DAKOTA NURSING PROGRAM

Bismarck State College • Dakota College at Bottineau • Lake Region State College • Williston State College

NURS 237 Syllabus - Spring 2020

COURSE: NURS 237 Clinical Applications II

CREDIT HOURS:
5 Semester hours (240 lab/clinical hours)
192 hours in clinical (40 of these hours are on preceptorship)
48 hours in lab
1 credit of lab/clinical = 3 contact hours

COURSE DESCRIPTION:
Prioritize safe, effective, and culturally competent client care in acute and community settings during this clinical and simulation lab course. Clients with complex alterations in health and psychosocial issues are managed with a spirit of inquiry and collaboration to make evidence based clinical judgments. Quality improvement practices related to national safety goals are examined. Students will be challenged with a precepted activity during the latter part of this course.

MEETING TIME:
Clinical: Tuesday, Thursday, Friday, and/or Saturday. Please see individualized site calendars for your clinical assignments.

Lab: As scheduled on Monday or Wednesdays per local campus

INSTRUCTORS:
Anna Anderson, MSN, RN, CNE
Assistant Professor of Nursing
Bismarck State College
Health Sciences Building
1133 College Dr.
Bismarck, ND 58501
Office Hours: email or call for an appointment
Office (701) 224-2476
anna.anderson@ndus.edu

See local site schedules for the nursing director and clinical instructors at your location.

PREREQUISITE:
NURS 224, Professional Role Development
NURS 225, Alterations in Health I
NURS 226, Maternal Child Nursing
NURS 227, Clinical Applications I

COREQUISITES:
NURS 228, Alterations in Health II
NURS 229, Health Promotion and Psychosocial Nursing
NURS 259, Role Transitions

REQUIRED TEXTBOOKS:
1. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and Virtual Review for RN students.
2. Doenges, M. (2016). *Nurses pocket guide diagnoses, prioritized interventions and rationales*. (14th ed.). Philadelphia: F. A. Davis.
3. Horntvedt, T. (2015). *Calculating dosages safely: A dimensional analysis approach.* (1st ed.). Philadelphia: F. A. Davis.
4. LaCharity, L., Kumagai, C., & Bartz, B. (2018). *Prioritization, delegation, & assignment.* (4th ed.). St. Louis: Mosby/Elsevier.

5. Lewis, S. L., Dirksen, S., Heitkemper, M., & Bucher, L. (2017). *Medical-surgical nursing: Assessment and management of clinical problems.* (10th ed.). St. Louis: Mosby/Elsevier. Text and/or eBook

6. McKinney, E., James, S., Murray, S., Nelson, K., Ashwill, J. (2017). *Maternal-child nursing.* (5th ed.). St. Louis: Saunders/Elsevier. Text and/or eBook

7. Silvestri, L. A. (2017). *Saunders comprehensive review for the NCLEX-RN.* (7th ed.). St. Louis: Saunders/Elsevier.

8. Internal ADN: Skyscape Nursing Constellation package. *(Includes Davis Drug Guide, Skyscape Labs, and RN Notes).*

9. Advanced Standing ADN: Ucentral by Unbound Medicine. (2019). *(Includes Davis Drug Guide and Davis Lab Guide)*

*Students must have reliable high-speed internet which is required to access online books and resources.

STUDENT LEARNING OUTCOMES (With Related Learning Activities and Evaluation):

NURS 237: Clinical Applications II			
Program Student Learner Outcomes (SLOs)	**NURS 237 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
TEAMWORK AND COMMUNICATION: Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	1. Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	• ATI resources and exams • Preceptorship • Create and present trauma presentation • Clinical/Simulation performance and paperwork • Interdisciplinary Communication • Collaborative Simulation	• Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork
PROFESSIONALISM AND LEADERSHIP: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.	2. Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks. 3. Value personal integrity, professional behaviors, professional boundaries and lifelong learning.	• Leadership Clinical • Preceptorship • Dosage calculation exams • ATI resources and exams • Clinical/Simulation performance and paperwork • Professional Values • Ethical/Legal Issues • Management of Care • Role of an RN	• Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork • Conference assignment
CLIENT-CENTERED CARE: Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	4. Manage care and accept accountability in assigning nursing tasks/activities to achieve patient care goals. 5. Analyze the nursing process in caring for clients while providing culturally sensitive care. 6. Provide culturally competent care and advocate for clients while promoting their	• Dosage calculation exams • ATI resources and exams • Preceptorship • Clinical/Simulation performance and paperwork • Therapeutic Communication • Caring • ADLs • Assessment • Client Education • Disability modules	• Dosage calculation exams • Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork

		self-determination and integrity.	
EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.	7. Value evidence in determining rationale for one's prioritization of nursing judgment across the lifespan 8. Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.	• Dosage calculation exams • ATI resources and exams • Preceptorship • Create and present trauma presentations • Clinical/Simulation performance and paperwork • Clinical reasoning • Prioritization – LaCharity	• Dosage calculation exams • Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork
QUALITY IMPROVEMENT AND SAFETY: Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.	9. Appraise quality improvement methods used to develop or revise the policies/procedures used to maintain client safety. 10. Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.	• QI Project • Dosage calculation exams • ATI resources and exams • Preceptorship • Create and present trauma presentation • Clinical/Simulation performance and paperwork • Client satisfaction • Safety	• QI Project • Dosage calculation exams • Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork
INFORMATICS: Integrate current technology to support decision-making and manage information in the delivery of client care.	11. Integrate current technology to support decision-making and manage information in the delivery of client care.	• Preceptorship • QI Project • Create and present trauma presentation • Clinical/Simulation performance and paperwork • Documentation/Confidentiality • Technology – safety equipment	• Clinical performance evaluation • Patient assessment documentation • Concept map • Simulation lab performance • Group and individual presentations • Preceptorship paperwork • QI Project

GRADE BREAKDOWN:

40% - Clinical/Simulation Behavior/Performance
40% - Clinical/Simulation Written Work
20% - Trauma Presentations, QI Project, Conference, Health Fair, ATI Real Life, Math quizzes/exams

GRADING POLICY:
The following grading scale is used:

92.0   -   100.00 = A
84.0   -   91.99   = B
76.0   -   83.99   = C
68.0   -   75.99   = D
Below 68   = F

There will be no rounding up of grades during the semester.
There is no extra credit offered.

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Exam Remediation *(2019-2020 DNP Student Handbook, p. 34-35):*
<u>Math Remediation Policy</u>

A. **Proctored Quizzes**
   a. The purpose of the proctored math quizzes is to prepare the student to successfully complete math exams.
   b. If a math quiz score is less than 90%, students will remediate.
      i. Students have <u>two</u> proctored remediation attempts to score 90% or greater on quizzes.
      ii. Proctored remediation needs to be successfully completed one week from the proctored quiz date.
      iii. After the second unsatisfactory proctored remediation (<90%) the student meets with faculty and an unsafe occurrence form may be initiated along with a program improvement plan if the student is not showing initiative and effort in the remediation process.
      iv. Student may be required to make appointment with a math tutor.
   c. If a student's score is at a very low level (60% or below) on a quiz, **the student** is responsible to contact a lab instructor to set up a meeting for individual directions on following the remediation process as outlined above.

B. **Exams**
   a. The purpose of the math exams is for the student to show competence in the math aspect of medication administration as a part of safe nursing practice.
   b. If a math exam score is less than 90%, students will remediate.
      i. Students have <u>two</u> proctored remediation attempts to score 90% or greater on exams.
      ii. Remediation needs to be successfully completed one week from the proctored exam date.
      iii. If the student fails to pass the first remediation attempt, an unsafe occurrence along with a program improvement plan will be initiated.
      iv. If the student fails to pass a math competency exam after three attempts (original exam and two remediation attempts), or does not adhere to the remediation process, failure of the clinical course may result.
      v. The score of the original exam will be the documented gradebook score.

GRADING:
Course and clinical grades are based on a variety of activities and assignments designated by the faculty. The criteria by which grades for each theory and clinical course are determined are included in course syllabi distributed to students. Students have access to and should review the learning management system grading calculation method.

Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If an assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date to assure timely submission.

Please see your Dakota Nursing Student handbook for grading policies in addition to the policies listed below.

Grades: Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be a failed grade. Any time a student has unsatisfactory averages, he/she should contact the instructor for guidance.

Clinical Grades: Grades are awarded in clinical courses based on the student's ability to apply knowledge and skill to client care, to meet the clinical objectives for the course, and to give safe, reliable nursing care. The clinical instructor

evaluates student performance after every clinical experience. Periodic written evaluations on student progress will be individually reviewed and signed by each student during student evaluation sessions. Responsible members of the health team may also contribute their observations of students' performance to be added to the evaluation of students.

Active Learning: In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

Assignments/Quizzes/Clinical Paperwork: All assignments must be completed and submitted on time in the manner specified by the faculty. Students may fail the course if all assignments are not completed. Late/makeup work will not be accepted (student will receive a 0%) unless previously arranged with the instructor.

Guidelines for Lab Simulation: Simulation in lab is used to demonstrate and exemplify real life experiences in an interactive environment led by a facilitator that encourages critical thinking, reflection and feedback regarding the learner's performance (NCSBN.org). Simulation in lab is intended to be a safe learning environment accompanied with constructive feedback from debriefing that the learner can take and improve upon each week. Lab simulation will incorporate learning scenarios that complement theory courses and allow for concurrent learning. Requirements for students to participate in simulation and receive a pass each week includes a completed ticket to simulation form and a positive attitude. If the student comes unprepared, they will receive a fail for the simulation. For remediation the student will need to complete the ticket to simulation, make up the simulation with assigned faculty, and complete a simulation analysis. The student will receive a conference form for the first failed simulation, an unsafe occurrence for the second and an unsafe occurrence for the third failed simulation with potential dismissal from the nursing program.

Guidelines for 2:1 Clinical Simulation: Clinical simulation allows the student to incorporate past learning experiences in a simulation environment that evaluates their performance in proving competency in learning outcomes. Students will receive a clinical performance grade as well as complete the required paperwork as assigned in the clinical simulation guidelines. The Dakota Nursing Program may use one hour of simulation to replace up to two hours of traditional clinical time to meet the learning outcomes located in the clinical course syllabus. The program director at each campus will approve how learning outcomes will be met through clinical and/or simulation.

Exams: Students will notify the program nursing director/site faculty AND the lead course instructor 1 hour prior to missing the scheduled exam for the day and schedule a time to makeup that exam. Failure to notify these individuals may result in a conference with faculty recommendations for improvement. Missing more than one exam in the nursing courses in one semester as detailed in the attendance area of your handbook will result in an unsafe occurrence report with a performance improvement plan. All exams must be made up within 24 hours of the academic week. Extenuating circumstances will be considered and subsequent actions decided by the nursing program director. Situations where students miss an exam need to be backed up with written documentation by a healthcare provider or other published documentation. It is the student's responsibility to contact the nursing program nursing director to arrange a makeup exam. "Notification" means that the student sends an email with the appropriate information or speaks directly to the nursing instructor AND program director per telephone or in person prior to one hour before the exam is scheduled.

Records of Grades: The faculty strongly endorses the idea that each student is responsible for knowing his/her own academic status based on grades from learning activities. Grades are recorded in the Blackboard Grade Center. All gradebook questions must be addressed by the student to the lead instructor at midterm and then again during the week before finals. There will be no changes accepted to the gradebook regarding absent or late/missed assignments or late/missed exams during finals week. It is the student's responsibility to know what their grades are and contact the instructors or their Nursing Program Director for a plan to improve.

Nursing Department Etiquette: It is expected that students will show sensitivity to their peers as well as instructors by

avoiding any activity that may cause distraction during class. Incivility will not be tolerated and is an unsafe behavior. Use of mobile devices and related applications, cameras, side conversations, and children are not allowed in the classroom/lab/clinical areas.

Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites when representing the college or the profession of nursing.)

Clinical Exclusions: Students may not:
a. Take verbal provider orders or transcribe provider orders
b. Administer blood or blood products
c. Administer medications without appropriate licensed oversight
d. Administer chemotherapy
e. Care for patients requiring airborne isolation where a N95 respirator mask is required
f. Witness consents
g. Titrate drugs
h. Perform skills or procedures that the student does NOT have the educational foundation to perform safely
i. Perform any skill that is excluded by the clinical facility in regard to nursing students

10. **Clinical Restrictions:** Students are not to bring children to the clinical site or laboratory. These experiences require full attention and participation. Hazardous equipment and supplies may be accessible to children during laboratory experiences. Clinical site policies restrict children for safety reasons. Students may not leave the clinical site anytime (including during breaks) during the scheduled clinical hours; this includes visiting their car unless approved by the clinical instructor. Students may not use tobacco or e-cigarettes on breaks during clinical hours. Students will follow clinical facility policy on access to mobile devices and related applications during clinical rotations. There are no cameras allowed in a clinical facility unless used for a clinical purpose

Skills Practice and Skills Check-off: All students are required to practice their skills in the laboratory before they complete their skills re-demonstration. Practice time will be determined individually with the expectation that the student must be proficient in the skill before re-demonstrating it. Students must successfully demonstrate competence in performing specific skills in the laboratory before they are able to perform them in clinical. **Please review the expectations for successful skill re-demonstration in your nursing student handbook.**

Course study expectations: Commitment to learning is important to success. For every semester credit hour you are taking in a class, three hours needs to be set aside in your weekly schedule to read, study and devote towards your education outside of class.

For example: NURS 122 (3 credit) x 3 hours = 9 hours/week to study (minimal recommended study hours per week.)

Academic Dishonesty: Academic honesty is held in the highest regard within the Dakota Nursing Program. Academic dishonesty will be addressed following the policies outlined in your college catalog. Dishonesty may result in failure of the course and dismissal from the Dakota Nursing Program.

Student Role in Evaluation of Teaching, Course, and Program Evaluation: The Dakota Nursing Program student will evaluate faculty teaching and curriculum in the classroom, lab and clinical settings. The evaluations are an important source of information for both individual faculty and for program evaluation.

ATTENDANCE POLICY:
The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences. Students are expected

to attend all theory, lab, and clinical hours.

Regular, punctual attendance demonstrates safe and professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. All missed hours in lab or clinical need to be made up with an hour for each hour missed. Absences of more than four in any classroom, lab, or clinical course may result in course failure.

Please see the Attendance Policy in your Nursing Program Handbook for directions on how to notify faculty of and for consequences specific to being absent or tardy.

ACCOMMODATIONS:
To request academic accommodations due to a disability that may limit your ability to fully participate in this class/lab/clinical, please contact the disability services office listed for your college below. Personnel from that office will work with you and your instructor to arrange for reasonable accommodations after you have completed the registration process and it has been determined that you qualify. It is the student's responsibility to obtain the request for accommodation and provide it to the instructor and local campus nursing director.
- Bismarck State College Students: contact the Student Accessibility Office at 701.224.5671
- Dakota College at Bottineau Students: contact Disability Support Services at 701.228.5672
- Lake Region State College Students: contact the Disability Office at 701.662.1689
- Williston State College Students: contact the Accessibility and Retention Specialist at 701.774.4224

DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:
BSC – http://www.bismarckstate.edu/current/records/calendarsdeadlines/
DCB – http://www.dakotacollege.edu/academics/academic-calendar/
LRSC – http://www.lrsc.edu/academics/term-schedules
WSC – http://www.willistonstate.edu/Class-Schedule.html
If you have any questions about dropping or withdrawing from a class please contact your campus coordinator or registrar.

ADDITIONAL INFORMATION:
All written work must be completed and turned in to the instructor prior to taking any scheduled exam. Any assignments which are not complete and turned in will result in the student failing the course with a grade of F.

Students are required to read the Dakota Nursing Program student handbook upon admission to the program and submit the signature form found in the handbook showing that the student will agree to follow the information and policies found in the handbook.

Material for this course will be posted onto the Blackboard site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Blackboard gradebook.
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WEB STREAMING (Yuja):
Yuja is a lecture and content capture software that was chosen by the ND University System to provide that service for its 11 campuses. Yuja enables faculty, students and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for note-taking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Yuja integrates with most learning management systems and is ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for

the duration of the semester. Instructors will record IVN and other lectures on Yuja. Students should be aware that their voices or any presentation they do in class may be recorded on Yuja and available via Blackboard for other students in their class to view. The recordings will be available for viewing for the duration of the semester. Watching class via web streaming does not count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

GUEST SPEAKERS:
Guest Speaker Statement: Dakota Nursing Program is committed to presenting timely, innovative educational opportunities for its students. As part of those efforts, DNP faculty may invite guest speakers to address the student members of this course. Under FERPA regulations, such guest speakers are considered volunteers who serve a legitimate educational interest to institutional services or functions. Guest speakers will be informed by the faculty member of their responsibilities under FERPA to ensure student privacy. For more information, please visit the Department of Education's FERPA Student Privacy webpage at https://studentprivacy.ed.gov/

FACULTY/STUDENT COMMUNICATION:
Faculty/students are responsible for checking course announcements in Blackboard, bulletin boards and/or mailboxes as appropriate at each campus for messages each class day. Email is used extensively within the Blackboard Learning Management System, students are responsible to have a working college email account and check it daily during the semester. Students, staff and faculty are expected respond to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to assure rapid communication between students and instructors. Students must notify the nursing coordinator if their email address changes.

Faculty and students must identify themselves professionally with each contact (mail, email, or telephone). This includes first and last name as well as identification of location within the consortium.

Example of student identification at end of each email:
Joan Miller
DCB – Minot

Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on an alternate drive.