This course supports the assessment for Professional Nursing Role Transition. The course covers 6 competencies and represents 3 competency units.

Introduction

Overview
This course is a three-part course: preparing for the NCLEX; leadership learning experience; and professional portfolio. After graduating from a nursing program, the student must take and pass the NCLEX-RN®. This is a high-stakes licensing exam and success on the first attempt is very important. In order to prepare for the possibility of taking the long exam, students will need to practice taking longer exams; and build up stamina to sit and concentrate that long. In this course, students will create an intense study plan and pass complete an NCLEX-RN predictor exam. Students will also complete a Leadership Learning Experience (LLE) is designed to help the student learn more about the various roles of a healthcare team. The student will participate in a specified number of interdisciplinary team meetings during a clinical experience. The student may observe the various roles, but participation in the meetings will help with growth and learning. Successful completion of a written paper will satisfy this portion of the course. The professional portfolio will showcase student accomplishments, knowledge, and skills and will increase marketability as a baccalaureate-prepared nurse, and focuses on the concepts strengths, and clinical reasoning abilities that define professional nursing practice. A passing grade of the submitted portfolio will satisfy this portion of the course.

Watch the following video for an overview of the entire course and guidance on getting started:

Note: To download this video, right-click the following link and choose “Save as...”: [download video](#).

This course addresses the following 6 competencies:

- **Competency 726.10.1: Optimal Care Environment**
  The graduate integrates delineated knowledge and skills to coordinate and advocate a respectful interdisciplinary environment that promotes optimal well-being.

- **Competency 726.10.2: Manager of the Healing Environment**
  The graduate responds with appropriate flexibility and creativity to the type of unpredictable situations and events common in the healthcare environment.

- **Competency 726.10.3: The Nurse as Scientist**
  The graduate correctly interprets and applies scientific evidence when planning and providing safe, quality and culturally sensitive care for patients and families.

- **Competency 726.10.4: The Nurse as Detective**
  The graduate demonstrates clinical imagination and professional insight to detect subtle changes and deviations from expected health patterns when managing a beginning practitioner’s workload with minimal supervision.
Competency 726.10.5: Transition to Professional Practice
The graduate synthesizes the requisite knowledge and skills necessary to function as a novice baccalaureate prepared nurse.

Competency 982.1.1: Program Portfolio
The graduate exhibits artifacts that both demonstrate the graduate’s competency across all program areas as well as provide evidence of professional growth.

Course Instructor Assistance
As you prepare to demonstrate competency in this subject, remember that course instructors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course instructors are excited to hear from you and eager to work with you. You should expect to work with course instructors for the duration of your coursework, and you are encouraged to contact them as soon as you begin. Course instructors are fully committed to your success!

Preparing for Success

The information in this section is provided to detail the resources available for you to use as you complete this course.

Learning Resources
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

Learning Resources
You will use the following learning resources for this course:

- IHI Course Catalog
- Nursing Conceptual Model
- Professional Reference Questionnaire
- Hurst
- Khan Academy
- Unbound Medicine’s Nursing Central
- Illustrated Study Guide for the NCLEX-RN Exam

The Hurst Online NCLEX Review provides a comprehensive approach for preparation for the NCLEX-RN exam. Within the Hurst Online Review, you will have access to the following resources:

- Core Content Lectures: Watch the lectures in order, as they are listed, starting with the “Introduction”. The material is integrated and each lecture builds on the material in previous lectures. If you watch them out of order, you will not develop the depth of understanding required to multi-logically think. Most lectures can be watched in 50 minutes, so be sure you have allotted this amount of time. It is not recommended that
you take a break during the lectures. Although the amount of time required to complete
this review is based on your study habits and time available, we strongly encourage you
to watch all of the videos in a timely manner. We suggest that you complete all of the
core content lectures within a 2 week period.

- Student Note Pages: On the Hurst online site, you will see a PDF document across
  from each video lecture. These are your student pages. Complete your student pages
  as you view each lecture. These fill-in-the-blank student pages are your notes to study
  after you have watched all the videos. Print these pages before you watch each lecture
  and save them in a notebook for safe keeping. Some students like to write in a blue ink
  pen so that there is a contrast between the questions and the answers.

- Q Review Customizer: This 1,000 item test bank is for your practice. It is recommended
  that you use the Customizer as you study the content.

- Q Review Simulator: Once you have learned all of your materials, you are ready to take
  a Q Review test. The Q Review Simulator provides four tests that have 125 questions
  each. The tests consist of the eight “Client Needs” categories based on the
  percentages defined by the NCLEX- RN® Test Plan. Only you know when you have
  studied properly and know the core content without a doubt or hesitation. Make sure you
  study the rationales, and know the rationale behind the right and wrong answers. It is
  recommended that you achieve a score of 77/125 on each test. If you are not scoring
  close to this number, you need to study more.

Utilize the Hurst Online Review Check List for NCLEX Success to keep track of your progress.

Checklist

To access the Hurst Online Learning System, please use the link below:

Hurst

The ATI Learning System includes comprehensive resource to help you gain critical thinking
skills and a comprehensive nursing knowledge base needed to be a great nurse. Within the ATI
Learning System, you will have access to the following resources:

- Clinical Skills Modules
- Dosage Calculation and Safe Medication Administration Modules
- Pharmacology Made Easy
- Nurse Logic
- RN Review eBooks
- Practice Quizzes
- Remediation Activities, including Focused Reviews and Active Learning Templates

You can access ATI resources in two ways. First, you can access all ATI resources by clicking
on the link provided for the ATI Home Page.
ATI Learning System

Second, you can access specific ATI resources by clicking on the links provided throughout the course.

Click on the link below for more information about navigating the ATI Learning System:

ATI Plan – Student Orientation New

ATI Plan – Student Getting Started with ATI

The ATI Learning System includes additional resources to help you prepare for mastery of specific nursing concepts. Pre-assessments help you identify areas of strength and opportunities for improvement as you prepare for the Objective Assessment and NCLEX-RN exam. You must obtain a minimum score of 75% on each pre-assessment. This course contains two pre-assessments. If you do not obtain the minimum score, you must wait 72 hours before you can attempt the pre-assessment again. Pre-assessments should always be followed with remediation exercised recommended by ATI. You should plan to take the pre-assessments when recommended in the Course of Study.

For more information about the ATI remediation process, please see the link below.

ATI-Plan Getting Started with the Improve Tab

For this course, you will complete the ATI proctored exam for the Objective Assessment. Students who do not pass their proctored exam on the first attempt will be required to complete the remediation plan outlined by ATI before they can complete a second attempt.

ATI Plan Getting Started with the Test Tab

ATI RN Review Modules – eBooks

The comprehensive review books provide essential content that can assist in preparation for exams and assist with remediation. Within this resource, you can locate important information quickly, practice applying nursing knowledge to NCLEX exercises and identify areas specific to the NCLEX-RN test plan that relate to content within the course. To access this resource, you can utilize the direct link below:

ATI RN Review Modules

Unbound Medicine’s Nursing Central

Unbound Medicine’s Nursing Central is a multi-dimensional application that puts essential nursing tools conveniently at your fingertips. The application includes current evidence-based resources that are used by healthcare professionals throughout the field. Use the resources to look up diseases, drugs, lab tests, procedures, or vocabulary in the lab or clinical setting for
just-in-time learning to aid your patient care. Illustrations and videos are also available.

The application can also guide your studies and practice. Do you have topics that require a little more time and attention? Use Grasp to create your own flashcard deck or access decks shared by other learners.

You will also have access to the following content:

- *Davis’s Drug Guide*
- *Taber’s Medical Dictionary*
- *Davis’s Lab and Diagnostic Tests*
- *Diseases and Disorders*
- MEDLINE journal database
- A variety of calculators, including ones for medication dosing and IV drip rates

A link to the web-based application is provided below. It is also available for download to a mobile device.

- [Unbound Medicine’s Nursing Central](#)

**Supplemental NCLEX Study Guide**

To assist you in preparing for the NCLEX exam and to review content, the following book is available to you in e-text form. This text is supplemental and will not be linked specifically in any of the activities, but you have access to this resource in e-text form by clicking the linked title provided below:


**VitalSource E-Texts**

The following textbooks are available to you as an e-text within this course. You will be directly linked to the specific readings required within the activities that follow.


*Note: These e-texts are available to you as part of your program tuition and fees, but you may purchase hard copies at your own expense through a retailer of your choice. If you choose to do so, please use the ISBN listed to ensure that you receive the correct edition.*

**Portfolio Learning Resources**

The student project in Professional Portfolio does not require the use of specific learning
resources. However, you are encouraged to review the other courses of study in your program and review the learning resources utilized in those courses in order to support the work you will complete on the portfolio.

As you follow through the activities of this course, you will need to access and utilize Taskstream Portfolio Builder in order to submit your portfolio project for grading. The Portfolio was already created during your Professional Roles and Values course and will be accessed and completed now. You can access Portfolio Builder online at Taskstream.

**Additional Preparation**

**WGU Career and Professional Development Services**
WGU provides several resources to help you transition from student life to work life. The resume writing services will be particularly useful as part of assembling your Professional Portfolio. This site, in combination with the WGU writing center, will help make your Portfolio showcase you at your best. See the resources available at [career services](#).

**Cohorts**
Review cohort workshop events and information related to this course under the Explore Cohort Offering in the Study Plan.

**Topics and Pacing**
This pacing guide will help you with time management and planning for this course. The topics and pacing are broken into blocks of learning consistent with the topics an average student can complete in roughly a week, but variations are common depending on student needs and situations.

**Pacing Guide**
This pacing guide will help you with time management and planning for this course. The topics and pacing are broken into blocks of learning consistent with the topics an average student can complete in roughly a week, but variations are common depending on student needs and situations.

**Block of Learning 1**

- Getting Started
- NCLEX-RN Registration
- Test-Taking Strategies
- Hurst Online Review Content Lectures
  - Introduction
  - Fluid and Electrolytes, I
  - Fluid and Electrolytes II
  - Acid / Base
  - Burns
  - Oncology 1
  - Endocrine I
○ Endocrine II

• Complete 300 Hurst Q Review Practice Questions

**Block of Learning 2**

• Hurst Online Review Content Lectures
  ○ Cardiac I
  ○ Cardiac II
  ○ Psychiatric
  ○ Renal
  ○ Critical Thinking
  ○ Neurological

• Complete 300 Hurst Q Review Practice Questions

**Block of Learning 3**

• Hurst Online Review Content Lectures
  ○ Gastrointestinal I
  ○ Gastrointestinal II
  ○ Respiratory
  ○ Orthopedics

• Review Hurst Resource Documents
  ○ Infection Control
  ○ Pharmacology
  ○ Pediatrics

• Complete 300 Hurst Q Review Practice Questions

**Block of Learning 4**

• Leadership and Management
• Nursing Professional Portfolio Overview
• Practicum Information
• Complete Hurst Q Review Simulator Tests
  ○ Q Review 1
  ○ Q Review 2
  ○ Q Review 3
  ○ Q Review 4

**Block of Learning 5**

• Pre-Assessment 1
• Pre-Assessment 2
• Objective Assessment

Block of Learning 6

• Clinical Learning Experience Week 1
• Leadership Experience Paper

Block of Learning 7

• Clinical Learning Experience Week 2

Block of Learning 8

• Clinical Learning Experience Week 3
• Professional Portfolio

Block of Learning 9

• Clinical Learning Experience Week 4

Block of Learning 10

• Clinical Learning Experience Week 5

Week 1 Activities

These activities are to be completed during your first block of learning in this course.

Welcome, Learning Resources, NCLEX Preparation, Test Taking Strategies, Leadership/Management

Complete the initial activities below.

Getting Started

The following Getting Started video will provide you with detailed information regarding the structure and the requirements of this course, and it is therefore critical you review the video before proceeding to the course materials.

*Note: To download this video, right-click the following link and choose “Save as...”: download video.*

NCLEX Preparation

Once you pass your NCLEX-RN®, your state Board of Nursing will issue you a nursing license; this license is binding and requires you to thoroughly understand the scope of practice associated with your state license.
Access your state Board of Nursing website:

1. Find instructions for signing up to take the NCLEX-RN® in your state
2. Review your state Nurse Practice Act and understand issues related to scope of practice

Some sample Board of Nursing websites can be found below:

- California Board of Nursing
- Texas Board of Nursing
- Indiana Board of Nursing
- Florida Board of Nursing
- Utah Board of Nursing

In order to become licensed, you will need to pass the NCLEX-RN®. You need to begin the NCLEX Registration Process now (exception: Utah students start the process as soon as you have officially graduated).

Access the instructions for your state below:

- California Students
- Texas Students
- Indiana Students
- Florida Students
- Utah Students

The NCLEX Test Plan is a breakdown of the topic areas on the NCLEX exam. Access the link provided below for the most current NCLEX Test Plan:

- Computerized Adaptive Testing

**Test-Taking Strategies**

The final ATI exam is designed to predict probability of passing the NCLEX. Both tests are very similar in difficulty and content. However, just knowing/memorizing content will not be enough. Here are some test-taking strategy resources that can help you to prepare for passing the NCLEX exam; please review each of these.

- NCLEX Question Breakdown - Client Prioritization (6 mins)
- Taking Apart the Questions (22 mins)
- Did Not Pass NCLEX (8 mins)
- FAILED NCLEX: Top 5 Reasons Why (7 mins)
- NCLEX Critical Thinking – What to do... (6 mins)
- How the….do I answer these questions? (10 mins)
- 10 MedSurg/NCLEX Study Tips & Bonus Material (10 mins)
- NCLEX Question Strategy – Causes vs Caused (3 mins)
- Prioritization Strategy: ABCs (22 mins)
- Prioritization Strategy: Maslow (20 mins)
• **Client Before Equipment** (15 mins)
• **Nursing Process Strategy** (20 mins)

Review the ATI NurseLogic 2.0 tutorials.
Complete the following modules by following the steps below:

Review the ATI NurseLogic 2.0 tutorials.

- Knowledge and Clinical Judgement
- Nursing Concepts
- Priority Setting Framework
- Testing and Remediation

1. Click on the link below
2. Scroll to Knowledge and Clinical Judgement.
3. Click on Begin Lesson and review all content areas.
4. Complete the "Beginning Test" and "Advanced Test"
5. Repeat steps to complete the remaining modules.

ATI NurseLogic 2.0

Read of the following in Illustrated Study Guide for the NCLEX-RN Exam:

- chapter 1 ("Testing Strategies for the NCLEX-RN® Examination")

View: **NCLEX Question Breakdown - Patient Prioritization Strategy #2** (6 mins)

View: **Powerful Affirmations for Students Preparing for Exams** (3 mins)

View: **Test Anxiety** (19 mins)

Review Study Skills, Test Anxiety and Test Taking Skills in **WGU Student Success Center**

**Hurst Online Review Content Lectures**

Complete the following Hurst Core Content Lectures:

- Introduction
- Fluid and Electrolytes I
- Fluid and Electrolytes II
- Acid / Base
- Burns
- Oncology 1
- Endocrine I
- Endocrine II

Watch the lectures in order, as they are listed, starting with the “Introduction”. The material is
integrated and each lecture builds on the material in previous lectures. If you watch them out of order, you will not develop the depth of understanding required to multi-logically think. Most lectures can be watched in 50 minutes, so be sure you have allotted this amount of time. It is not recommended that you take a break during the lectures.

On the Hurst online site, you will see a PDF document across from each video lecture. These are your student pages. Complete your student pages as you view each lecture. These fill-in-the-blank student pages are your notes to study after you have watched all the videos. Print these pages before you watch each lecture and save them in a notebook for safe keeping. Some students like to write in a blue ink pen so that there is a contrast between the questions and the answers.

**Hurst Online Review Content Lectures**

**Hurst Q Review Practice Questions**

Building test-taking stamina is an essential component of NCLEX success. Within the Hurst Online Review, you have access to over 1,000 practice questions. Complete a minimum of 300 practice questions each week.

**How to Create a Hurst Quiz**

1. Log into [Hurst](#)
2. Click on the My Review tab
3. Click on the Create Quiz
4. Use the “Quiz mode”
5. Select “Pull By Content Area” and select Adult Health or Fundamentals
6. Complete 50 questions at a time

Utilize the following resources to enhance your understanding of the content:

**Endocrine System**

Read the following in Illustrated Study Guide for the NCLEX-RN Exam: chapter 13 (“Endocrine: Care of Adult, Maternity, and Pediatric Clients”)

Review the Khan Academy resources on the endocrine system: Endocrine System Diseases

Complete the NCLEX practice questions on the endocrine system from the Khan Academy:

**Endocrine System Questions 1 NCLEX-RN questions on diabetes 1**

**Week 2 Activities**

These activities are to be completed during your second block of learning in this course.

**Cardiovascular, Mental Health, Neurological and Musculoskeletal Systems**

Complete the following activities on the Cardiovascular, Mental Health, Neurological and
Musculoskeletal Systems.

**Hurst Core Content Lectures**

Complete the following Hurst Core Content Lectures:

- Cardiac I
- Cardiac II
- Psychiatric
- Renal
- Critical Thinking
- Neurological

Most lectures can be watched in 50 minutes, so be sure you have allotted this amount of time. It is not recommended that you take a break during the lectures.

On the Hurst online site, you will see a PDF document across from each video lecture. These are your student pages. Complete your student pages as you view each lecture. These fill-in-the-blank student pages are your notes to study after you have watched all the videos. Print these pages before you watch each lecture and save them in a notebook for safe keeping. Some students like to write in a blue ink pen so that there is a contrast between the questions and the answers.

**Hurst Core Content Lectures**

**Hurst Q Review Practice Questions**

Building test-taking stamina is an essential component of NCLEX success. Within the Hurst Online Review, you have access to over 1,000 practice questions. Complete a minimum of 300 practice questions each week.

**How to Create a Hurst Quiz**

1. Log into Hurst
2. Click on the My Review tab
3. Click on the Create Quiz
4. Use the “Quiz mode”
5. Select “Pull By Content Area” and select Adult Health, Pharmacology, or Psychiatric/Mental Health
6. Complete 50 questions at a time

Utilize the following resources to enhance your understanding of the content:

**Cardiovascular Review**

Read the following in *Illustrated Study Guide for the NCLEX-RN Exam*:

- chapter 14 ("Hematology: Care of Adult and Pediatric Clients")
- chapter 16 ("Vascular: Care of Adult Clients")
- chapter 17 (“Cardiac: Care of Adult, Maternity, and Pediatric Clients”)

Review the following Khan Academy resources on the cardiovascular system:

- Circulatory System Diseases
- Normal Sinus Rhythm on an EKG

Watch the following videos on Cardiac Pharmocology:

Heart Attack (Myocardial Infarct) Medications (5 mins)

Antiarrhythmics (12 mins)

Hypertension - Antihypertensive Medications (16 mins)

Cardiovascular Practice Questions

Complete the NCLEX practice questions on the cardiovascular system and Hematology from the Khan Academy:

- NCLEX-RN questions on tachycardias 1
- NCLEX-RN questions on tachycardias 2
- NCLEX-RN questions on vasculitis 1
- NCLEX-RN questions on vasculitis 2
- NCLEX-RN questions on bleeding and hemostasis quiz 1
- NCLEX-RN questions on bleeding and hemostasis quiz 2
- NCLEX-RN questions on bleeding and hemostasis quiz 3
- NCLEX-RN questions on heart-valve disease
- NCLEX-RN questions on heart-valve disease 2
- NCLEX-RN questions on abdominal aortic aneurysm 1
- NCLEX-RN questions on hypertension 1
- NCLEX-RN questions on heart failure 1
- NCLEX-RN questions on heart failure 2
- NCLEX-RN questions on heart block 1
- NCLEX-RN questions on heart block 2
- NCLEX-RN questions on shock 1
- NCLEX-RN questions on shock 2
- NCLEX-RN questions on anemia 1
- NCLEX-RN questions on anemia 2
- NCLEX-RN questions on leukemia 1
- NCLEX-RN questions on leukemia 2
- NCLEX-RN questions on iron-deficiency anemia 1
- NCLEX-RN questions on iron-deficiency anemia 2
Mental Health

Read the following in *Illustrated Study Guide for the NCLEX-RN Exam*: chapter 10 ("Psychosocial Nursing Care")

Review the Khan Academy resources on mental health: [Mental Health](#)

**Mental Health Practice Questions**

Complete the NCLEX practice questions on mental health from the Khan academy:

- NCLEX-RN questions on psychotic disorders 1
- NCLEX-RN questions on psychotic disorders 2
- NCLEX-RN questions on mood disorders 1
- NCLEX-RN questions on mood disorders 2
- NCLEX-RN questions on delirium and dementia 1
- NCLEX-RN questions on delirium and dementia 2
- NCLEX-RN questions on anxiety disorders 1
- NCLEX-RN questions on anxiety disorders 2
- NCLEX-RN questions on drug abuse and addiction 1
- NCLEX-RN questions on drug abuse and addiction 2

**Neurological and Musculoskeletal Systems**

Read the following in *Illustrated Study Guide for NCLEX*:

- chapter 20 ("Neurology: Care of Adult and Pediatric Clients")
- chapter 21 ("Musculoskeletal: Care of Adult and Pediatric Clients")

Review the Khan Academy resources on the neurological and musculoskeletal systems:

- Nervous System Diseases
- Muscular-Skeletal Diseases

**Neurological and Musculoskeletal Systems Practice Questions**

Complete the NCLEX practice questions on the neurological system and the musculoskeletal system from the Khan Academy:

- NCLEX-RN questions on stroke
- NCLEX-RN questions on stroke 1
- NCLEX-RN questions on stroke 2
- NCLEX-RN questions on Parkinson’s disease 2
- NCLEX-RN questions on multiple sclerosis 1
- NCLEX-RN questions on multiple sclerosis 2
- NCLEX-RN questions on Polio 1
- NCLEX-RN questions on Polio 2
Read the following in *Illustrated Study Guide for the NCLEX-RN Exam:* chapter 13 ("Endocrine: Care of Adult, Maternity, and Pediatric Clients")

**Week 3 Activities**

These activities are to be completed during your third block of learning in this course.

**Respiratory, Gastrointestinal/Hepatic/Renal, Maternal/Child, Immune Systems**

Complete the activities below on the Respiratory, Gastrointestinal/Hepatic/Renal, Maternal/Child, Immune Systems.

**Hurst Core Content Lectures**

Complete the following Hurst Core Content Lectures:

- Gastrointestinal I
- Gastrointestinal II
- Respiratory
- Orthopedics

Review of the following Resource Documents:

- Infection Control
- Pharmacology
- Pediatrics

Most lectures can be watched in 50 minutes, so be sure you have allotted this amount of time. It is not recommended that you take a break during the lectures.

On the Hurst online site, you will see a PDF document across from each video lecture. These are your student pages. Complete your student pages as you view each lecture. These fill-in-the-blank student pages are your notes to study after you have watched all the videos. Print these pages before you watch each lecture and save them in a notebook for safe keeping. Some students like to write in a blue ink pen so that there is a contrast between the questions and the answers.

**Hurst Core Content Lectures**

**Hurst Q Review Practice Questions**

Building test-taking stamina is an essential component of NCLEX success. Within the Hurst Online Review, you have access to over 1,000 practice questions. Complete a minimum of 300 practice questions each week.

**How to Create a Hurst Quiz**

1. **Log into Hurst**
2. Click on the My Review tab
3. Click on the Create Quiz
4. Use the “Quiz mode”
5. Select “Pull By Content Area” and select Adult Health, Pharmacology, Maternity and Newborn or Pediatrics
6. Complete 50 questions at a time

Utilize the following resources to enhance your understanding of the content:

**Respiratory System**

Read the following in *Illustrated Study Guide for the NCLEX-RN Exam*: chapter 15 ("Respiratory: Care of Adult and Pediatric Clients")

Review the Khan Academy resources on the Respiratory System: [Respiratory System Diseases](#) **Respiratory System Practice Questions**

Complete the NCLEX practice questions on the respiratory system from the Khan Academy:

- NCLEX-RN questions on pulmonary conditions
- NCLEX-RN questions on emphysema 1
- NCLEX-RN questions on emphysema 2
- NCLEX-RN questions on chronic bronchitis 1
- NCLEX-RN questions on chronic bronchitis 2
- NCLEX-RN questions on lung cancer 1
- NCLEX-RN questions on lung cancer 2
- NCLEX-RN questions on pneumonia 1
- NCLEX-RN questions on pneumonia 2
- NCLEX-RN questions on pleural effusion 1
- NCLEX-RN questions on pleural effusion 2
- NCLEX-RN questions on asthma 1
- NCLEX-RN questions on asthma 2
- NCLEX-RN questions on asthma 3
- NCLEX-RN questions on asthma 4
- NCLEX-RN questions on pneumothorax, hemothorax, and chylothorax 1
- NCLEX-RN questions on pneumothorax, hemothorax, and chylothorax 2
- NCLEX-RN questions on tuberculosis 1
- NCLEX-RN questions on tuberculosis 2

**Gastrointestinal/Hepatic/Renal Systems**

Read the following in *Illustrated Study Guide for the NCLEX-RN Exam*:

- chapter 18 ("Gastrointestinal: Care of Adult and Pediatric Clients")
- chapter 19 ("Hepatic and Biliary: Care of Adult and Pediatric Clients")
- chapter 23 ("Urinary-Renal: Care of Adult and Pediatric Clients")
Review the Khan Academy resources on the gastrointestinal, hepatic, and renal systems:

- **Gastrointestinal System Diseases**
- **Renal Physiology: Glomerular Filtration**

Watch the following Khan Academy video: Liver

**Gastrointestinal/Hepatic/Renal Systems Practice Questions**

Complete the NCLEX practice questions from the Khan Academy:

- **Gastrointestinal system questions**
  - NCLEX-RN questions on inflammatory bowel disease 1
  - NCLEX-RN questions on gastroenteritis 1
  - NCLEX-RN questions on gastroenteritis 2

- **Renal system questions**

Hepatic system questions

- **NCLEX RN questions on hepatitis 1**
- **NCLEX RN questions on hepatitis 2**
- **NCLEX RN questions on alcohol use and abuse**

**Maternal/Child**

Read the following in *Illustrated Study Guide for the NCLEX-RN Exam*:

- chapter 24 (“Maternity Nursing Care”)
- chapter 25 (“Newborn Nursing Care”)

Review the Khan Academy resources on maternal/newborn: **Reproductive System Physiology**

**Maternal/Child Practice Questions**

Complete the NCLEX practice questions on maternal/newborn from the Khan Academy:

- **NCLEX-RN questions on pregnancy 1**
- **NCLEX-RN questions pregnancy 2**
- **NCLEX-RN questions on sexually transmitted infections 1**
- **NCLEX-RN questions on sexually transmitted infections 2**

Complete the NCLEX practice questions on pediatrics from Khan Academy:

- **NCLEX-RN questions on neurodevelopment disorders 1**
- **NCLEX-RN questions on neurodevelopment disorders 2**
- **NCLEX-RN questions on acyanotic heart diseases 1**
- **NCLEX-RN questions on acyanotic heart diseases 2**
Immune System

Read the following in *Illustrated Study Guide for the NCLEX-RN Exam*:

- chapter 8 ("Immune: Care of Adult, Maternity, and Pediatric Clients")
- chapter 9 ("Cancer Concepts")

Review the Khan Academy resources on the immune system: [Immune System Physiology](#)

**Immune System Practice Questions**

Complete the NCLEX practice questions on the immune system from the Khan Academy:

- NCLEX-RN questions on celiac disease 1
- NCLEX-RN questions on celiac disease 2
- NCLEX-RN questions on arthritis 1
- NCLEX-RN questions on arthritis 2
- NCLEX-RN questions on HIV/AIDS 1

**Week 4 Activities**

These activities are to be completed during your fourth block of learning in this course.

**Leadership and Management, Nursing Practicum Information**

Complete the activities below on Leadership and Management, Nursing Practicum Information.

**Leadership and Management Review**

The Leadership and Management information is very prominent on the Comprehensive Predictor and NCLEX exams and is very important for your Leadership Learning Experience.

Read Chapters 1-5 of [ATI Leadership Management Review Module](#)

Read chapters 1-5 in the ATI Review Module by following these steps:

1. Click on the link below.
2. Scroll to Leadership and Management 7.0.
3. Read Chapters 1-5, p. 1-93 in the PDF Book.

[ATI Leadership Management Review Module](#)

Read the following in *Illustrated Study Guide for the NCLEX-RN Exam*: [chapter 4 ("Nursing Management and Ethical/Legal Concepts")](#)

[ATI Leadership Practice Test](#)
To access Pre-Assessment 1, click on the link below:

1. Click on the link below
2. Go to the “Test” tab
3. Complete the test.

RN Comprehensive Online Practice Assessment 2016 A
ATI Leadership Pre Assessment Test

To access Pre-Assessment 2, click on the link below:

1. Click on the link below
2. Go to the “Test” tab
3. Complete the test.

RN Comprehensive Online Practice Assessment 2016 B
Nursing Practicum Information

Your clinical practicum will be quite demanding; over a course of five weeks you will participate in at least 180 hours of clinical time with your preceptor. The clinical practicum usually begins by week 5 or 6 of this course and should be completed by the end of week 9 or 10.

- Review the Practicum Guidelines thoroughly. These outline the paperwork requirements, scheduling, etc. This practicum is very different from all of your previous clinicals.
- Review the Time Management video in the clinical practicum.

Hurst Q Review Simulator Tests

Q Review Simulator: Once you have learned all of your materials, you are ready to take a Q Review test. The Q Review Simulator provides four tests that have 125 questions each. The tests consist of the eight “Client Needs” categories based on the percentages defined by the NCLEX- RN® Test Plan. Only you know when you have studied properly and know the core content without a doubt or hesitation. Make sure you study the rationales, and know the rationale behind the right and wrong answers. It is recommended that you achieve a score of 77/125 on each test. If you are not scoring close to this number, you need to study more.

Hurst Q Review Simulator Tests

Once you have completed the Hurst Online NCLEX Review, Practice Questions and Q Review Tests, submit your Certificate of Completion to Taskstream.

Week 5 Activities

These activities are to be completed during your fifth block of learning in this course.
Overall Review/Practice, Portfolio Artifacts, Begin Practicum,
Comprehensive Predictor PRACTICE Assessment

Complete the activities below to review what you’ve learned and begin compiling your portfolio.

Pre-Assessment 1

Pre-assessments help you identify areas of strength and opportunities for improvement as you prepare for the Objective Assessment and NCLEX-RN exam. You must obtain a minimum score of 75% on each pre-assessment. If you do not obtain the minimum score, you must wait 72 hours before you can attempt the pre-assessment again. The optimal time-frame for taking the pre-assessment is 1 minute per question.

To access Pre-Assessment 1, click on the link below:
1) Click on the link below
2) Complete the test.
RN Comprehensive Online Practice A

Pre-assessments should always be followed with remediation exercised recommended by ATI. For more information about the ATI remediation process, please see the link below.

ATI-Plan Getting Started with the Improve Tab

Pre-Assessment 2

Pre-assessments help you identify areas of strength and opportunities for improvement as you prepare for the Objective Assessment and NCLEX-RN exam. You must obtain a minimum score of 75% on each pre-assessment. If you do not obtain the minimum score, you must wait 72 hours before you can attempt the pre-assessment again. The optimal time-frame for taking the pre-assessment is 1 minute per question. The Course Instructor will not approve you to take the Objective Assessment if your total time on the pre-assessment is greater than one minute per question OR you score less than 75%.

To access Pre-Assessment 2, click on the link below:
1) Click on the link below
2) Complete the test.
RN Comprehensive Online Practice B

Pre-assessments should always be followed with remediation exercised recommended by ATI. For more information about the ATI remediation process, please see the link below.

ATI-Plan Getting Started with the Improve Tab

Objective Assessment

Take the 180-item Comprehensive Predictor Proctored Assessment this week. This assessment closely mimics the NCLEX exam and is intended to predict your chances of success on the NCLEX. If you do not pass the assessment on your 1st attempt – reach out to your Course
Instructor for a remediation plan and create a Focused Review. This will help you prepare for your 2nd attempt. If you pass your 1st attempt the course instructor will send you a NCLEX study plan that you should start working through now until the time you take your NCLEX assessment.

Begin Practicum

The Practicum typically begins this week and lasts until approximately Week 10. Assignments will be received from your clinical coordinators and you should be in contact with them with any questions or concern.

Begin Practicum

The Practicum typically begins this week and lasts until approximately Week 10. Assignments will be received from your clinical coordinators and you should be in contact with them with any questions or concerns.

Directions for RN Comprehensive Online Practice B (the pre-assessment)

- You must notify the Course Instructor after the first attempt of Practice test B.
- The time may not exceed 1 minute per question (total time: 60 minutes)
- You must score at least 75%.
- The Course Instructor will not approve you to take the Objective Assessment if your total time on Practice test B is greater than one minute per question (total time: 60 minutes). OR you score less than 75%.
- No outside resources can be used.
- After taking Practice test B, send your score and ATI Individual Performance Profile to your Course Instructor.

If you scored at least 75% and required no more than 1 minute per question (total time: 60 minutes) on your pre-assessment (Practice test B), your Course Instructor will approve you to schedule your Objective Assessment.

If you scored less than 75% or required more than 1 minute per question (total time: 60 minutes) on your pre-assessment (Practice test B), your Course Instructor will help you prepare for a 2nd attempt at the pre-assessment.

Week 6 Activities

These activities are to be completed during your sixth week in this course.

Begin Practicum
The Practicum typically begins this week and lasts until approximately Week 10. Assignments will be received from your clinical coordinators and you should be in contact with them with any questions or concerns.

Leadership Learning Experience (LLE)

Note: The Leadership Learning Experience may be completed outside of the Role Transitions Practicum, if desired. (Examples: your hospital of employment, Critical Care clinical site, etc.)

Aristotle once wrote that the whole is more than the sum of its parts. Teams are formed in the work environment for many different purposes. Members of a team are chosen to contribute their different skills and viewpoints. For your leadership learning experience, you are expected to participate in at least three interdisciplinary teams during your clinical experience. At first this participation may be mere observation, but it is a critical part of your education as a nurse. Your work and reflections on this experience will be included in your nursing portfolio. The activities in this topic will help you create the components for your project.

Leadership Learning Experience

This Leadership Learning Experience (LLE) is designed to help you apply your competencies in a real world situation. You will choose a clinical focus (e.g., practice, policy, education, population) within which to apply your leadership and problem-solving skills. The experience requires engagement with other people within the setting to complete the LLE.

This project requires you to focus on a real-life solution for a problem that you recognize. Choose a topic that is timely, manageable, and realistic to the current healthcare environment. An external resource person (manager, clinical leader, clinical educator, policy expert, or population expert) must confirm the relevance of the selected project and your engagement in the setting as part of project completion. You should think how you, as a nurse, function in the following roles: detective, scientist, and manager of the healing environment.

Elements of the LLE Project

The documentation of your LLE is a project that will be included in your professional portfolio.

This project should show you at your best and demonstrate your leadership competence. The project will include the following steps:

- Identify the problem or issue that you want to address.
- Research what is already known about this issue.
- Develop a written proposal of a solution.
- Enhance your proposal with resources, consideration of stakeholders, an implementation plan, an evaluation plan, etc.
- Personal reflection about the project.
- Verification from a resource person (leader).
- Assemble and refine all project components.
- Submit the full project.

The following activities in this topic will help guide you to accomplish each of these steps. Your
submission may be in any format you choose (e.g., report, multimedia presentation).

Important note: HIPAA regulations and privacy requirements at your practice location mandate that any information that would be considered confidential, proprietary, or personal in nature should not be included in your project. Do not include the actual names of people, stakeholders, or other personally identifiable information, including professional functions or positions. Fictional names should be used. Any agency-specific data, including financial information, should not be included but should be addressed in a general fashion as appropriate.

Choosing Your Subject

You will develop a project within a practice setting that allows you to demonstrate and grow leadership skills.

Identify a problem area in a practice setting that aligns with organizational priorities that you specifically want to address. Your project will fall into one of the following broad areas:

Policy
Developing, explaining, or acting on policies that emanate from legislative, regulatory, and professional practice. This sphere has high visibility and high impact across a wide area.

For example:

- rule development
- high-level professional nursing organizations
- legislation or testimony related to a nursing practice
- regulations from state boards
- the process of policy development

Practice
Participating in or implementing actions within your practice environment. These have a specific, patient-centered care focus, i.e., changing practice, challenging status quo, process of policy development.

For example:

- hospital organizational procedures
- evidence based practices (EBP)
- quality indicators (QI)
- meeting Joint Commission standards
- evaluating outcomes
- ethics
- root cause analyses
- Six Sigma teams

Population
Recognizing effects and recommending processes that effect a specific population.

For example, process or policy development to address:

- a disaster response plan
- epidemic (e.g., pertussis, West Nile)
- a particular patient demographic (e.g., infant PKU screening, children with diabetes, teen pregnancy, elderly nutrition gaps)

*Education*
Creating educational outreach or products.

For example:

- poster presentation
- grand rounds
- process or policy development
- patient education
- peer education
- continuing education and professional development
- Benner’s recommendations regarding nursing education

You’ll need to decide on the limits of your project since you can’t solve all of the world’s problems at once.

Read through the following case study focused in the policy area to see how the process of choosing a subject might work. This example shows how to think through the whole process, although for now, you will only need to identify your problem situation.

- **Case Study Example: Choosing a Subject**

This example shows how to think through the whole process of choosing a subject. The situation could be approached with a policy, practice, population, or education solution. The student in this example has chosen to focus on developing policy, although he/she could have selected any of the other three areas also. Regardless of whether the choice is policy, practice, population, or education, the questions asked in the case study serve to help the student decide if it is feasible to develop a proposal to address the situation.

Now, identify a problem or issue that you seek to solve. You may need to meet with your organizational resource person to help choose a current problem or issue, as he/she will need to attest to the importance of your topic to the organization on the Professional Verification Form. Write out a mind map to show relationships and the extent of the problem you will investigate as you choose your project topic. You might include:

- What is the topic you choose?
- Why is it important to you, to nursing etc.?
Background Research

Do some serious research about the problem you’ve selected. Find and document evidence answering the following questions:

- Why is this issue important, timely, and relevant to your current situation?
- Are there articles in professional journals about this topic?
- Are there recommendations from professional organizations about this topic?

Write up your background research as a part of your project submission.

- Discuss your investigation of the problem or issue. Describe the sources of information within your organization that you investigated and provide evidence from these sources to substantiate the problem or issue (e.g. organizational assessment, national source documents, evidence from a stakeholder).
- Analyze the state of the situation using current data. Analyze those things that might be contributing to the problem or issue.
- Be sure to include all in-text citations and references in APA format.

The submission MUST include APA formatted in-text citations with a corresponding reference list for any direct quotes or paraphrasing when using sources to support ideas and elements in a paper or project. It is not necessary to list sources that were consulted if they have not been quoted or paraphrased in the text of the paper or project. Use of “personal communications” sources require specific rules. Consult APA resources for these.

No more than a combined total of 30% of a submission can be directly quoted or closely paraphrased from outside sources, even if cited correctly. Please refer to the APA Handout web link included in the APA Guidelines section for tips on using APA style.

Proposing a Solution

You will now propose a realistic and measurable solution or innovation for the problem or issue.

You will need to

- justify your proposed solution or innovation based on the results of your research investigation and analysis
- include a basic plan of how to implement your solution in your environment consider the proposed solution from the viewpoint of the manager of the healing environment
- consider the expected impacts of your proposed solution as well as possible unanticipated consequences

Work through the following case study to see what questions can be asked to help formulate a solution. In this example the student chose a Practice change solution to the situation, although
The student could have selected any of the other three areas also. The questions asked in the case study serve to help the student decide how to formulate the solution regardless of whether the choice is policy, practice, population, or education.

- **Case Study Example: Formulating a Solution**

Write up your proposed plan not only as a part of your project submission but also for review by a leader in your organization. Further activities within this course will help with some specific details that will need to be included.

**Preparation and Preceptor Appointment**

To begin, review the clinical agency’s top goals and priorities around quality, safety, accreditation and/or education. These goals will help you to understand the interdisciplinary meetings you may be attending and prepare you for the meeting with the nurse manager or unit manager. In addition, you should review content on leadership and interdisciplinary practice.

Read chapters 1-5 in the ATI Review Module by following these steps:

1) Click on the link below.
2) Scroll to Leadership and Management 7.0.
3) Read Chapters 1-5, p. 1-93 in the PDF Book.

**ATI Leadership Management Review Module**

- Unit 3: Leadership and Management in Nursing of the *Contemporary Nursing: Issues, Trends, and Management* e-text. To find Unit 3, use the left-hand navigation.

Make an appointment with your preceptor to review the information you’ve gathered. Discuss how to focus your request so you may observe or participate in interdisciplinary team meetings when you meet with the nurse manager or unit manager. These are the questions that you’ll be asking the nurse manager:

- How do nurses demonstrate leadership in organizational systems at this facility? What regular interdisciplinary team meetings occur in this unit or at the hospital level? Who should I talk to in order to arrange attending some of these meetings?
- What advice would you give me so I can accomplish my goal of observing the leadership dynamics in three different types of teams?
- How is the nursing staff involved in these meetings?

I also need to engage in the work of one of the teams. How can I participate in the activity of an interdisciplinary team?

**Nurse Manager Appointment**
Make an appointment to meet with the nurse manager or unit manager at a time soon after your sixth shift. This gives you time to establish a routine with your role transitions clinical responsibilities before you take on this project. Ask for approximately 30 minutes for the meeting. You need to be respectful of the manager’s time and other responsibilities and allow time to get the information you need for your project.

Be well prepared before the meeting so that the time is used efficiently, the conversation is organized and directed, and you have sufficient time to gather the information that you need. Remember to ask the questions that you discussed with your preceptor:

- How do nurses demonstrate leadership in organizational systems at this facility?
- What regular interdisciplinary team meetings occur in this unit or at the hospital level?
- Who should I talk to in order to arrange attending some of these meetings?
- What advice would you give me so I can accomplish my goal of observing the leadership dynamics in three different types of teams?
- How is the nursing staff involved in these meetings?
- I also need to engage in the work of one of the teams. How can I participate in the activity of an interdisciplinary team?

Request permission to attend team meetings for three or more interdisciplinary teams. Be sure to clarify whether you will be an observer or an active participant at these meetings. The interdisciplinary meetings need to have three or more participants from differing specialties (e.g., respiratory therapist, physical therapist, speech therapist, wound care nurse, PICC team nurse, physician, pharmacist, nursing assistant, patient care assistant, administrator). These meetings may or may not be related to a patient you are providing primary care for during your clinical rotation.

Check your schedule for your usual clinical duties and make arrangements to attend the selected team meetings.

**Review Team Dynamics**

During the team meetings you will be learning not only about the purposes and projects that this team is pursuing, but you'll also be observing team dynamics. Review the following e-text and websites listed below. In the course of your review, outline how you will look for these functions and team dynamics in the team meetings you attend:

- Team Builder Role of the Nurse Leader, pages 353-354 of the text by Cherry, *Contemporary Nursing*
- *Goals, Roles, Processes, and Relationships Model*
- Observing team functioning
- GRPI Model summary, pages 1-6
- *Improving Group Dynamics*
- Group dynamics resource page
- Group dynamics, processes and development

**Preparation for Team Meetings**
Team meetings often have a designated recorder or someone who will take minutes of the meeting. Although each person may take notes about their own assignments, this recorder keeps the official record of the meeting. A form that can be quickly filled in makes this process easier, keeps minutes from all meetings in a similar format, and ensures that vital information is not missed.

Create your own form that includes at least the following items:

- Name of the meeting or team
- Date
- Who is in attendance?
- Why is the meeting being held?
- What is the goal of the meeting?
- What was the outcome of this meeting (e.g., discussion, decisions, assignments)?

Reserve space on your form to make your own notes as you observe the following:

- How does the team interact (i.e., group dynamic)?
- How do the leaders function (i.e., was the leadership effective)?
- How do these meetings fit into the organizational goals?
- What role does the nurse fulfill in the meeting?

Attend your scheduled meetings for three or more interdisciplinary teams. Keep your notes from each team meeting you attend in an organized form to refer to those notes as you document your leadership learning experience.

**Week 7 Activities**

These activities are to be completed during your seventh block of learning in this course.

**Week 8 Activities**

These activities are to be completed during your eighth block of learning in this course. The activities below will help you compile your portfolio.

**Professional Portfolio Section**

Your professional portfolio includes reflective writing abstracts and project work you have completed throughout your BSRN program. The activities in this section will help you compile your abstracts and previous projects into your portfolio.

**Nursing Professional Portfolio Overview**

A professional portfolio will showcase your accomplishments, knowledge, and skills and will increase your marketability as a baccalaureate-prepared nurse. Professional portfolios may be required by current employers, prospective employers, certification bodies, scholarship committees, or applications to higher academic programs as evidence of your abilities as a baccalaureate-prepared nurse. The portfolio focuses on the concepts, strengths, and clinical reasoning abilities that define your professional nursing practice. You have developed skills and
knowledge throughout your time at WGU that support your practice as that of a baccalaureate-prepared nurse.

McCready (2007) defines a professional portfolio as: “...a visual representation of the individual, their experience, strengths, abilities and skills” (p. 144). The portfolio reflects the unique professional biography of that professional. While part of a portfolio may be a repository for certificates, transcripts, job descriptions, and resume or curriculum vitae, it should also provide evidence of the individual's personal and professional development.

Many portfolios may be traditional paper-based files or folders containing printed documents, but the use of electronic software packages for developing electronic or ‘e-portfolios’ is increasing. These reduce the volume of paperwork generated and allow for flexible access. Casey and Egan (2010) maintain that an important advantage of e-portfolios is the ability to capture real-time information, activities and learning, thus allowing the portfolio to become “a dynamic vehicle to enable one’s future career and development planning” (p. 547).

Professional portfolios may be required by current employers, prospective employers, certification bodies, scholarship committees, or applications to higher academic programs as evidence of your abilities as a baccalaureate-prepared nurse. The portfolio helps you, as a nurse, to focus on the concepts, strengths, and clinical reasoning abilities that define your professional nursing practice. Throughout your time at WGU, you have developed skills and knowledge that support your practice as that of a baccalaureate-prepared nurse. To understand the value of your portfolio, read The Use of Professional Portfolios and Profiles for Career Enhancement.

The following activities will guide you through assembling the items you will be showcasing in this electronic professional portfolio. Artifacts are coursework examples as well as abstracts, or reflective writing, about that work. Each one is an artifact from your coursework throughout your WGU studies. You should organize your portfolio around the following themes: Quality and Safety, Evidence-Based Practice, Applied Leadership, Community and Population Health.

References:


Follow the steps and suggestions provided to ensure that your portfolio is a complete and well-developed reflection of your studies as a nurse.

**Overview**

Your Professional Portfolio is a collection of your best work. The documents and artifacts verify the knowledge, skills, and competencies you’ve demonstrated in your work at WGU. The
portfolio will be arranged to include artifacts from these four areas of professional nursing practice:

- Quality and Safety Evidence-Based Practice
- Applied Leadership
- Community and Population Health

The following video explains the components of the Professional Portfolio:

Note: To download this video, right-click the following link and choose "Save as...": download video.

The following activities will guide you through each of these items and help you format the portfolio to show you at your best. You will be using the same portfolio that you created in Taskstream during your Professional Roles and Values course and adding to it with coursework you completed throughout your program.

This course is here to polish, curate and reflect on your work and ready those pieces for professional presentation. As we go through each section, remember to take time with your reflections to truly represent your best efforts and understanding. Below is the overview of the template with each section laid out for what you need to include. The remainder of the course is designed to provide greater clarity as you complete each of these elements for the portfolio.

Ensure you read all the prompts to support these portions prior to beginning your writing:

**Portfolio Framework**

- Professional Mission Statement
- Professional Summary (Suggested 3-4 pages in length)

(The format section below would be replicated for each of the four nursing areas required: Quality and Safety, Evidence-Based Practice, Applied Leadership, Community and Population Health)

- Nursing Area of Practice: (e.g. Quality and Safety)
- Personal Definition: (One paragraph definition for the meaning of the category) How did this program assist you in developing your personal definition? (One page minimum reflection, prompts below)
- Artifacts/completed projects in of support your definition throughout your program: (Identified here; Attachments as required to be included in the appendix)
- How do these artifacts/completed projects support your definition? (Brief sentence or two as to what the attachments are evidencing)
Beyond the four nursing area sections above, additional documents to be included in documentation for the portfolio:

- Resume (will be created in LinkedIn)
- Professional References (one stellar letter of recommendation from a clinical supervisor, etc., Professional Reference Questionnaire, or list of four references)
- IHI Certificate of Completion (with a brief description of importance of the IHI course to your future role as a professional nurse)

AMNH Certificate of Completion (with a brief description of the importance of the AMNH course to your future role as a professional nurse)

**Appendix**

- Documents used as evidentiary support

Please note that the additional documents to be included are not optional, but where you choose to include them in the portfolio is left to your discretion as you feel best will evidence your preparation and presentation of skills.

The Web Folio Builder is located in the Folios and Web Pages link located in the static bar below the Taskstream logo. Follow the on-screen instructions to create your portfolio.

Watch the following video for a visual guide to using Web Folio Builder:

*Note: To download this video, right-click the following link and choose "Save as...": [download video]*

**Upload Final Documents**

Upload all prepared documents to Web Folio builder.

- Attach passed Task Leadership Experience to Portfolio Appendix
- Use Taskstream directions as checklist for portfolio content

**Submit Task 1 Professional Portfolio to Taskstream**

**Week 9 Activities**

These activities are to be completed during your ninth block of learning in this course.

**NCLEX**

The activities below will help you prepare for your NCLEX exam.

**NCLEX Prep Plan**

After you pass the Comprehensive Predictor Proctored Assessment, your course instructor will provide an individualized NCLEX Prep Plan for you. Begin working on that this week and continue working on it until you take the NCLEX exam. Utah students need to start the NCLEX
Registration process as soon as you have officially graduated.

**Final Steps**

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

As you move forward through your career, feel free to utilize the resources WGU has available for you [specific to nursing](#).