Succeeding in Level II
By Christin Mathew, RN, BSN Alumna, and Peer Tutor

You have finally made it to Level 2! It might have seemed like a rough ride till now but it is probably time for you to change your view of the program. Think of it as a learning adventure instead of a constant battle. At the end of this adventure a wonderful career awaits you. When I started Level 1, I just thought of school as something to get through, but by the beginning of Level 4 I had developed a great passion not only for the nursing profession but also for the coursework.

The most important adjustment in Level 2 might be trying to get used to having two clinical rotations, having multiple exams in a week, and juggling your personal life with the academic life. I’m sure you have heard by now the academic workload gets harder each semester. These adjustments somehow get easier as you apply your own time management skills. You will figure out what works for you and learn how to manage your life a little more effectively in Level 2 thus preparing yourself for the challenges of Level 3. As far as academics go, it might be time for you to start looking at NCLEX question books and practice doing questions for each topic you learn in Adult Health I as it continues into Adult Health II in Level 3. Apart from preparing you for the NCLEX-RN test, these questions and rationales also help you boost your confidence when it comes to applying your knowledge in a clinical setting.

Christin Mathew RN, BSN Alumna, and Peer Tutor Spring 2013

I hope you all find yourselves having fun on this learning adventure. It is important to take the coursework and clinical rotations seriously, but also try to have some fun with your classmates in between! Good luck to all for Level 2 and forward! Remember, you have made it this far and you can make it to the end!

Succeeding in Foundations of Nursing Practice

Christin Mathew, RN, BSN Alumna, and Peer Tutor

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Succeeding in Foundations of Nursing Practice: An Interview with Maryann Magloire-Wilson, MSN, RN, FNP-BC

Maryann Magloire-Wilson, Faculty

“...embrace a culture of teamwork. Foundations is not a competitive sport.”

Volunteering at the New Jersey Food Bank
By Victoria Beneson, ABSN Alumna, and Community Ambassador

In July 2012 I was lucky enough to volunteer at the NJ Food Bank. As a Community Ambassador and student nurse I volunteered in the community in a myriad of ways that did not necessarily fall under the typical job description of a nurse. I had an opportunity to care for people in ways beyond mere physical health. At the NJ Food Bank we helped organize donated food and household items into dozens of different categories so packages could be distributed to families in need. Anyone, young or old, could have done the job; I felt that being a nursing student helped elevate the labor into a much more meaningful experience.

Having most of my clinical experience at University Hospital, really opened up my eyes to the everyday suffering of resident in the greater Newark community. While I was sorting through goods in the Food Bank I was just placing food and items haphazardly into bins; rather, I was thinking about my patients in the hospital. Working in the Food Bank was my way of nursing my patients to health before they got to the point where they required hospitalization. If anyone has the chance to volunteer with the NJ Food Bank, or any food bank, it is a very worthwhile experience. It took very little time to organize and very little time to work there, yet it makes a world of difference.

Victoria Beneson
BSN Alumna, Community Ambassador, Spring 2013

Skills, Health and Simulation Labs: A Critical Component to your Nursing Education. By Debra Tracey, MSN, RN, CNE

In 2012, Rutgers School of Nursing (formerly UMDNJ), skills labs receive over 2400 visits from our nursing students. Located on the 10th floor, the three laboratories include the health assessment lab, skills lab, and a simulation lab. Participation in the labs provides an important component to the learning and preparation of nursing students at all levels.

The lab provides a realistic clinical environment, specially designed to heighten students learning and provide the opportunity to simulate care in a risk-free environment. The skills lab coordinator has advanced training in simulation and has developed specific scenarios which incorporate the psychomotor and cognitive competencies learned in previous didactic courses. Students are provided the opportunity to practice hands-on skills as well as explore other skills such as critical thinking, safety, delegation, leadership, family support, communication and collaboration.

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