ALL POLICIES AND COURSE REQUIREMENTS ARE SUBJECT TO REVISION ON A SEMESTER BY SEMESTER BASIS. STUDENTS WILL BE NOTIFIED OF ANY REVISION(S) AT THE BEGINNING OF THE SEMESTER IN WHICH THE POLICY OR REQUIREMENTS IS/ARE TO BE IMPLEMENTED DURING THE FIRST MEETING OF THE APPROPRIATE NURSING CLASS.
NUR 291, Adult Health Nursing D is a fourth level course in the nursing sequence which focuses on the health care of individuals and families who have self care deficits related to cellular regulation, sexual practices and endocrine and immune function. Students will use the nursing process in a variety of healthcare settings to assist individuals, families and groups achieve optimum health. Professional Role Management content will be integrated within this course during clinical conference time. Students will examine principles and skills inherent in advanced nursing practice, case management, health care economics and leadership. Critical thinking exercise, patient care scenarios, role play and discussion will be utilized.

4 lec., 12 lab. x 7.5 weeks, 4 credits
PREREQUISITES: NUR 284 and NUR 285
CO-REQUISITE: NUR-290

COURSE LEARNING OUTCOMES

1. Provides comprehensive nursing care based on Orem’s Self- Care Model to two or more adult clients and families with deficits in the USCR Protection from Hazards related to immune function, cellular regulation, endocrine function and sexual practices.
2. Incorporates principles of growth and development within nursing care of adults and families.
3. Appraises oral and written communications to ensure professional and therapeutic results.
4. Integrates biological, psychological, sociological, cultural, spiritual, and economic factors in the provision of nursing care to adults, families and groups.
5. Evaluates professional and educational activities necessary for entrance into nursing practice.
7. Assesses technological resources and skills necessary for nursing practice.
8. Incorporates critical thinking by analyzing and evaluating information in clinical situations in relation to care of adults with deficits in the USCR Protection from Hazards related to immune function, cellular regulation, endocrine function and sexual practices.
9. Correctly calculates drug and solution medication problems in the clinical setting and passes the Level IV Pharmacological Math Computation Exam (PMCE) with a score of 100%.
10. Plans care based on the teaching and learning needs of adults, groups and families.

TEACHING/LEARNING ACTIVITIES

- Lecture
- Group Discussion
- Audio Visual Aids
- Clinical Practice:
  - Short Term Care and Community Facilities
  - Alternate Clinical Observational areas
- Computer Assisted Instruction
- Field Observation
- Case Studies
- Assigned and Self-Directed Readings
LEVEL REQUIREMENTS

Passing a Pharmacological Math Computation Exam (PMCE) with a score of 100% is a level requirement. The PMCE will be given in the first course of each level. If the student does not attain the required 100% passing grade, he/she will be provided two retake opportunities within the confines of that course. Failure to achieve 100% in the PMCE will result in an "F" for the course in which the test was administered. Calculators may be used.

COURSE REQUIREMENTS

1. Exams
   3 unit exams, each composed of 50 questions

2. Pharmacology Computation Exam
   Must receive 100% to pass

3. Nursing Care Plan(s)
   Completion of one Nursing Care Plan submitted with BCF Assessment.
   (sections 001 & 601 – 3 need NCP)
   (sections 002 & 602 – 1 need NCP)

4. One Discharge Plan.
   (refer to p. 5 for specific guidelines)

5. Process Recording
   Completion of one Process Recording.

6. Community Agency Visit Report
   To be arranged.

7. Clinical Component
   Refer to Clinical Evaluation Tool.

8. Clinical Care Conferences
   Refer to professional Role Development Module.

9. Attendance Policy
   Students are expected to attend all class and clinical sessions punctually.

EVALUATION

1. Theory Grade
   Final grade calculation as follows:
   \textbf{Sections 001 & 601}
   \begin{align*}
   3 \text{ unit exams} &= 90\% \text{ of grade} \\
   \text{Clinical papers} &= 10\% \text{ of grade}
   \end{align*}

   \textbf{Sections 002 & 602}
   \begin{align*}
   3 \text{ unit exams} &= 70\% \text{ of grade} \\
   \text{Clinical papers} &= 10\% \text{ of grade} \\
   \text{HESI (refer to HESI requirement)} &= 20\% \text{ of grade}
   \end{align*}

   Students must achieve 78% to pass course.

2. Clinical Component
   In order to pass clinical, the student must achieve "S" satisfactory in all categories of the final clinical evaluation and adhere to the policy.
GRADING SYSTEM

A = 92.5 - 100
B+ = 87.5 - 92.4
B = 82.5 - 87.4
C+ = 77.5 - 82.4
C = 72.5 - 77.4
D = 67.5 - 72.4
F = 67.4 and below

Please note: In order to pass the course you must receive a minimum of a C+

A failure in theory, clinical, or Pharmacology Math Computation Exam will result in an "F" grade for the course.

**Students in sections 002 and 602 who fail to achieve 77.5% or greater will not pass the course & will not proceed to HESI Comprehensive testing**

Students who achieve 77.5% or higher on the theory and clinical component will take the HESI Comprehensive Test as their final test in the nursing program. The HESI Conversion Score will comprise 20% of the final grade in sections 002 and 602. Students who do not achieve a 77.5% at this time will be given a grade of "Incomplete" for the course. The student will have 3 attempts to repeat the HESI Comprehensive Test to convert the grade of "Incomplete" to a passing grade.

Classroom Policies

With the exception of Test #3, test grades and test review will be provided no sooner than the next day/night of class after the test and no later than 1 week after the test. Grades will not be posted.

All cell phones and other electronic devices must be turned off and put away during ALL class time.

Please refer to Student Handbook for current Nursing Department policies on:
- Student Remediation (ASAP)
- Exam Make-ups
- Use of Social Media

REQUIRED TEXTS


Pharmacology, Nutrition and Health Assessment texts as for previous nursing courses.

Laboratory text reference and drug reference as for previous nursing courses.
GUIDELINES FOR CLINICAL ASSIGNMENTS (Rubrics on Moodle)

Clinical assignments will be part of course grade
Maximum 100 points for combined assignments and will be calculated as 10% of course grade

I. Care Plan: (50 points)
   A. Complete Basic Conditioning Factor Assessment Sheet on selected client.
   B. Select priority problem(s) from the following Universal Self-Care Requisites: Air, Water, Food, Elimination, Activity and Rest, Prevention of Hazards, Normalcy, Solitude – Social Interaction. (For 3 need NCP One Problem must address one USCR under Normalcy and/or Solitude/Social Interaction).

II. Discharge Plan (30 points)
   A. Assess patient's abilities to achieve self-care after discharge
      1. Home environment
      2. Support systems
      3. Economic and insurance resources
      4. Health state
   B. Identify needed resources
      1. Referral agencies - be specific - How does patient contact agency; name of contact person. Identify and describe the specific services provided by the agency and how it will meet the needs of the patient.
      2. Support groups - be specific - How does patient contact group; name of contact person.
         Identify and describe the type of support provided by the group and how it will meet the needs of your patient.
      3. Equipment needs
   C. Identify discharge instructions (for the following areas as applicable)
      1. Special procedures
      2. Activity modifications
      3. Dietary modifications
      4. Medication instructions (including drug name, therapeutic uses, dosage, route, frequency, and most significant side effects) explained at patient's level of understanding.
      5. Signs and symptoms to report to doctor
      6. Follow up care appointments

III. Process Recording (20 points)
UNITs OF STUDY

Unit I  Cellular Regulation/Prevention of Hazards
Unit II  Sexual practices and Immune Function/Prevention of Hazards
Unit III  Endocrine Function/ Activity-Rest and Prevention of Hazards
COURSE OUTLINE

Theoretical Content

Unit I: USCR: Prevention of Hazards
Cellular Regulation

I. Introduction and definition of hazards to cellular regulation
   A. Disease trends
      1. Major cancers
      2. Major causes of cancer deaths
   B. Prevention
      1. Promoting healthy behaviors
      2. Protection from hazards
      3. Early detection

II. The diagnosis of cancer as a threat to meeting self-care requisites
   A. Physical effects of neoplasm on the individual
      1. Assessment of signs and symptoms
      2. Diagnostic procedures to confirm diagnosis
      3. Grading of tumor
      4. Staging of disease
      5. Process of metastasis
   B. Developmental Self-Care Requisites affected by diagnosis
      1. Reaction to diagnosis
      2. Decision-making dilemmas
      3. Modification of self-concept
      4. Life-style changes and surviving cancer
      5. Confrontation with issues of mortality

III. Role of the nurse in partially-compensatory, wholly-compensatory and supportive/educative systems related to the treatment of cancer
   A. Standard treatment
      1. Surgical interventions
      2. Radiotherapy
      3. Chemotherapy
      4. Immunotherapy
   B. Clinical trials
   C. Alternative therapies
   D. Anticipating and preventing side effects and complications
      1. Cancer emergencies
   E. Relief of pain
   F. Referral to resources
   G. Care of the dying

Teaching/Learning Activities

Textbook readings:
Brunner & Suddarth, Chapter 16.

Refer to Brunner for readings on the specific cancers to be covered.

Refer to appropriate chapters in nutrition book.
Theoretical Content

IV. Nursing diagnoses that reflect altered Universal Self-Care Requisites
   A. Air
   B. Water and food
   C. Elimination
   D. Activity and rest
   E. Normalcy
   F. Protection from hazards

V. Nursing role in the management of care of individuals with selected cancers
   A. Leukemia
   B. Breast cancer
   C. Lung cancer
   D. Prostate Cancer

Unit II: USCR: Prevention of Hazards
   Sexual Practices and Immune Function

I. Immune function
   A. Introduction and overview of the immune system in preventing hazards to well-being.
      1. Specialized cells
      2. Humoral immunity
      3. Cell-mediated immunity
      4. Immune response
      5. Types of immunity
      6. Hypersensitivity & Allergic reactions
   B. The diagnosis of impaired immune response as a threat to meeting Universal Self Care Requisites
      1. History and physical assessment
         a. Health state/perception and self-care practices
         b. Nutrition
         c. Activity and rest
         d. Role relationships and sexuality
      2. Selected diagnostic tests
      3. Nursing diagnoses

Teaching/Learning Activities

Periodical:


Brunner & Suddarth. Chapter 50, Hypersensitivity & Allergic reactions Chap.53
Chapter 63, Lupus and Systemic Sclerosis, pp. 1909-1913.

Refer to appropriate chapters in nutrition text.

Brunner & Suddath. HIV, Chapter 52.
<table>
<thead>
<tr>
<th>Theoretical Content</th>
<th>Teaching/Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Sexual practices</td>
<td></td>
</tr>
<tr>
<td>A. Overview of selected Sexually Transmitted Diseases which pose hazards to well-being</td>
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<tr>
<td>1. Chlamydia</td>
<td>Sexually Transmitted Infections Brunner &amp; Suddarth</td>
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<tr>
<td>2. Gonorrhea</td>
<td>Brunner &amp; Suddarth. HIV, Chapter 52.</td>
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<tr>
<td>3. Syphilis</td>
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<td>4. Hepatitis B</td>
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<td>5. Genital Warts</td>
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<td>6. Herpes Simplex Virus</td>
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<tr>
<td>B. Assessment of individuals with Sexually Transmitted Diseases</td>
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<tr>
<td>1. Clinical manifestations</td>
<td></td>
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<tr>
<td>2. Diagnostic studies</td>
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<td>3. Effect on developmental Self-care Requisites</td>
<td></td>
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<tr>
<td>C. Nursing diagnosis that reflect altered Universal Self-Care Requisites</td>
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<tr>
<td>D. Nurse’s role in the management of individuals with Sexually Transmitted Diseases</td>
<td></td>
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<tr>
<td>1. Health promotion and maintenance</td>
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<td>2. Disease prevention</td>
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<td>3. Psychosocial support</td>
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<tr>
<td>4. Patient/family/public education</td>
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<tr>
<td>a. Sexual practices</td>
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<td>b. Hygienic measures</td>
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<tr>
<td>c. Compliance and follow-up</td>
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</table>

CAI: Care of STD’s
Theoretical Content

Unit III: Activity & Rest/Prevention of Hazards
Endocrine Function

I. Introduction and definition of problems of activity and rest related to endocrine disorders
   A. Endocrine glands
      1. Anterior and posterior pituitary
      2. Thyroid
      3. Parathyroid
      4. Adrenal Medulla/Cortex
      5. Gonads
   B. Hormonal actions
      1. ACTH, TSH, prolactin, FSH and LH, growth hormone, ADH, oxytocin
      2. T<sub>3</sub> and T<sub>4</sub>
      3. Parathyroid hormone
      4. Epinephrine and norepinephrine cortisol, aldosterone, adrenal sex steroids
      5. Estrogen, progesterone, testosterone

II. Assessment of the Endocrine system
   A. History and physical assessment
   B. Selected diagnostic tests and related nursing responsibilities
   C. Developmental Self-Care Requisites affected by endocrine dysfunctions
      1. Threats to normalcy
         a. Sexual function/identity
         b. Body image
         c. Life style changes
         d. Role functions

III. Nursing diagnosis that reflect altered Universal Self-Care Requisites related to endocrine disorders
   A. Air
   B. Water and food
   C. Elimination
   D. Activity and rest
   E. Normalcy
   F. Protection from hazards

Teaching/Learning Activities

Brunner & Suddarth. Chapter 42
And content in Chapter 46 on Menopause

Periodicals

Article on Hormone Therapy in AJN, June 2011
Theoretical Content

IV. Nursing role in the management of individuals with selected endocrine disorders
A. Overview of selected endocrine disorders
   1. Pituitary: prolactin excess, diabetes insipidus, Syndrome of Inappropriate Antidiuretic hormone Secretion (SIADH)
   2. Thyroid: Graves disease, hypothyroidism
   3. Parathyroid: hypo- and hyperparathyroidism
   4. Adrenal: Addison's disease, Cushings Syndrome, primary aldosteronism, pheochromocytoma
   5. Menopause
B. Health promotion and maintenance
   1. Stress management techniques
   2. Patient education/health screening
C. Prevention of endocrine complications
   1. Patient education
   2. Safe administration of glucocorticoids

Teaching/Learning Activities

CAI: Endocrine Adult Health Concepts & Skills
Mary Kelley – SIADH
Jan Schneider – Hypothyroidism

Periodicals
Unit I: Cellular Regulation/Prevention of Hazards

Periodicals


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Websites:

National Cancer Institute:
  http://www.nci.nih.gov/
  http://rex.nci.nih.gov

National Institutes of Health:
  http://www.nih.gov/

Oncology Data Base/University of Pennsylvania
  (ONCOLINK)  http://cancer.med.upenn.edu/aboutoncolink.html

National Guideline Clearinghouse
  (Allows healthcare providers to search clinical practice guidelines)
  www.guideline.gov

New Guidelines for CAM and Cancer Patients
  www.mdanderson.org/CIMER

American Cancer society
  http://www.cancer.org

Unit II: Sexual Practices and Immune Function (Prevention of Hazards)

Periodicals: STDs


Web Sites - STDs

Center for Disease Control and Prevention
  http://www.cdc.gov/

AIDS Pathfinder
Periodicals: Lupus and Scleroderma


Internet sites for Lupus and Scleroderma

National Institute for Arthritis and Musculo-Skeletal Diseases (NIH)
http://www.nih.gov/niams
http://www.nih.gov/niams/healthinfo/lupus

Lupus Foundation of America
http://internet-plaza.net/lupus

Scleroderma Foundation
http://www.scleroderma.org

Scleroderma-Virginia Mason Medical Center
http://www.vmmc.org/scleroderma

Autoimmune Diseases and Lupus Website: Our circle of Friends
http://hometown.aol.com/mycircle/index.htm

Unit III: Endocrine Function/Activity/Rest and Prevention of Hazards

Adrenal Disorders:


Menopause

Pituitary Disorders

Thyroid Disorders:


Web Sites:
Endocrine Files
http://www.geocities.com/hotsprings/endocrine.html
http://www.endocrine web.com
PROFESSIONAL ROLE DEVELOPMENT MODULE
CLINICAL CONFERENCE OBJECTIVES

The student will be able to:

1. Identify attributes and demonstrate necessary behaviors for professional practice and successful role transition.
2. Describe key principles of effective leadership and management.
3. Utilize strategies for implementing successful leadership and management.
4. Utilize principles of delegation.
5. Propose strategies for dealing with ethical and work related challenges.
6. Recognize the changes occurring in the delivery of health care and their effect on client outcomes and on nursing.
7. Identify nursing responsibilities and complications related to central venous devices.
8. Describe successful job seeking strategies.
9. Identify means of transmission, protective measures, and nursing care for common bioterrorism pathogens.
10. Evaluate the needs of clients during end-of-life care.

ROLE MANAGEMENT CLINICAL CONFERENCE REQUIREMENTS

1. Punctual and regular attendance is required. Professional Role absence is considered a clinical absence.
2. Students are expected to actively participate in scheduled weekly clinical conferences during their Level IV nursing experience. Students’ contributions during conferences will be tracked to establish participation.
3. Students will research a current nursing/health issue and participate in a presentation on that topic once in the semester. (See guidelines page 16.)
4. Students are required to attend two continuing education programs (minimum length of 3-4hrs.) or one 6 to 8-hour program. Students must furnish proof of completion of the continuing education program attendance by the end of the semester. CPR, EMT certification credits and online programs are not acceptable for this continuing education requirement.
5. Students are expected to meet all clinical conference objectives.
6. Final evaluation of student participation in clinical conferences is an evaluation component appearing on the Clinical Performance Evaluation Tool (Category E2).
7. Students will complete a minimum of 300 NCLEX Review questions throughout the semester. Ongoing documentation of question completion should be presented to instructor. One-half of the requirement should be completed by mid-semester.
GUIDELINES FOR ORAL PRESENTATIONS

1. Students will be assigned to work in groups of two or more.

2. Students will review readings from Nursing Spectrum, American Nurse, N.J. Nurse and/or appropriate nursing journals for topics relating to current issues and trends affecting nursing practice, client outcomes and/or the health care delivery system.

3. Each member of the class will be expected to participate in each class discussion.

4. Each student has the ability to gain five extra points on **ONE** unit test if all criteria are met satisfactorily.*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum Points Gained</th>
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<tbody>
<tr>
<td>(1) Each student will submit a separate outline with bibliography at least one week prior to presentation. Bibliography to include text, plus at least 2 other hard-copy references (non-internet)</td>
<td>1</td>
</tr>
<tr>
<td>(2) Maximum of 40 minutes for each group presentation.</td>
<td>1</td>
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<tr>
<td>(3) Each student will participate equally in oral presentation.</td>
<td>1</td>
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<tr>
<td>(4) The group generates active class involvement i.e. game, role playing, case studies.</td>
<td>2</td>
</tr>
</tbody>
</table>

* Student may designate points earned to be used in either NUR 290 or NUR 291. Student must indicate preference of designation to instructor by Test #3 in first rotation. If student does not indicate preference, points will be applied to the grade in rotation where presentation is given.
### Unit I: Bioterrorism

#### I. Introduction
A. Definition
   1. Classification of agents
B. Reporting
C. Decontamination and personnel protection

#### II. Anthrax
A. Organism and transmission
B. Post exposure prophylaxis
   1. CDC guidelines
C. Types of anthrax infection: clinical presentation and treatment
   1. GI anthrax
   2. Cutaneous anthrax
   3. Inhalation anthrax

#### III. Smallpox
A. History
B. Organism and transmission
C. Clinical presentation:
   1. Smallpox vs. chicken pox
   2. Progression of lesions
D. Treatment and care
   1. Isolation and quarantine
   2. Supportive care
E. Vaccination
   1. CDC recommendations
   2. Vaccine
      a. contraindications
      b. technique, patient teaching, post vaccination care
      c. normal vaccination response
   3. Adverse reactions and complications of vaccination

### Teaching/Learning Activities

<table>
<thead>
<tr>
<th>Periodicals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karber, Sharon and Fasano, Nancy. “What You Need to Know About the Smallpox Vaccine,” Nursing 2003, June, pp. 36-42.</td>
</tr>
</tbody>
</table>
Theoretical Content

Unit II: Managing Central Venous Access Devices (CVAD’s)

I. General Facts
   A. Indications for use
   B. Anatomical placement
   C. Types of devices
      1. Non-tunneled catheter – TLC, PICC
      2. Tunneled catheters – Hideman, Broviac, Groshong
      3. Implanted ports

II. Nursing Management
   A. Preventing infection – site care
   B. Blood sampling through CVAD’s
   C. Maintaining patency – flushing Procedures
   D. Accessing implanted ports
      1. Use of non-coring needle
   E. Managing and preventing Complications

Unit III: End of Life Care

I. The Dying Person’s Bill of Rights

II. Managing Self-Care Requisites
   A. Physical
   B. Psychological
   C. Social
   D. Spiritual

Class Discussion

Virani, Rose and Sofer, Dalia. “Improving the Quality of End of Life Care,” AJN, May 2003, pp. 52-63.

Unit IV: Job Skills

I. Selecting an Employer

II. Resume Writing

Handouts

Catalano, Chapter 238-249.

III. The Interview

IV. Post Interview

V. NCLEX & HESI
   A. How NCLEX works
   B. Tips for success

Catalano, Chapter 10

www.ncsbn.org
Handouts
### Theoretical Content

**Unit V, VI, VII: Student Presentations - Topics to include but not limited to the following**

1. Minimizing Malpractice
2. Assessing Own Attitudes About Cultural Diversity
3. The Healthcare Delivery System  
   - Uninsured population  
   - Medicaid  
   - Medicare
4. The Politically Active Nurse
5. Ethics in Nursing
6. Reality Shock in the Workplace
7. Nursing Informatics
8. Bioethical Issues
9. Communication
10. Delegation & Supervision
11. Collective Bargaining & Governance
12. Spirituality
13. Alternative and Complimentary Practices

### Teaching/Learning Activities

Organize student presentations as per outline.
Information Session

Fees (approximate; subject to change):

Nursing Pin: approximately $40 - $300 ish depending on what you order

Cap & Gown cost: no fee

Graduation: You should have received a letter regarding graduation in February. You can review a copy of the letter in office A-115.

State Board of Nursing:

  Application fee (nonrefundable): $75
  License fee: $120
  Surcharge fee (nonrefundable): $5

  $200 in one check or money order

Testing service fee: $200

  Change test date fee $50

Criminal Background Check: $22.55

Fingerprints Sagem Morpho: $75

State Board Examination Info:

National Council of State Boards of Nursing (NCSBN):

  Overview https://www.ncsbn.org/nclex.htm:
  Candidate Bulletin: http://www.ncsbn.org/ then click on the link: NCLEX Exam; then under “Key NCLEX Resources” click on Candidate Bulletin (the link will take you to another page, there are 2 versions, review the larger version first). There is other “Important Information” at the bottom of that page … review ALL links. The Bergen Community College Code is: 18449

State Board of Nursing (BON): http://www.njconsumeraffairs.gov/nursing/. To apply to the BON type in http://www.njconsumeraffairs.gov/nursing/nur_applications.htm in your browser. You can either apply online or use the printed version of the application.

Pearson VUE [Testing Center(s)]: http://www.vue.com/nclex/ The candidate bulletin is also available on this site. Tutorial available on this website.

You may also access the NCLEX test plan at: https://www.ncsbn.org/1287.htm

  Everything you NEED to know is in the Candidate Bulletin, “Information for Professional Nurse Licensure by Examination Application Process” document, and on the Pearson Testing Center website.

Process you need to know from this point on:

1. You will need to access the NCSBN and BON site and review and/or print-out the Candidate Bulletin (https://www.ncsbn.org/1213.htm).

2. You should apply to the BON in September/January (as appropriate). Once your application is processed you will receive further information about fingerprinting (https://www.bioapplicant.com/nj/) and the ATT number. You will NOT be able to fingerprint until you receive notification from the BON stating that you are eligible to do so. You will NOT be able to register for the exam until you get your ATT number; you will NOT receive an ATT number until #3 (see below) occurs.
3. Once you have successfully completed the program, a “Program Completion Confirmation Letter” will be mailed to the BON.

PLEASE READ the information cited in the Candidate Bulletin regarding THE DAY OF THE EXAMINATION. You DO NOT want to be unprepared!