

**Course Prefix/Number/Title:** NURS 227 Clinical Applications I Addendum

**Number of Credits:** 4

**Course Description:** see DNP NURS 227 Syllabus below

**Pre-/Co-requisites:** see DNP NURS 227 Syllabus below

**Course Objectives:**

1. Participate in collaborative relationships using effective communication with members of the interdisciplinary healthcare team.
2. Demonstrate actions and behaviors that are congruent with professional nursing standards including ethical and legal dimensions
3. Demonstrate management and delegation competencies performed in the role of the RN.
4. Utilize the nursing process and therapeutic communication in caring for clients while providing and advocating for culturally sensitive care that will promote their self-determination and integrity
5. Incorporate psychosocial, cultural, spiritual, and developmental needs into the plan of care.
6. Incorporate client education regarding health care and safety issues with respect to self-determination.
7. Identify the evidence-based practices involved in clinical decision-making to prioritize safe nursing care.
8. Interpret results of diagnostic studies for patients with chronic, acute, and complex healthcare needs.
9. Examine individual performance and system effectiveness to improve the safety and quality of care.
10. Implement safe practices and sound judgment in the administration of medications and treatment.
11. Identify potential/actual patient complications and respond appropriately.
12. Incorporate appropriate technology to communicate effectively and manage information in the delivery of client care.

**Instructor:** see DNP NURS 227 Syllabus below

**Office:** see DNP NURS 227 Syllabus below

**Office Hours:** see DNP NURS 227 Syllabus below

**Phone:** see DNP NURS 227 Syllabus below

**Email:** see DNP NURS 227 Syllabus below

**Lecture/Lab Schedule:** see DNP NURS 227 Syllabus below

**Textbook(s):** see DNP NURS 227 Syllabus below

**Course Requirements:** see DNP NURS 227 Syllabus below

**Tentative Course Outline:**

Week	
<b>Week 1</b>	<p>Orientation Day Instructors orientate students to lab</p> <p>Watch ‘Orientation to Nursing Math’ Yuja lecture during lab time prior to Math Pre-test.</p> <p>Math Pre-test– 15 Questions – 30 minutes (not graded)</p> <p>Instructors will review Dimensional Analysis Pretest, DNP Math Guidelines and Remediation requirements found in DNP Student Handbook, and Ch. 4-Dimensional Analysis- Horntvedt.</p> <p>If time allows: <input type="checkbox"/> View Yuja Lecture: Intravenous Therapy &amp; Horntvedt Ch. 12 (Proctored quiz next week in lab over this content) o If there is not time to do this in lab then you will need to be sure you complete this on your own, so you are ready for the quiz. <input type="checkbox"/> Review and complete the problems in Horntvedt Ch. 12 Intravenous Delivery to prepare for next week's quiz</p>
<b>Week 2</b>	<p>Assignments: Review and complete the questions in Saunders Comprehensive Review for NCLEX-RN Ch. 12: Health and Physical Assessment of the Adult Client</p> <p>Review and practice completing an Adult Physical Assessment</p> <p>Lab: Quiz (Proctored) Horntvedt Ch. 12 IV Delivery Systems &amp; Equipment (10 points)</p> <p>Students Practice and Demonstrate physical assessment (May complete assessment on peers or simulators).</p>
<b>Week 3</b>	<p>Assignments: Quiz IV Catheters &amp; Fluids (10 points) ATI Skills Module: IV therapy pre &amp; post-test (10 points) ATI Skills Module: HIPPA pre &amp; post-test (10 points) ATI Nurse Logic – Knowledge and clinical judgment (Lesson and Advanced Test) (10 points)</p> <p><input type="checkbox"/> Review and complete the questions in Saunders Comprehensive Review using Dimensional Analysis Ch. 14: Calculation of Medication and Intravenous Prescriptions Lab: Review Quiz (Proctored) Horntvedt Ch. 12 IV Delivery Systems &amp; Equipment (10 points) Instructors demonstrate and students practice: <input type="checkbox"/> Insertion of IV Site <input type="checkbox"/> Priming IV Lines <input type="checkbox"/></p>

	<p>Saline Locking after Continuous Fluids <input type="checkbox"/> Discontinuation of Intravenous Therapy Review QSEN Competency Module</p> <p>Critical Thinking Entrance EXAM (Only for advanced standing students) 40 Minutes</p> <p>If time allows: <input type="checkbox"/> View Yuja Lecture: Horntvedt Ch. 11 Calculations Using Weight and Body Surface Area (Proctored quiz next week in lab over this content) If there is not time to do this in lab then you will need to be sure you complete this on your own so you are ready for the quiz. <input type="checkbox"/> Review and complete the problems in Horntvedt Dimensional Analysis – Ch. 11 to prepare for next week's quiz.</p> <p>Monday</p>
<b>Week 4</b>	<p>Assignments: Complete IV Therapy Quiz (10 points)</p> <p>ATI Nurse Logic Nursing Concepts (Lesson and Advanced Test) (10 points)</p> <p>Lab: Math Quiz (Proctored) Horntvedt Ch. 11 Calculations Using Weight and Body Surface Area (10 Points) **Note: Remediation is required for math quizzes if you score less than 90%.</p> <p>Group case studies: Prevention of medication errors - details in course shell</p> <p>Students Re-Demonstrate: 1. Insertion of IV Site (40 points) 2. Priming IV Lines (20 points) 3. Saline Locking after Continuous Fluids (20 points) 4. Discontinuation of Intravenous Therapy (20 points) If time allows: <input type="checkbox"/> View Yuja Lecture: Horntvedt Ch. 13, (Proctored quiz next week in lab over this content) o If there is not time to do this in lab, then you will need to be sure you complete this on your own so you are ready for the quiz. <input type="checkbox"/> Review and complete the problems in Horntvedt Dimensional Analysis - Ch. 13 Intravenous Calculations to prepare for next week's quiz.</p>
<b>Week 5</b>	<p>Assignments: View Yuja Lecture: IV Medication Administration</p> <p>ATI Nurse Logic Priority Setting Frameworks (Lesson and Advanced Test) (10 points)</p> <p>Lab: Math Quiz (Proctored) Horntvedt Ch. 13 Intravenous Calculations (10 Points) **Note: Remediation is required for math quizzes if you score less than 90%.</p> <p>Instructor demonstrates and students' practice: <input type="checkbox"/> Administration of bolus (push) IV Medications <input type="checkbox"/> Administration of large-volume IV Medications</p>
<b>Week 6</b>	<p>Assignments: Complete IV Solutions Quiz (10 points)</p> <p>ATI Nurse Logic Testing and remediation (Lesson and Advanced Test) (10 points)</p> <p>Review Saunders Comprehensive Review Ch. 8 Fluids and Electrolytes</p> <p>Pediatric Respiratory Assignments: View Yuja Lecture: Care of the child with respiratory problems (Schock) Read: McKinney, Ch. 45 - The Child with a Respiratory Alteration</p>

	<p>Lab: Math Review Quiz (Proctored) Horntvedt Chapter 11, 13 (10 points) <b>**Note:</b> Remediation is required for math quizzes if you score less than 90%.</p> <p>Students Re-Demonstrate: 1. Administration of bolus (push) IV Medications (25 points) 2. Administration of Large-volume IV Medications (25 points)</p> <p>LaCharity: Case Study 19- Multiple Pediatric Patients in a Clinical Setting</p> <p>Pediatric Respiratory Skills worksheet</p> <p>Review QSEN data in class</p>
<b>Week 7</b>	<p>Assignments: Access ATI Skills Modules and do Medication Administration 4 Module pre-test and post-test (10 points)</p> <p>Complete IV Pumps &amp; PCAs Quiz (10 points) Lab: <b>***MATH EXAM 1:</b> Horntvedt chapters 11, 13 (30 points) <b>**See DNP Handbook for remediation information</b></p> <p>Instructor demonstrates and students' practice: <input type="checkbox"/> Administration of piggyback medications <input type="checkbox"/> Troubleshooting IV pumps and occlusions <input type="checkbox"/> TPN administration (filter lines) <input type="checkbox"/> PCA Pumps</p> <p>If time allows:</p> <p><input type="checkbox"/> View Yuja Lecture: Horntvedt Ch. 17 <input type="checkbox"/> If there is not time to do this in lab, then you will need to be sure you complete this on your own so you are ready for the quiz. <input type="checkbox"/> Review and complete the problems in Horntvedt Dimensional Analysis- Ch. 17 Critical Care Dosage Calculations</p>
<b>Week 8</b>	<p>Assignment:</p> <p>Make sure you watched Yuja over Horntvedt Ch. 17 and completed practice problems, so you are ready for the proctored quiz in lab</p> <p>Lab:</p> <p>EXAM 2: Yuja recorded content, Saunders, Horntvedt Ch. 12, ATI skill modules, skill checklists, ATI FON book as outlined in blueprint (30 points)</p> <p>Math Quiz (Proctored) Horntvedt Ch. 17 Critical Care Dosage Calculations (10 points)</p> <p>Student Re-Demonstrate: 1. Administration of piggyback medications (25 points)</p> <p>If time allows: <input type="checkbox"/> View Yuja Lecture: Horntvedt Ch. 16 <input type="checkbox"/> If there is not time to do this in lab, then you will need to be sure you complete this on your own so you are ready for the quiz next week. <input type="checkbox"/> View Yuja Lecture: Central Venous Access <input type="checkbox"/> Review and complete the problems in Horntvedt - Ch. 16 Heparin Administration</p>
<b>Week 9</b>	<p>Assignments: Complete Central Lines Quiz (10 points)</p>

	<p>Access ATI Skills Modules and do Central Venous Access Devices pre-test and post-test (10 points)</p> <p>Review Saunders Comprehensive Review for the NCLEX-RN Examination Unit 6: Pediatric Nursing in and complete the practice questions at the end of each chapter</p> <p>Lab: Math Quiz (Proctored) Horntvedt Ch. 16 Heparin Administration (10 points)  Instructor to Demonstrate and student practice: <input type="checkbox"/> Central Line Maintenance o Accessing a port o Dressing change o Line flush and cap change o Blood draw Heparin Protocols/Review Heparin Infusion/ Anticoagulant Toolkit</p> <p>If time allows: <input type="checkbox"/> View Yuja Lecture: TPN o If there is not time to do this in lab, then you will need to be sure you complete this on your own so you have content to understand instructor skill demo in week 10.</p>
<b>Week 10</b>	<p>Review and complete the questions in Saunders Comprehensive Review Ch. 9 Acid-Base Balance</p> <p>Lab: Math Review Quiz (Proctored) Horntvedt Ch. 11, 13, 16, 17 (10 points)</p> <p>Student Re-Demonstrate: 1. Central Line Dressing Change (30 points) 2. Central Line Flush and cap change (30 points) 3. Central Line Blood draw (30 points)</p> <p>If time allows: <input type="checkbox"/> Extra time in lab this week can be used to work ahead for next week by watching Yuja Lecture: Horntvedt Ch. 18 o If there is not time to do this in lab, then you will need to be sure you complete this on your own so you are ready for the quiz next week.  <input type="checkbox"/> Read and complete the problems in Horntvedt Dimensional Analysis Ch. 18 Lifespan Considerations in Dosage Calculation</p>
<b>Week 11</b>	<p>Assignments:  Complete Chest Tubes &amp; TPN Quiz (10 points)</p> <p>Access ATI Skills Modules and complete Closed Chest Drainage pre-test and post-test (10 points)</p> <p>Lab: ATI Proctored RN Care of Children EXAM – (60 minutes) (Points for this exam will be in NURS226 gradebook)</p> <p>Math Quiz (Proctored) Horntvedt Ch. 18 Lifespan Considerations in Dosage Calculations (10 points)</p> <p>Instructor Demo: Chest Tube Simulation</p> <p>Chest Tube YouTube Video</p>

	<p>Chest Tube Simulation Scenarios</p> <p>Critical Thinking Exercise: Nursing Management of the client with a chest tube; Print and bring to lab (link is in course shell)</p>
<b>Week 12</b>	<p>Assignments: RN Fundamentals of Nursing Practice Exam Form B - Must score at least 90% by 23:59 Friday.</p> <p>Review preparation instructions for the proctored exam next week in '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 13 (10 points)</p> <p>Complete ATI Real Life: Chronic Obstructive Pulmonary Disease (10 points-satisfactory, 15 points-strong). Due Friday, 11/13/20 at 23:59.</p> <p>Lab: Math Review Quiz (Proctored) Horntvedt Ch. 11, 13, 16-18 (10 points) Leadership &amp; Management and Delegation Case Studies Complete Teach Back online learning module in class Teaching/Learning Module/Handout</p> <p>If time allows: <input type="checkbox"/> View Yuja Lecture: Blood Administration o If there is not time to do this in lab then you will need to be sure you complete this on your own so you have content to understand instructor skill demo in week 13.</p> <p>Week</p>
<b>Week 13</b>	<p>Assignments: Complete Blood Administration Quiz (10 points)</p> <p>Access ATI Skills Modules and complete Blood Administration Module pre-test and post-test (10 points)</p> <p>Lab: ATI Proctored RN Fundamentals of Nursing EXAM (60 minutes) (Points for this exam will be in NURS226 gradebook)</p> <p>Math Review Quiz (Proctored) Horntvedt Ch. 11, 13, 16-18 (10 points)</p> <p>Instructor to Demonstrate and student practice: <input type="checkbox"/> Transfusion Therapy <input type="checkbox"/> Instructors will demonstrate blood draws (students will not be required to re-demo)</p> <p>American Red Cross Blood Type Game</p>
<b>Week 14</b>	<p>Lab: EXAM 3: Yuja recorded content, Saunders, ATI skill modules, skill checklists, ATI RN Adult MS, as outlined in blueprint (30 questions)</p> <p>Math Review Quiz (Proctored) Horntvedt Ch. 11, 13, 16-18 (10 points) Student Re-Demonstrate: 1. Blood Administration (50 points)</p> <p>LaCharity Case Study 21: Childbearing</p> <p>Contact Cheri Weisz if interested in becoming IV certified prior to graduation (Must have a current LPN License). (701)662-1643 or email cheri.weisz@lrsc.edu</p>

<b>Week 15</b>	<p>Assignment: Review Unit 5: Maternity Nursing in Saunders Comprehensive Review for the NCLEX-RN Examination and complete the practice questions at the end of each chapter.</p> <p>Prepare for pediatric simulation occurring in lab this week.</p> <p>Lab: MATH EXAM 4: Horntvedt chapters 16, 17, 18 (30 questions) **See DNP Handbook for remediation information</p> <p>Pediatric Simulation: Tiffany Lei (20 points) *Schedule N227 Clinical Exit Evaluations with clinical instructors and Coordinator during week 15 or 16. Schedule specific to each campus</p>
<b>Week 16</b>	<p>Assignments: Review and complete the questions in Saunders Comprehensive Review Ch. 52 Cardiovascular Problems &amp; Cardiovascular Medications Ch. 53</p> <p>Review cardiac rhythm tracing material in text and posted ppt.</p> <p>Review and complete all the questions in LaCharity Ch. 7 - Cardiovascular Problems Case Study 1- Chest Pressure, Indigestion, N/V Case Study 2- Dyspnea and Shortness of Breath Prepare for chest pain simulation occurring in lab this week.</p> <p>Lab: ATI Proctored Maternal Newborn Nursing Proctored EXAM (60 minutes) (Points for this exam will be in NURS226 gradebook)</p> <p>Review of defibrillator, ECG machine and crash cart, Practice with emergency medications.</p> <p>Angina Simulation: Carl Shapiro (20 points)</p> <p>Do end of semester course, clinical facility, instructor, and program evaluation on Qualtrics. Schedule computer lab during usual lab time (30 minutes). Part of class to complete while the other part is doing simulation.</p>
<b>Week 17</b>	Final Exam Week – No Final in this clinical/lab course.

**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 associate degree in 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 227 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 227 Syllabus - Fall 2020**

**COURSE:** NURS 227: Clinical Applications I

**CREDIT HOURS:** 4 Semester hours (192 lab/clinical hours)



(144 hours in clinical and 48 hours in lab)  
(1 credit of lab/clinical course = 3 contact hours)

**COURSE DESCRIPTION:**

Participate collaboratively with members of the interdisciplinary health care team to provide safe and culturally sensitive client centered care in the lab, clinical area and simulation lab. Practice parenteral medication therapies and demonstrate professional and leadership competencies while incorporating evidence-based practices and sound nursing judgment.

**MEETING TIME:**

**Clinical:** Please see individualized site calendars for your clinical assignments (May be scheduled for days, evenings or weekends).

**Lab:** as scheduled by your Director for three hours per week. Students are expected to prepare for lab by completing the assignments found on Blackboard each week before lab.

**INSTRUCTORS:**

**Kari Lesmeister, MSN, RN**

Assistant Professor of Nursing

Williston State College

1410 University Avenue

Williston, ND 58801

Office Hours: email or call for an appointment

Office (701) 774-4277

[kari.lesmeister@willistonstate.edu](mailto:kari.lesmeister@willistonstate.edu)

***See local site schedules for the Nursing Director and Clinical Instructors at your location.***

**PREREQUISITES:**

Admission to Dakota Associate Degree Nursing Program

**COREQUISITES:**

NURS 224, Professional Role Development

NURS 225, Alterations in Health I

NURS 226, Maternal Child Nursing

**REQUIRED TEXTBOOKS:**

1. Ackley, B. J., Ladwig, G. B., Makic, M. B., Martinez-Kratz, M., Zanotti, M. (2020). *Nursing Diagnosis Handbook*. (12<sup>th</sup> ed.). St. Louis: Elsevier.
2. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and Virtual Review for RN students.
3. Horntvedt, T. (2019). *Calculating dosages safely: A dimensional analysis approach*. (2<sup>nd</sup> ed.). Philadelphia, PA: FA Davis.
4. LaCharity, L., Kumagai, C., Bartz, B., (2018). *Prioritization, Delegation, & Assignment, Practice Exercises for Medical-Surgical Nursing*. 4<sup>th</sup> ed. Elsevier/Mosby St. Louis
5. Lewis, S. L., Dirksen, S., Heitkemper, M., & Bucher, L. (2020). *Medical-surgical nursing: Assessment and management of clinical problems*. (11<sup>th</sup> ed.). St. Louis: Mosby/Elsevier.
6. Elsevier. (2020). *Lewis Medical-Surgical Nursing – Sherpath for Medical-Surgical Nursing, 11<sup>th</sup> edition*. Elsevier. Online resource

7. McKinney, E., James, S., Murray, S., Nelson, K., Ashwill, J. (2017). *Maternal-child nursing*. (5<sup>th</sup> ed.). St. Louis: Saunders/Elsevier. Text and/or eBook
8. Silvestri, L. A. (2020). *Saunders comprehensive review for the NCLEX-RN*. (8<sup>th</sup> ed.). St. Louis: Saunders/Elsevier.
9. Ucentral by Unbound Medicine. (2020). *(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:**

<b>NURS 227: Clinical Applications I</b>			
<b>Program Student Learner Outcomes (SLOs)</b>	<b>NURS 227 Course Student Learner Outcomes (SLOs)</b>	<b>Learning Activities</b>	<b>Course SLO Evaluation</b>
<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. Participate in collaborative relationships using effective communication with members of the interdisciplinary healthcare team.	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skill demonstrations (IV skills, medication administration, blood administration, and central lines)</li> <li>• Lab activities (ECG, chest tubes)</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Interdisciplinary Communication</li> <li>• Independent reading</li> <li>• Tegrity lectures</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<b>PROFESSIONALISM AND LEADERSHIP:</b> Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional	2. Demonstrate actions and behaviors that are congruent with professional nursing standards including ethical and legal dimensions  3. Demonstrate	<ul style="list-style-type: none"> <li>• Delegation, Leadership, Management Case Study – incorporated ND NPA</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Professional Values</li> <li>• Ethical/Legal Issues</li> <li>• Management of Role of an RN</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> </ul>

<p>growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.</p>	<p>management and delegation competencies performed in the role of the RN.</p>	<ul style="list-style-type: none"> <li>• Independent reading</li> <li>• Tegrity lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<p><b>CLIENT-CENTERED CARE:</b> Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.</p>	<ol style="list-style-type: none"> <li>4. Utilize the nursing process and therapeutic communication in caring for clients while providing and advocating for culturally sensitive care that will promote their self-determination and integrity</li> <li>5. Incorporate psychosocial, cultural, spiritual, and developmental needs into the plan of care.</li> <li>6. Incorporate client education regarding health care and safety issues with respect to self-determination.</li> </ol>	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skill demonstrations (IV skills, medication administration, blood administration and central lines)</li> <li>• Lab activities (ECG, chest tubes)</li> <li>• Dosage calculations in clinical/lab and on exams</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Therapeutic Communication, Caring, ADLs, Assessment, Client Education</li> <li>• Independent reading</li> <li>• Tegrity lectures</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Dosage calculation exams</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</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>	<ol style="list-style-type: none"> <li>7. Identify the evidence-based practices involved in clinical decision-making to prioritize safe nursing care.</li> <li>8. Interpret results of diagnostic studies for patients with chronic, acute, and complex healthcare needs.</li> </ol>	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skill demonstrations (IV skills, medication administration, blood administration and central lines)</li> <li>• Lab activities (ECG, chest tubes)</li> <li>• Dosage calculations in clinical/lab and on exams</li> <li>• Clinical/Simulation performance and paperwork</li> <li>• Clinical reasoning</li> <li>• Prioritization</li> <li>• Independent reading</li> <li>• Tegrity lectures</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Dosage calculation exams</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<p><b>QUALITY IMPROVEMENT AND SAFETY:</b> Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality</p>	<ol style="list-style-type: none"> <li>9. Examine individual performance and system effectiveness to improve the safety and quality of care.</li> <li>10. Implement safe practices and sound judgment in the administration of medications and</li> </ol>	<ul style="list-style-type: none"> <li>• ATI resources and exams</li> <li>• Skill demonstrations (IV skills, medication administration, blood administration and central lines)</li> <li>• Lab activities (ECG, chest tubes)</li> <li>• Dosage calculations in clinical/lab and on exams</li> <li>• Clinical/Simulation performance</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Skill return demonstration</li> <li>• Dosage calculation exams</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> </ul>

of care across a variety of systems.	treatment. 11. Identify potential/actual patient complications and respond appropriately.	and paperwork <ul style="list-style-type: none"> <li>• Client satisfaction</li> <li>• Safety</li> <li>• Independent reading</li> <li>• Tegrity lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>
<b>INFORMATICS:</b> Integrate current technology to support decision-making and manage information in the delivery of client care.	12. Incorporate appropriate technology to communicate effectively and manage information in the delivery of client care.	<ul style="list-style-type: none"> <li>• Clinical/Simulation performance and paperwork</li> <li>• Documentation/Confidentiality</li> <li>• Technology – safety equipment</li> <li>• Independent reading</li> <li>• Tegrity lectures</li> </ul>	<ul style="list-style-type: none"> <li>• ATI Exam</li> <li>• Clinical performance evaluation</li> <li>• Clinical reflection in post-paperwork</li> <li>• Patient assessment documentation</li> <li>• Concept map</li> <li>• Simulation lab performance</li> <li>• Group and individual presentations</li> </ul>

**GRADE BREAKDOWN:**

Weekly lab assignments –	
Quizzes, worksheets, skill re-demos, simulation	10%
ATI practice exams & ATI skills modules	5%
Exams	10%
Clinical paperwork	35%
Clinical behaviors	35%
ATI Proctored Exam Average	<u>5%</u>
	100%

**Exam Remediation (2020-2021 DNP Student Handbook, p. 35-36):**

**Math Remediation Policy**

**1. 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 two 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.

**2. 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 two 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.
- c. The score of the original exam will be the documented gradebook score.

**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 schedule of exams, 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 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 onto the computer hard drives. Any information must be stored on an alternate drive.