



**Course Prefix/Number/Title:** NURS 226 Maternal Child Nursing Addendum

**Number of Credits:** 3

**Course Description:** see DNP NURS 226 Syllabus below

**Pre-/Co-requisites:** see DNP NURS 226 Syllabus below

**Course Objectives:**

1. Distinguish between the varied relationships within the interdisciplinary healthcare team related to effective communication, caring behaviors, and management of client healthcare needs for women, newborns, and children.
2. Summarize the role and responsibilities of a registered nurse to provide and direct care for women, infants, and children
3. Examine the ethical and legal concerns related to the care of women, infants, and children.
4. Utilize the nursing process to prioritize client centered care that incorporates therapeutic communication, client teaching principles, and culturally sensitive care while advocating and promoting self-determination and integrity for women, infants, and children.
5. Examine quality evidence-based client care that incorporates the nursing process, science, and clinical reasoning when caring for women, infants, and children.
6. Employ individual performance and system effectiveness to improve the safety and quality of care of women, infants, and children.
7. Apply technology to deliver safe client care for women, infants, and children.

**Instructor:** see DNP NURS 226 Syllabus below

**Office:** see DNP NURS 226 Syllabus below

**Office Hours:** see DNP NURS 226 Syllabus below

**Phone:** see DNP NURS 226 Syllabus below

**Email:** see DNP NURS 226 Syllabus below

**Lecture/Lab Schedule:** see DNP NURS 226 Syllabus below

**Textbook(s):** see DNP NURS 226 Syllabus below

**Course Requirements:** see DNP NURS 226 Syllabus below

**Tentative Course Outline:**

Week	Monday	Wednesday
Week 1	Orientation Day	Ch. 33 Physical Assessment of Children

		<p>Ch. 38 Medication Administration and Safety for Infants and Children</p> <p>ATI Skill Module: Physical Assessment-Child. Review all components of module. Take Post-test (10 points). Due 8/28/20 at 23:59</p> <p>Independent Assignment/Quiz: Read/Review Health Promotion for the: Ch. 5 Developing Child Ch. 6 Infant Ch. 7 Early Childhood Ch. 8 School-Aged Child Ch. 9 Adolescent</p> <p>Quiz: (CH 5-9) 50 points. Due 9/4/20 at 23:59 Chapters 5-9 will NOT be on Exam #1</p>
<b>Week 2</b>	<p>Guest Speaker: Anna Anderson (CH 35 &amp; 36)</p> <p>Ch. 35 The Ill Child in the Hospital and Other Care Settings</p> <p>Ch. 36 The Child with a Chronic Condition or Terminal Illness</p> <p>ATI Real Life Nursing Care of Children: Well Child (10 points satisfactory, 15 points-strong) Due 9/4/20 at 23:59</p>	<p>1st hour: EXAM 1: CH 33, 35, 36, 38</p> <p>2nd hour: Ch. 39 Pain Management for Children</p>
<b>Week 3</b>	<p>Labor Day College closed</p>	<p>Ch. 40 The Child with a Fluid and Electrolyte Alteration</p> <p>Ch. 41 The Child with an Infectious Disease</p> <p>ATI Real Life Nursing Care of Children: Gastroenteritis and Dehydration (10 points-satisfactory, 15 points-strong). Due 9/11/20 at 23:59</p>
<b>Week 4</b>	<p>Ch. 42 The Child with an Immunologic Alteration</p> <p>Assignment: Childhood Immunization Case Study with corresponding Quiz</p>	<p>Ch. 47 The Child with a Hematological Alteration</p> <p>Finish content as needed &amp; content review if time allows.</p> <p>Quiz: Sickle Cell Disease Case Study (10 points). Due 9/18/20 at 23:59.</p>

<b>Week 5</b>	EXAM 2: CH 39, 40, 41, 42, 47	No live lecture today for N226. Please listen to Yuja recordings for chapters 43 and 44.  Ch. 43 The Child with a Gastrointestinal Alteration Ch. 44 The Child with a Genitourinary Alteration  Quiz: CH 43, 44
<b>Week 6</b>	Ch. 45 The Child with a Respiratory Alteration  Quiz: CH 45, 46, 48  May want to start reading CH 53-55 for independent assignment that opens Saturday.	Ch. 46 The Child with a Cardiovascular Alteration Ch. 48 The Child with Cancer
<b>Week 7</b>	EXAM 3: CH 43, 44, 45, 46, 48  Quiz: CH 49, 50  Reading Assignment with Quiz: Ch. 53 Psychosocial Problems in Children and Families Ch. 54 The Child with an Intellectual or Developmental Disability Ch. 55 The Child with a Sensory Alteration  Quiz: CH 53-55 10/9/20 at 23:59 (30 points)	Ch. 49 The Child with an Alteration in Skin Ch. 50 The Child with a Musculoskeletal Alteration
<b>Week 8</b>	Ch. 51 The Child with an Endocrine or Metabolic Alteration  ATI Real Life Nursing Care of Children: Type 1 Diabetes Mellitus (10 points-satisfactory; 15 points-strong).  Diabetes Mellitus Case Study with Quiz (30 points)	Ch. 52 The Child with a Neurologic Alteration Ch. 34 Emergency Care of the Child
<b>Week 9</b>	EXAM 4: CH 49, 50, 51, 52, 34	Welcome to Maternal-Newborn!! Ch. 13 Adaptations to Pregnancy Ch. 14 Nutrition for Childbearing Independent Reading Assignment Conception and Fetal Development Ch. 10 Heredity and Environmental Influences on Development

		<p>Ch. 11 Reproductive Anatomy and Physiology  Ch. 12 Conception and Prenatal Development (CH 10,11,12 will NOT be on exam)</p> <p>Quiz: CH 10, 11, 12 (30 points)</p> <p>Quiz: CH 13, 14 (10 points)</p>
<b>Week 10</b>	<p>Ch. 15 Prenatal Diagnostic Tests</p> <p>Quiz CH 15 (10 points)</p> <p>ATI RN Care of Children Practice Exam Form B - Must score at least 90% by 23:59 Friday. **Review preparation instructions for the proctored exam next week in N227 'Course Information.' Closely follow the Pre-test Instructions (as directed by your Site Director) to receive points and be eligible to take the proctored exam in Week 11 (10 points).</p>	<p>EXAM 5: CH 13, 14, 15</p> <p>(No lecture following the exam, use this time to review Ch. 24 and do the quiz.)</p> <p>Independent Reading Assignment: Ch. 24 The Childbearing Family with Special Needs (Content will NOT be on exam)</p> <p>Quiz: CH 24 (10 points)</p>
<b>Week 11</b>	<p>Ch. 25 Pregnancy-Related Complications</p> <p>ATI Real Life Maternal Newborn: Preeclampsia (10 points satisfactory; 15 points strong)</p> <p>ATI Real Life Maternal Newborn: Gestational Diabetes (10 points-satisfactory; 15 points strong)</p>	<p>Ch. 26 Concurrent Disorders During Pregnancy</p> <p>Ch. 17 Intrapartum Fetal Surveillance</p>
<b>Week 12</b>	<p>Ch. 18 Pain Management for Childbirth</p> <p>Quiz: CH 17, 18 (10 points)</p>	<p>Veterans Day – College Closed</p>
<b>Week 13</b>	<p>EXAM 6: CH 25, 26, 17, 18</p>	<p>Ch. 16 Giving Birth Ch. 19 Nursing Care During Obstetric Procedures</p> <p>Quiz: CH 16, 19 (10 points)</p>
<b>Week 14</b>	<p>Ch. 27 The Woman with an Intrapartum Complication</p> <p>ATI Real Life Maternal Newborn: Preterm Labor (10 points-satisfactory; 15 points strong)</p>	<p>NO Class Thanksgiving</p>

<p><b>Week 15</b></p>	<p>Ch. 20 Postpartum Adaptations Ch. 28 The Woman with a Postpartum Complication</p> <p>ATI Real Life Maternal Newborn: Postpartum Hemorrhage (10 points-satisfactory; 15 points strong)</p> <p>ATI RN Maternal/Newborn Practice Exam Form B - Must score at least 90% by 23:59 Friday. **Review preparation instructions for the proctored exam next week in N227 'Course Information.' Closely follow the Pre-test Instructions (as directed by your Site Director) to receive points and be eligible to take the proctored exam in Week 16 (10 points)</p>	<p>EXAM 7: CH 16, 19, 27, 20, 28</p> <p>2nd hour of class: Ch. 21 The Normal Newborn: Adaptation and Assessment</p> <p>ATI Real Life Maternal-Newborn: Teaching –Prenatal and Newborn Care; 15 points-strong)</p>
<p><b>Week 16</b></p>	<p>Ch. 22 The Normal Newborn: Nursing Care Ch. 23 Newborn Feeding</p>	<p>Ch. 29 The High-Risk Newborn: Problems Related to Gestational Age and Development Ch. 30 The High-Risk Newborn: Acquired and Congenital Conditions</p> <p>Quiz: CH 23, 29, 30 (15 points)</p>
<p><b>Week 17</b></p>	<p>No Class</p>	<p>EXAM 8: CH 21, 22, 23, 29, 30 (No Comprehensive Final)</p>

**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 226 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 226 Syllabus - Fall 2020

**COURSE:** NURS 226: Maternal Child Nursing

**CREDIT HOURS:** 3 semester hours (48 Classroom Hours)

**COURSE DESCRIPTION:** Integrate prior learning while expanding knowledge of the neonate, developing child, women's health, and childbearing family. Health maintenance and study of diseases and disorders affecting diverse neonates, children, women, and families along the health-illness continuum and during the end stages of life are examined. Emphasis is placed on therapeutic communication, the role of the registered nurse, ethical/legal issues, and health promotion and maintenance during life stages of growth and development for neonates, children, and women.

### MEETING TIMES:

**Section I** 0900-0950 on Monday and 1000-1150 on Wednesday  
BSC A, BSC Garrison, LRSC, LRSC Mayville, WSC, BSC Hettinger on Weds. only

**Section II** 1300-1350 on Monday and 1400-1550 on Wednesday  
BSC B, DCB, DCB-Minot, DCB-Valley City, LRSC Grand Forks

### INSTRUCTORS:

<b>Melanie Schock, DNP, RN, CNE</b> Assistant Professor of Nursing BSC- Allied Health Campus 500 E Front Ave Suite 267 Bismarck, ND 58504 Toll free: 1-800-445-5073 Office: (701) 224-2473 (leave message) Office Hours: email or call for an appointment <a href="mailto:melanie.schock@bismarckstate.edu">melanie.schock@bismarckstate.edu</a>	<b>Donna Weigel MS, RN</b> Nursing Instructor LRSC- Devils Lake Campus 1801 N College Dr. Devils Lake, ND 58301 Toll free 1-800-443-1313 x 21643 Office: 701-662-1643 Office Hours: email or call for an appointment <a href="mailto:donna.weigel@lrsc.edu">donna.weigel@lrsc.edu</a>
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**PREREQUISITES:** Admission to Dakota Associate Degree Nursing Program

**COREQUISITES:** NURS 224, Professional Role Development  
NURS 225, Alterations in Health I  
NURS 227, Clinical Applications I

### REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and Virtual Review for RN students.

2. LaCharity, L., Kumagai, C., & Bartz, B. (2018). *Prioritization, Delegation, & Assignment, Practice Exercises for Medical-Surgical Nursing* (4<sup>th</sup> ed.). Elsevier/Mosby.
3. McKinney, E., James, S., Murray, S., Nelson, K., & Ashwill, J. (2017). *Maternal-child nursing* (5<sup>th</sup> ed.). Saunders/Elsevier. Text and/or eBook
4. Silvestri, L. A. (2020). *Saunders comprehensive review for the NCLEX-RN* (8<sup>th</sup> ed.). Saunders/Elsevier.

**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 226: Maternal Child Nursing			
Program Student Learner Outcomes (SLOs)	NURS 226 Course Student Learner Outcomes (SLOs)	Learning Activities	Course SLO Evaluation
<b>TEAMWORK AND COMMUNICATION:</b> Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	1. Distinguish between the varied relationships within the interdisciplinary healthcare team related to effective communication, caring behaviors, and management of client healthcare needs for women, newborns, and children.	<ul style="list-style-type: none"> <li>• Assigned reading</li> <li>• Lecture</li> <li>• ATI Real Life scenarios</li> <li>• LaCharity Case Studies 19 and 21</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• ATI Real Life Scenarios</li> </ul>
	2. Summarize the role and responsibilities of a registered nurse to provide and direct care for women, infants, and children	<ul style="list-style-type: none"> <li>• Assigned reading</li> <li>• Lecture</li> <li>• Review ANA code of ethics</li> <li>• ATI Real Life scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• ATI Real Life Scenarios</li> </ul>
	3. Examine the ethical and legal concerns related	<ul style="list-style-type: none"> <li>• Assigned reading</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> </ul>



<p>within legal, ethical and regulatory frameworks.</p>	<p>to the care of women, infants, and children.</p>	<ul style="list-style-type: none"> <li>• LaCharity Case Studies 19 and 21</li> </ul>	
<p><b>CLIENT-CENTERED CARE:</b> Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.</p>	<p>4. Utilize the nursing process to prioritize client centered care that incorporates therapeutic communication, client teaching principles, and culturally sensitive care while advocating and promoting self-determination and integrity for women, infants, and children.</p>	<ul style="list-style-type: none"> <li>• Assigned reading</li> <li>• Lecture</li> <li>• ATI Real Life scenarios</li> <li>• LaCharity Case Studies 19 and 21 and Chapter 18</li> <li>• Class discussion related to the High-risk newborn, adolescent mothers, substance abuse during pregnancy</li> <li>• Independent assignment: Case Study and Quiz: Childhood Vaccinations.</li> <li>• Independent assignment: Case Study and Quiz: Sickle Cell Disease.</li> <li>• Independent assignment: Case Study and Quiz: Diabetes Mellitus/DKA.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• ATI Real Life Scenarios</li> <li>• Childhood Vaccinations Case Study</li> <li>• ATI Skill Module: Physical Assessment-Child</li> </ul>
<p><b>EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT:</b> Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.</p>	<p>5. Examine quality evidence-based client care that incorporates the nursing process, science, and clinical reasoning when caring for women, infants, and children.</p>	<ul style="list-style-type: none"> <li>• Assigned reading</li> <li>• Lecture</li> <li>• ATI Real Life scenarios</li> <li>• LaCharity Case Studies 19 and 21, Chapter 18</li> <li>• Class discussion related to the High-risk newborn</li> <li>• Class discussion related to accidental poisoning in children (article)</li> <li>• Assigned ATI Skills Module: Physical Assessment-Child</li> <li>• Video with information about the "Omnipod"</li> <li>• Independent assignment: Case Study and Quiz: Sickle Cell Disease.</li> <li>• Independent assignment: Case Study and Quiz: Diabetes Mellitus/DKA.</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• ATI Real Life Scenarios</li> <li>• ATI Skill Module: Physical Assessment-Child</li> </ul>
<p><b>QUALITY IMPROVEMENT</b></p>	<p>6. Employ individual performance and</p>	<ul style="list-style-type: none"> <li>• Assigned reading</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> </ul>

<b>AND SAFETY:</b> 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.	system effectiveness to improve the safety and quality of care of women, infants, and children.	<ul style="list-style-type: none"> <li>• ATI Real Life scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Real Life Scenarios</li> </ul>
<b>INFORMATICS:</b> Integrate current technology to support decision-making and manage information in the delivery of client care.	7. Apply technology to deliver safe client care for women, infants, and children.	<ul style="list-style-type: none"> <li>• Assigned reading</li> <li>• Lecture</li> <li>• ATI Real Life scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Exams</li> <li>• Quizzes</li> <li>• ATI Real Life Scenarios</li> </ul>

**GRADE BREAKDOWN:**

Exams (8)	80%
Assignments (21):	5%
Advanced Assignments (5):	5%
Proctored ATI Exams (2):	<u>10%</u>
	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.**

**NCLEX REVIEW PROGRAM NURSING REVIEW PROGRAM:**

The Dakota Nursing Program requires students to purchase and complete an ATI Nursing Review Program. This program is complete with the review modules (Books or eBooks, Skills Modules, Online Practice Assessments, and Proctored Assessments). Please review the complete ATI policy in your student handbook for preparation policy, remediation policy, and grading levels.

**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 grades, he/she should contact the instructor for guidance.

**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 during 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.

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.)

**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 129 (3 credit) x 6 hours = 18 hours/week to study (minimal recommended study hours per week.) Note: the study time is double what you have had in a 16-week course, the summer semester is only eight weeks long thus requiring a more focused study due to the shorter length for the same credits.

**Academic Honesty:** 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 program director 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.

**IVN (Pexip) and WEB STREAMING (Yuja and Blackboard Collaborate platforms):**

The North Dakota Interactive Video Network (IVN) provides face-to-face collaboration for nursing courses using high quality video and audio which allows two or more locations/sites to connect for scheduled classes or meetings. All theory NURS theory courses are provided over IVN. Pexip is a videoconference platform that operates with IVN and can be utilized when a student or faculty is not in the IVN classroom.

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:**

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.