAM



**Dean; Professor**

Annette Wysocki, PhD, RN, FAAN, FNYAM, is an internationally recognized researcher and administrator. Her research focus is the pathophysiology of delayed healing in chronic wounds. Wysocki is a manuscript reviewer for several peer-reviewed journals and a member of the American Association of Colleges of Nursing Research Leader Network Program Planning Committee. She was previously the director of the National Institute of Nursing Research's Division of Intramural Research and chief of the Wound Healing Laboratory at the National Institutes of Health.



### Yu-Ping Chang, PhD, RN, FGSA, FAAN, FIAAN

**Associate Dean for Research; Professor; Patricia H. and Richard E. Garman Endowed Professor**

In addition to her role as the Associate Dean for Research & Scholarship, Yu Ping Chang, PhD, RN, is an associate professor teaching courses that include Quantitative Research Methods and Data Management and Analysis with SPSS. Her areas of research include substance use and prescription medication use in older adults and caregiving and medication management for individuals with dementia.



### Suzanne Dickerson, DNS, RN

**Division Chair - Biobehavioral Health & Clinical Sciences; Professor**

Suzanne Dickerson, DNS, RN, focuses her research on patient/technology interactions. She has studied various patient populations including internal cardiac defibrillator (ICD) recipients, sleep apnea patients undergoing treatment with continuous positive airway pressure (CPAP), and cancer patients using the internet to seek help and support for sleep disturbances. Additionally, she has expertise in mixed methods phenomenology.



**Gary E. Mahon**

**Associate Dean for Administrative Services**

Gary E. Mahon has over 20 years of experience providing leadership and vision in utilizing data and technology to increase organizational productivity and capacity and served several years as chief financial officer in a vice president/deanial unit at the University at Buffalo. Mahon is well-versed in human resource administration, strategic planning and collaboration across units.



**Pamela Paplham, DNP, AOCNP, FNP-BC, FAANP, FAAN**

**Associate Dean for Clinical Programs; Clinical Professor**

Pamela Paplham, DNP, AOCNP, FNP-BC, FAANP, FAAN, is committed to the study of oncology. Her areas of interest include hematopoietic cell transplant and survivorship, cancer survivorship, telehealth and chronic graft versus host disease.

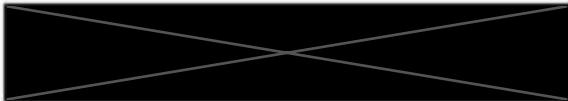


**Loralee Sessanna, PhD, RN, AHN-BC, Faith Community Nurse**

**Clinical Division Chair - Family, Community & Health Systems Sciences; Clinical Professor**

Loralee Sessanna, PhD, RN, AHN-BC, is a clinical professor for the School of Nursing. She has dedicated her life and nursing career to holistic care. Sessanna believes compassion, empathy, kindness, unconditional love, authenticity and patience and respecting and valuing the beauty of everyone's unique talents and differences reinforces the need and importance of caring for the "whole who."

This was the email I sent:



Dear Dr. Wysocki, Dr. Chang, Dr. Dickerson, Mr. Mahon, Dr. Papiham, and Dr. Sessanna

My name is George, and I am a former summer session student of the Accelerated Bachelor of Science in Nursing (ABSN) program at the University at Buffalo. On 7/5/23 I was essentially let go of the program, and in that time I have really reflected on my experience. Asking myself "what happened."

Time has made clear that the ABSN program as it stands has issues that impact students, and prevent them from succeeding.

Enclosed, you'll find a letter outlining my recent experience with the ABSN program, along with evidence that I believe may shed light on some broader challenges within the program. While I am seeking a review of my dismissal, I also hope that my observations might contribute positively to ongoing improvements.

I've taken the step of including all of you in this correspondence because I firmly believe that real and lasting change comes from transparency, understanding, and collaboration. By sharing my experience with the entire leadership team, I hope to foster an open dialogue that embraces different perspectives.

I believe in nursing, and I believe that being a great nurse requires learning to speak up.

I look forward to hearing from you soon.

Best,  
George

I attached this letter:

August 02, 2023



**Subject: Urgent Request for Reexamination of Dismissal & Discussion on Program Challenges**

Dear Dr. Wysocki, Dr. Chang, Dr. Dickerson, Mr. Mahon, Dr. Papilham, and Dr. Sessanna,

I hope this letter finds you well. My name is George Ulloa, and I am a former student of the Accelerated Bachelor of Science in Nursing (ABSN) program 2023 summer session at the University at Buffalo School of Nursing. I'm writing to you today to bring forth two interrelated issues that concern not only my academic journey, but also the broader educational environment within the ABS Program at The University at Buffalo.

Firstly, I am seeking your attention and assistance regarding an unresolved grievance with my recent dismissal from the ABS program. The situation stemmed from a decision to place me on academic probation based on a borderline grade in NSG 312. The impact of this decision extends beyond academics; it means the end of my long-cherished dream of becoming a nurse, and the cumulation of years of hard work and sacrifice, but the real pain is that of lost potential.

Despite my persistent attempts to challenge this decision through the established Academic Grievance Procedures, I was informed that a formal consultation could not take place until Fall or Spring. This effectively translates to an irreversible dismissal. Waiting a full year to then restart the program entirely, is not congruent with the more traditional concept of probation. It is with this in mind that I write this letter with a sense of urgency.

In my sincere efforts to understand and rectify the situation, I have conducted a thorough examination of the program over the past few weeks. This leads me to the second, and closely related, issue I wish to bring to your attention.

My findings suggest that certain structural and pedagogical aspects of the ABS program may inadvertently present significant barriers to student success. Some of these challenges include a lack of accommodations for diverse student needs, an excessively high workload, inconsistent teaching instruction, truncated learning due to over-abundance of information, and lack of vetting prerequisite courses such as pharmacology and physiology.

This appears particularly pronounced for students like myself - older, first-generation learners, transitioning careers, and with limited prior healthcare experience. While my intention is not to discredit the efforts made to align the course with the NCLEX requirements, it seems pertinent to evaluate whether the rapid changes might have inadvertently compromised the program's effectiveness.

Attached is a detailed PDF that encapsulates my experiences, evidence, and reflections on the above issues. My objective in sharing this is twofold: firstly, to urge a reconsideration of my dismissal; and secondly, to stimulate a conversation about potential improvements in the ABS program, so other students may not have to face the same challenges.

Despite these difficulties, my commitment to nursing and my desire to give back to my community remain unwavering. It is my hope that we can collaborate to not only resolve my personal situation, but also to strengthen the ABS program to produce the best nursing professionals possible, especially in these times when they are needed the most.

I kindly request that we arrange a meeting during the week of August 7th through 11th to discuss these matters in person. Time is of the essence to ensure that, if possible, I can rejoin the program in time for the fall semester.

Thank you for taking the time to read this letter. I am optimistic that, together, we can turn these challenges into opportunities for improvement and growth.

Sincerely,

  
\_\_\_\_\_  
George Ulloa  


**As of the time of this writing 8/8/23 I have heard nothing.**

## Listen for yourself

Now that you have read everything and even the dismissal notes I want you to listen. Reading about something is one thing, listening is another.

Black and White:



It doesn't matter:

