



Course Prefix/Number/Title: NURS 122 Clinical Practice I Addendum

Number of Credits: 3

Course Description: see DNP NURS 122 Syllabus below

Pre-/Co-requisites: see DNP NURS 122 Syllabus below

Course Objectives:

1. Recognize effective verbal and written communication skills used as member of the interdisciplinary healthcare team.
2. Demonstrate safe and appropriate client care as a beginning nursing student within the ethical and legal framework of the nursing profession.
3. Describe values, beliefs, and attitudes related to health and wellness.
4. Identifies management and delegation competencies performed in the role of the LPN.
5. Identifies caring behaviors, therapeutic communication skills and barriers to communication.
6. Demonstrate competence in basic nursing and basic assessment skills with respect to lifestyle choices, age, gender, cultural, and spiritual diversity.
7. Identify learning needs and strategies to provide health care information to clients regarding health care and safety issues with respect to their self-determination.
8. Recognize how evidence-based practice and nursing judgment are used when managing and prioritizing care for the client along the health-illness continuum in the nursing laboratory and in the clinical facility.
9. Demonstrates safety and competency in basic nursing skills, interventions, and calculating drug dosages, safely preparing, administering, and monitoring medications.
10. Recognize potential/actual patient complications and need for appropriate response.
11. Retrieves documents and maintains confidentiality of information related to client care.

Instructor: see DNP NURS 122 Syllabus below

Office: see DNP NURS 122 Syllabus below

Office Hours: see DNP NURS 122 Syllabus below

Phone: see DNP NURS 122 Syllabus below

Email: see DNP NURS 122 Syllabus below

Lecture/Lab Schedule: see DNP NURS 122 Syllabus below

Textbook(s): see DNP NURS 122 Syllabus below

Course Requirements: see DNP NURS 122 Syllabus below

Tentative Course Outline:

<p>Week 1</p>	<p>Lab Day 1: 4.5 hours</p> <p>*Yuja: Syllabus Review and Ch. 14 Medical Asepsis and Infection Control (Burton & Ludwig)</p> <p>*Lab Orientation to Nursing Lab-Routines and Policies at each local site.</p> <p>*Math *Review math remediation policy in Student Handbook</p> <p>*Computer logins: While in computer lab, verify that each student has login and passwords and is able to access: Blackboard, Ucentral, ATI, Davis Plus, & Evolve</p> <p>**Workbook (Burton & Ludwig) Read and complete the learning activities: CH 14 (5 pts)</p>	<p>Lab Day 2: 4.5 hours</p> <p>*Yuja: Lesson and Student learning activities: Ch. 22 Surgical Asepsis (Burton & Ludwig)</p> <p>**Workbook (Burton & Ludwig) Read and complete the learning activities: CH 22 (5pts)</p> <p>Instructor Demonstrate Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Ch. 14 Performing Hand Hygiene, Donning Personal Protective Equipment & Removing Personal Protective Equipment Chapter 22 Donning Sterile Gloves. Students practice skills as time allows.</p> <p>**ATI Skill Modules: “Getting Started”- Student Orientation and Infection Control and Surgical asepsis: To be done in lab as a group Student will not have access to ATI until end of week 2</p>
<p>Week 2</p>	<p>Lab Day 1: 4.5 hours</p> <p>Yuja: Theory lesson and student learning activities CH 17 Vital Signs (Burton & Ludwig)</p> <p>Students Demonstrate Skills Ch. 14 Performing Hand Hygiene, Donning Personal Protective Equipment & Removing Personal Protective Equipment Chapter 22 Donning Sterile Gloves</p> <p>**Math (Horntvedt) Read and complete the learning activities: Ch. 4, 5, 6</p> <p>** Medical Terminology Activity on Blackboard Med. Term Tab Lecture 1</p>	<p>Lab Day 2: 4.5 hours</p> <p>**ATI Skills modules: Vital sign will be done as a group (may get codes this week or next for ATI logins)</p> <p>Instructors Demonstrate Skills Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Ch. 17 VS Skills: Assessing Blood Pressure, assessing for Orthostatic Hypotension, Assessing Body Temperature by Various Routes, Assessing the Radial and Apical Pulse, Assessing Peripheral Pulses to Detect Circulation, using a Doppler to Assess Non-Palpable Pulses, Assessing Respirations, Assessing Oxygen</p>

	<p>**Workbook Read and complete the learning activities: CH 17 (5 pts)</p>	<p>Saturation (SpO2) Skills 21-1,2 Ch. 21 (measuring Ht and Wt.)</p> <p>***Math CH 4, 5, 6 QUIZ on BB (10pt)</p>
Week 3	<p>Lab Day 1: 4.5 hours</p> <p>Yuja: Theory lesson and student learning activities Ch. 15</p> <p>Students Demonstrate</p> <p>Assessing Blood Pressure, Assessing Body Temperature by Various Routes, Assessing the Radial and Apical Pulse, Assessing Respirations, Assessing Oxygen Saturation (SpO2) Skills 21-1,2 Ch. 21 (measuring Ht and Wt.)</p> <p>**Math (Horntvedt) Read and complete the learning activities Chapter 4, 5, 6</p> <p>** Medical Terminology Activity on Blackboard Med Term Tab Lecture 2</p> <p>**Nurse Logic Assignments-must be completed by midterm. Worth 50 points if completed by midterm (week 8). Instructors to introduce Nurse Logic to students and complete the first part of Knowledge and Clinical Judgment in lab.</p> <p>**ATI Skill Modules: Personal Hygiene 10 pts</p> <p>**Workbook (Burton & Ludwig) Read and complete the learning activities CH. 15 (5 pts)</p>	<p>Lab Day 2: 4.5 hours</p> <p>Instructors Demonstrate</p> <p>Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Ch. 15 Personal care skills: administering a complete bed bath, administering perineal care, administering oral cares for a conscious and unconscious client, providing denture cares, (shaving a client-discuss only) Students practice skills as time allows. Discuss Skills on Ch. 18 admin of tepid sponge bath & Sitz bath.</p> <p>***Math (Horntvedt) CH. 4, 5, 6 quiz on BB (10pts)</p> <p>***ATI Critical Thinking Entrance Exam Proctored Exam Not graded (40 minutes)</p>
Week 4	<p>Lab Day 1: 4.5 hours</p> <p>Yuja this week: Theory lesson and student learning activities Ch. 16, 27 and 33 (skills only)</p> <p>Students Demonstrate</p> <p>Administer a complete bed bath, administer perineal care, administer oral cares for a conscious and unconscious client or Denture care, Make an Occupied bed.</p>	<p>Lab Day 2: 4.5 hour</p> <p>**Workbook Read and complete the learning activities: CH 16 (5pts)</p> <p>Instructor Demonstrate</p> <p>Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Discuss Body Mechanics and Use of a bed/chair Alarm. Ch. 16 Performing PROM, Positioning, moving client up in</p>

	<p>**Math (Horntvedt) Read and complete the learning activities: Ch.7, 8 & 9</p> <p>** Medical Terminology Activity on Blackboard Med Term Tab lecture 3</p> <p>**ATI Skill Modules: Ambulation, Transferring and ROM 10 pts</p>	<p>Bed, transferring a Client, assisting with dangling, Discuss Mechanical lift, and demo if available, Assist with Ambulation. Skills from Chapter 33: Applying Antiembolism Hose, Applying Sequential Compression Devices.</p> <p>***Math (Horntvedt) Ch. Ch.7, 8 & 9 BB QUIZ (10pts)</p> <p>***EXAM #I (on Chapters 14, 15, 17, 18 & 22, & Med Term)</p> <p>**Workbook Read and complete the learning activities: CH 27 (5pts)</p>
Week 5	<p>Lab Day 1: 4.5 hours</p> <p>*Yuja: Theory lesson and student learning activities Ch. 35 & 36 (Burton & Ludwig)</p> <p>Students Demonstrate Performing PROM, Applying Antiembolism, assist with Ambulation, Positioning, & Transferring a Client</p> <p>**Math: Read and complete the learning activities: Ch. Ch.7, 8 & 9</p> <p>** Medical Terminology Activity on Blackboard Watch the video tutorial</p> <p>**ATI Skill Modules: Medication 1 (10 pts)</p> <p>**Workbook Ch. 35 workbook assignment 5 pts</p>	<p>Lab Day 2: 4.5 hours</p> <p>Instructor Demonstrate Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Administering Oral Medication, Administering Topical and Transdermal medications, Administering Eye and Ear Medications. Irrigating the Eye and Ear (discuss only)</p> <p>**ATI Skill Modules: Medication 2(10 pts)</p> <p>**Workbook Ch. 36 workbook assignment 5 pts</p> <p>***Math (Horntvedt) CH Ch.7, 8 & 9 BB quiz (10pts)</p>
Week 6	<p>Lab Day 1: 4.5 hours</p> <p>*Yuja: Theory lesson and student learning activities: Chapter 37. Administering Intradermal, Subcutaneous, and Intramuscular Injection.</p>	<p>Lab Day 2: 4.5 hours</p> <p>Instructor Demonstrate Skills Checklist: Print out skills checklist & bring to this lab</p>

	<p>Student Demo Demonstrate: Administering Oral Medications, Administering Topical and Transdermal Medications, & Administering Eye and Ear Medications.</p> <p>**Math (Horntvedt) Read and complete the learning activities Chapters 10</p> <p>** Medical Terminology Activity on Blackboard: General words Quizlet activity for week 6</p> <p>***ATI Skills Module-HIPAA; print the completion form and turn it into your nursing coordinator. This documentation is needed before you can be at a clinical site.</p>	<p>Reconstituting and Withdrawing Medication from a Vial, Withdrawing Medication from an Ampule, administering an Intradermal Injection, administering an Intramuscular Injection, administering a Z-Track Injection, Students practice skills as time allows.</p> <p>**Medical Terminology Activity on quizlet see Blackboard: Body Parts and Disorders</p> <p>**ATI Skill Modules: Medication 3 (10 pts)</p> <p>*** Math (Horntvedt) quiz Ch. 10 (10pts)</p>
Week 7	<p>4.5-hour Flu shot clinical: To be determined by Site (in addition to 9 hour of lab this week or next week)</p> <p>Lab Day 1: 4.5 hours</p> <p>Student Demonstrate: Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Reconstituting and Withdrawing Medication from a Vial, Withdrawing Medication from an Ampule, administering an Intradermal Injection, administering an Intramuscular Injection, administering a Z-Track Injection</p> <p>*Yuja Theory lesson and student learning activities: Ch. 37 cont. Insulin and Finger-Stick Blood Sugar skills discussion (Burton & Ludwig)</p> <p>**Math (Horntvedt) Review for exam on lab day 2</p> <p>**Workbook Read and complete the learning activities: CH 37 10 pts</p> <p>**Medical Terminology Activity on quizlet see Blackboard: Body Parts and Disorders</p> <p>***ATI Skills Module Diabetes management (10pts)</p>	<p>Lab Day 2: 4.5 hours</p> <p>*Yuja Theory lesson and student learning activities: Ch. 24 regarding DM (Burton & Ludwig) and Diabetes (see PP on BB)</p> <p>Instructor Demonstrate Performing Skin Puncture for a Finger-Stick Blood Sugar, Combining and Administering Insulin Subcutaneously, Insulin Pen Administration.</p> <p>***Math Exam 1 (30 questions over chapters 4- 10) on BB</p>
Week 8	Lab Day 1: 4.5 hours	Lab Day 2: 4.5 hours

	<p>Student Demonstrate</p> <p>Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Performing Skin Puncture for a Finger-Stick</p> <p>Blood Sugar, Combining and Administering Insulin Subcutaneously, insulin pen administration</p> <p>**Workbook Read and complete the learning activities: CH 24 (5 pts)</p> <p>**Math Read and complete the learning activities Ch. 14</p> <p>** Medical Terminology Activity on quizlet see Blackboard: Position and directions</p> <p>***ATI Skills Module 1. Nasogastric Tubes, & 2. Enteral Tube Feeding (20pts)</p> <p>**Workbook Read and complete the learning activities: CH 24 (5 pts)</p>	<p>Instructors Demonstrate</p> <p>Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Assisting a Patient with Feeding, insert a Nasogastric Tube, irrigate a Nasogastric Tube, remove a Nasogastric Tube, Administer Intermittent Bolus Enteral Feedings, use a Feeding Pump, Administer Medications through an Enteral Tube, Record Intake and output</p> <p>***EXAM #2 (On Ch. 16, 27, 35, 36, 37, & Med Term) (60 min)</p> <p>**Nurse Logic is due by Friday at 23:59 (worth 50 pts)</p> <p>***Math (Horntvedt) quiz Ch. 14 (10pts)</p>
Week 9	<p>Lab Day 1: 4.5 hours</p> <p>*Yuja: Lesson and Student Activities</p> <p>Lesson: Chapter 30. Bowel Elimination</p> <p>Student Demonstrate: Inserting a Nasogastric Tube, Administering Medications Through an Enteral Tube, Administering Enteral Feedings, Record Intake, and output</p> <p>**Math Review</p> <p>**ATI Skill Modules: (2) Enema and Ostomy Care (10 pts each)</p> <p>** Medical Terminology Activity on quizlet see Blackboard Number and Amounts</p> <p>**Workbook: Read and complete the learning activities: CH 30: 5 pts</p>	<p>Lab Day 2: 4.5 hours</p> <p>Instructors Demonstrate</p> <p>Skills Checklist: Print out skills checklist & bring to this lab</p> <p>Administer Rectal Suppositories, administer a Cleansing Enema, place a Bed Pan, and Apply/Change an Ostomy Appliance.</p> <p>Discussion only: Irrigating a Colostomy and Removing Fecal Impaction, Obtain stool samples. Students practice skills as time allows.</p> <p>***Math (Horntvedt) Review Quiz BB (10pts)</p>
Week 10	<p>Chapter 11- Complementary and Alternative Medicine</p> <p>Review ATI: Fundamentals for Nursing</p>	<p>Lab Day 2: 4.5 hours</p> <p>Instructors Demonstrate</p> <p>Skills Checklist: Print out skills checklist & bring to this lab</p>

	Unit 4, Chapter 42: Complementary and Alternative Therapies	Assisting the Male with a Urinal, Discuss Obtaining a Clean-Catch Midstream Urine Specimen and Performing a Bladder Scan, inserting an Indwelling Urinary Catheter, obtaining a Urine Specimen from an Indwelling Catheter, inserting a Straight Catheter, Performing Continuous Bladder Irrigation, applying a Condom Catheter, irrigating a Closed Urinary Drainage System, Discontinuing an Indwelling Urinary Catheter Students practice skills as time allows. ***Student demonstration: Health assessment check off (50 pts)
Week 11	Lab Day 1: 4.5 hours Student Demonstrate Assisting with Urinal, Discuss Obtaining a Clean-Catch Midstream Urine Specimen, inserting an Indwelling Urinary Catheter, irrigating a Closed Urinary Drainage System, Discontinuing an Indwelling Urinary Catheter *Yuja Theory lesson and student learning activities: Chapter 26. Wound Care (Burton & Ludwig) **Math (Horntvedt) Quiz Weekly Review ** Medical Terminology Activity on quizlet see Blackboard: Colors **Workbook: Read and complete the learning activities: CH 26: (5pts) **ATI Skill Modules: Wound Care (10 pts) **Discuss the plan for clinical on day 2	Lab Day 2: (6 hours) LTC clinical 6 hours Basic nursing skills for the client. Head to Toe health assessment on a resident
Week 12	11/11 – VETERANS DAY (only one lab due to Veterans day)	Lab day 1 (4.5 hours) Guest Yuja presentation prevention of skin breakdown (not on exam)

		<p>Instructor Demonstrate: Discuss Removing Sutures and Staples, caring for Drainage Devices, irrigating a Wound, obtaining a Wound Culture, Changing Sterile Dressings and Wet-to-Damp Dressings, Applying Transparent and Hydrocolloid Dressings, changing a Negative Pressure Wound Therapy Dressing (Wound VAC) Ch. 27 Discuss Setting Up a Continuous Passive Motion Machine, Applying Elastic Bandages</p> <p>***EXAM #3 over Ch. 24, 26, 30, 31, diabetes, & Med term (60 minutes)</p> <p>**Math (Horntvedt) Quiz Weekly Review</p> <p>** Medical Terminology Activity on quizlet see Blackboard: Procedures, diagnosis, and surgery</p>
Week 13	<p>Lab Day 1 4.5 hours</p> <p>Student Demonstrate: Irrigating a Wound, obtaining a Wound Culture, Changing Sterile Dressings and Wet-to-Damp Dressings, Ch. 27 Applying Elastic Bandages</p> <p>** Medical Terminology Activity on quizlet see Blackboard: Good and Bad</p> <p>**Math (Horntvedt) Weekly Review</p> <p>**Workbook Read and complete the learning activities: CH 28 (5pts)</p> <p>**ATI Skills Oxygen and Airway management (10 pts each)</p>	<p>Lab Day 2: 4.5 hours</p> <p>Yuja Theory lesson and student learning activities: Chapter 28. Respiratory Care</p> <p>Instructor Demonstrate: Skills Checklist: Print out skills checklist & bring to this lab Obtaining a Sputum Specimen, obtain a Throat Culture Specimen, assisting with Incentive Spirometry, administering a Nebulizer Treatment, Administering Supplemental Oxygen, Administering Nasopharyngeal and Oropharyngeal Suctioning, Performing Tracheostomy Suctioning, Performing Tracheostomy Care. Students practice skills as time permits.</p> <p>***Math (Horntvedt) Review QUIZ in BB (10pts)</p>
Week 14	<p>Monday Lab this week (only one lab this week)</p>	<p>Lab Day 1: Student Demonstrate: Obtaining a Sputum Specimen, administer a Nebulizer Treatment, Administering Supplemental Oxygen, Administering</p>

		<p>Nasopharyngeal and Oropharyngeal Suctioning, Performing Tracheostomy Suctioning, Performing Tracheostomy Care.</p> <p>Yuja Lesson: Clinical paperwork Lecture and QSEN Activities</p> <p>** Medical Terminology Activity on quizlet see Blackboard Week 14 & 15 Appendix B: Some Common Abbreviations</p> <p>***Math (Horntvedt) Final Exam (30 questions cumulative) on BB</p> <p>NOTE-You will need your math book for NURS 124, 126 in your PN year and in the AD program if you are going on.</p>
Week 15	<p>Clinical Day 1:</p> <p>6 hours (clinical hours) You will do Health assessment on your residents and Basic nursing skills/ADLS on LTC residents</p>	<p>Clinical Day 2:</p> <p>6 hours (clinical hours)</p>
Week 16	<p>Clinical Day 1:</p> <p>6 hours (clinical hours)</p>	<p>Lab Day 2: (4.5 hours)</p> <p>***EXAM #4 Test on Ch. 26, 28, QSEN, Med Term and comprehensive questions (mastery proctored Blackboard (60 min))</p> <p>Do end of semester course, clinical facility, instructor, and program evaluation this week – to be before or after your exam (for 120, 121, & 122)</p> <p>*Exit interviews this week to be arranged by local faculty. Skills stations if time permits</p> <p>Lab activities</p>
Week 17	No lab or clinical for NURS 122 this week.	

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

CTE Competencies:

- Employ industry-specific skills in preparation for workplace readiness.
- Combine general education and vocational skills curriculum.

Relationship to Campus Focus: *Nature, Technology, and Beyond*- The practical nursing program is designed to prepare students to meet the needs of communities by enhancing professional advancement, utilizing technology, and integrating quality and safety competencies (Dakota Nursing Program Philosophy). Each course within the program serves as a foundation for evidence-based decision-making and preparation for practice in the nursing profession.

Classroom Policies: see DNP NURS 122 Syllabus below

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

DAKOTA NURSING PROGRAM

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

NURS 122 Syllabus - Fall 2020

COURSE: NURS 122: Clinical Practice I

CREDIT HOURS: 3 semester hours (144 lab/clinical Hours)
(1 credit of lab/clinical course = 3 contact hours = 9 hours per week)

COURSE DESCRIPTION:

Apply the social, biological, behavioral, and nursing science principles to simulated and actual client care in the nursing lab and during clinical in health care facilities. Students will see, practice, and perform demonstrations of basic nursing skills and procedures in a supervised setting. Includes the study of math and medical terminology and use of the nursing process and critical thinking skills to organize and provide safe and effective client care.

MEETING TIME:

Section I and II Lab/Clinical times (9 hours per week) per site schedule

INSTRUCTORS: *See local site lab/clinical schedules for the Clinical Instructors at your location.*

<p>Melissa Moser, MSN, RN, CNEcl Assistant Professor of Nursing Lake Region State College 1801 College Drive North Devils Lake, ND 58301 Office Hours: email or call for an appointment LRSC Toll free 1-800-443-1313 ext. 1589 Office Telephone 1-701-662-1589 melissa.moser@lrsc.edu</p>	<p>Marianne Ries, BSN, RN Nursing Instructor Williston State College 1401 University Avenue Williston, ND 58801 Office Hours: Email or call for an appointment Office Phone: 701-774-4597 Marianne.ries@willistonstate.edu</p>
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PREREQUISITES: Admission to Dakota Nursing Program, Practical Nursing Certificate

COREQUISITE(s): NURS 120 Foundations of Nursing
NURS 121 Practical Nursing I

REQUIRED TEXTBOOKS:

1. Ackley, B. J., Ludwig, G. B., Makic, M. B., Martinez-Kratz, M., Zanotti, M. (2020). *Nursing Diagnosis Handbook*. (12th ed.). St. Louis: Elsevier.
2. Assessment Technologies Institute (ATI) Review Package and Skills Modules for PN students.
3. Burton, M. A. & Ludwig, L. J., Smith, D. W., (2019). *Fundamentals of nursing care concepts, connections and skills* (3rd ed.). Philadelphia, PA: F. A. Davis (Text and Study Guide)
4. Horntvedt, T. (2019). *Calculating dosages safely: A dimensional analysis approach*. (2nd ed.). Philadelphia, PA: FA Davis.

5. Silvestri, L.A., & Silvestri, A., (2018) *Saunders Comprehensive Review for the NCLEX-PN* (7th ed.) St. Louis, MO: Elsevier
6. Ucentral by *Unbound Medicine - includes Davis Drug Guide and Davis Lab guide*

SPECIAL TECHNOLOGY UTILIZED BY STUDENTS:

Requirements for each student in this course include:

1. Microphone: any microphone, either internal or external
2. Webcam: 320x240 VGA resolution (minimum) internal or external
3. Desktop or laptop computer
4. Printer (optional, for class handouts)
5. Reliable, high-speed internet
6. Access to word processing software that can produce, reading, and saving files in the following formats: **.doc, .docx, .pdf, .htm, .html, .rtf, .ppt, .pptx**
7. Access to Adobe Acrobat Reader © to open PDF files that are used during the course.
8. Log into the LMS Blackboard daily to keep abreast of course announcements, weekly content, and Grade Center.
9. Successfully navigate course Discussion Forums, Respondus Lockdown Browser, Blackboard Collaborate Ultra, Yuja/Blackboard Collaborate Proctor, and Yuja/Blackboard Collaborate.
10. Successfully install and navigate Microsoft Teams or Zoom on personal smartphone.
11. Adhere to technology requirements for all instructional platforms utilized in the course.

PROGRAM AND COURSE SLOS CORRELATED TO LEARNING ACTIVITIES AND EVALUATION METHODS:

NURS 122: Clinical Practice I			
Program Student Learner Outcomes (SLOs)	NURS 122 Course Student Learner Outcomes (SLOs)	Learning Activities	Course SLO Evaluation
<p>TEAMWORK AND COMMUNICATION: Participate as a member of the interdisciplinary health care team through effective communication in the delivery and management of client care.</p>	<p>1. Recognize effective verbal and written communication skills used as member of the interdisciplinary healthcare team.</p>	<ul style="list-style-type: none"> • Assigned reading • Yuja lecture • Proctored exams • Lab skills weekly • QSEN lesson • Working with classmates during practice and check-off of skills. • Active learning lessons 	<ul style="list-style-type: none"> • Proctored exams 4, 8, 12, & 16 for Lab foundations. • Grading Rubric for lab skills and clinical • Active learning lessons plans
<p>PROFESSIONALISM AND LEADERSHIP: Incorporate professional standards and scope of practice as a certificate practical nurse while pursuing professional growth within legal, ethical, and regulatory frameworks.</p>	<p>2. Demonstrate safe and appropriate client care as a beginning nursing student within the ethical and legal framework of the nursing profession.</p> <p>3. Describe values, beliefs, and attitudes related to health and wellness.</p> <p>4. Identifies management and delegation competencies performed in the role of the LPN.</p>	<ul style="list-style-type: none"> • Assigned reading • Yuja lecture • Proctored exams • Lab skills weekly • NAPNES Standards of Practice and Educational competencies of graduates of PN/VN nursing Programs • NDBON and National Federation of Licensed Practical nurses 	<ul style="list-style-type: none"> • Proctored exams 4, 8, 12, & 16 for Lab foundations. • Grading Rubric for lab skills and clinical

<p>CLIENT-CENTERED CARE: Provide culturally competent care for clients while promoting their self-determination and integrity.</p>	<p>5. Identifies caring behaviors, therapeutic communication skills and barriers to communication.</p> <p>6. Demonstrate competence in basic nursing and basic assessment skills with respect to lifestyle choices, age, gender, cultural, and spiritual diversity.</p> <p>7. Identify learning needs and strategies to provide health care information to clients regarding health care and safety issues with respect to their self-determination.</p>	<ul style="list-style-type: none"> • Assigned reading • Yuja lecture • Proctored exams • Lab skills weekly • QSEN lesson • Active learning lessons 	<ul style="list-style-type: none"> • Proctored exams 4, 8, 12, & 16 for Lab foundations. • Grading Rubric for lab skills and clinical • Active learning lessons plans
<p>EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Utilize the nursing process, science, and clinical reasoning to provide quality evidenced-based client care.</p>	<p>8. Recognize how evidence-based practice and nursing judgment are used when managing and prioritizing care for the client along the health-illness continuum in the nursing laboratory and in the clinical facility.</p>	<ul style="list-style-type: none"> • Assigned reading • Yuja lecture • Proctored exams • Lab skills weekly incorporating EBP • National Patient Safety Goal • QSEN lesson • ATI Nurse logic • Active learning lessons 	<ul style="list-style-type: none"> • Proctored exams 4, 8, 12, & 16 for Lab foundations. • Grading Rubric for lab skills and clinical • Active learning lessons plans
<p>QUALITY IMPROVEMENT AND SAFETY: Employ evidence-based decision making to deliver safe and effective client care and to evaluate client outcomes.</p>	<p>9. Demonstrates safety and competency in basic nursing skills, interventions, and calculating drug dosages, safely preparing, administering, and monitoring medications.</p> <p>10. Recognize potential/actual patient complications and need for appropriate response.</p>	<ul style="list-style-type: none"> • Assigned reading • Yuja lecture • Proctored exams • Lab skills weekly • National Patient Safety Goal • QSEN lesson • NAPNES Standards of Practice and Educational competencies of graduates of PN/VN nursing Programs • NDBON and National Federation of Licensed Practical nurses • Active learning lessons 	<ul style="list-style-type: none"> • Weekly math quizzes and Math exams on week 7 & 14 • Proctored exams 4, 8, 12, & 16 for Lab foundations. • Grading Rubric for lab skills and clinical • Active learning lessons plans
<p>INFORMATICS: Utilize appropriate technology to communicate effectively and manage information in the delivery of client care.</p>	<p>11. Retrieves documents and maintains confidentiality of information related to client care.</p>	<ul style="list-style-type: none"> • Assigned reading • Yuja lecture • Proctored exams • Lab skills weekly • QSEN lesson • documentation with lab skills • Active learning lessons plans • Assigned Study guide weekly 	<ul style="list-style-type: none"> • Proctored exams 4, 8, 12, & 16 for Lab foundations. • Grading Rubric for lab skills and clinical • Documenting after all skill check offs • Active learning lessons plans • Study guide documentation in each chapter that is assigned.

GRADE BREAKDOWN:

Lab skills, math quizzes, Lab assignments

60%

Lab and Math Exams

40%
100%

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.

Final exams will not be given early. Plan on being in school until the final day.

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 or impacted by extenuating circumstances.

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.

WEB STREAMING (Yuja and Blackboard Collaborate platforms):

Yuja/Blackboard Collaborate are a lecture and content capture software chosen by the ND University System to provide that service for its 11 campuses. Yuja/Blackboard Collaborate enable faculty,

students, and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for notetaking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Yuja/Blackboard Collaborate integrate with most learning management systems and are 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 lectures on Yuja/Blackboard Collaborate. Students should be aware that their voices or any presentation they do in class may be recorded on Yuja/Blackboard Collaborate 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 the class recordings via web streaming does not usually 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