DAKOTA NURSING PROGRAM
Bismarck State College • Dakota College at Bottineau • Lake Region State College • Williston State College

NURS 124 Syllabus - Spring 2022

COURSE: NURS 124: Clinical Practice II

CREDIT HOURS: 3 semester hours (144 Lab/Clinical Hours):
117 clinical hours (site-specific):
    16 hours mental health rotation
    Leadership simulation
    Pediatric simulation
    OB simulation
    Lab orientation, site clinicals, and EMR training
27 lab hours (Skill demonstration and Student Re-demonstration):
    Pediatric, Newborn, and Postpartum Assessments

COURSE DESCRIPTION:
Gain additional nursing skills in the laboratory and apply those advanced skills in the clinical setting. Utilize the tools of informatics, nursing process, clinical reasoning, therapeutic communication, evidence-based practice, and management concepts to provide safe and culturally sensitive client care for individuals across the lifespan in a variety of medical facilities.

MEETING TIME: **Lab: (as scheduled at each site – 27 hours)**
Clinical: (**as scheduled at each site – 117 hours**)

INSTRUCTOR: **Tracy Bina, MSN, RN**
Nursing Instructor/Site Facilitator
Lake Region State College
Mayville State University Site
330 3rd Street NE
Mayville, ND 58257
Office Hours: email or call for appointment
Office Telephone: (701) 788-5261
tracy.bina@lrsc.edu

- **Kari Lesmeister and Melanie Schock** will facilitate the maternal-child and pediatric labs.
- **Gail Raasakka** is the facilitator for the Mental Health clinical.
- Your campus program director is the contact for this clinical course. ***See local site schedules for the Clinical Instructors at your location.***

PREREQUISITES: NURS 120 Foundations of Nursing
NURS 121 Practical Nursing I
NURS 122 Clinical Practice I
COREQUISITES: NURS 127 Practical Nursing II – Introduction to Medical Surgical Nursing
NURS 145 Introduction to Maternal Child Nursing

REQUIRED TEXTBOOKS:
1. Ackley, B. J., & Ladwig, G. B. (2020). *Nursing diagnosis handbook: An evidence-based guide to planning care* (10th ed.). Mosby 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.). FA Davis. (Textbook and Study Guide)
4. Williams, L. S., & Hopper, P. D. (2019). *Understanding medical surgical nursing* (6th ed.), Philadelphia, PA: F. A. Davis.
5. Horntvedt, T. (2019). *Calculating dosages safely: A dimensional analysis approach.* (2nd ed.). FA Davis.
6. Leifer, G. (2019). *Introduction to maternity and pediatric nursing* (8th ed.). Elsevier.
7. Silvestri, L. A., & Silvestri, A. E. (2022). *Saunders Comprehensive Review for the NCLEX PN* (8th ed.) St. Louis, MO: Saunders Elsevier.
8. Unbound Medicine. (2021). *UCentral* (version 1.54) [Mobile app]. App Store.
   Students must have reliable high-speed internet which is required to access online books and resources.

SPECIAL TECHNOLOGY UTILIZED BY STUDENTS:
 Requirements for each student in this course include:
1. Microphone: any microphone, either internal or external
2. Webcam: 320×240 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.

STUDENT LEARNING OUTCOMES (Related Learning Activities and Evaluation):

NURS 124: Clinical Practice II			
Program Student Learner Outcomes (SLOs)	**NURS 124 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
TEAMWORK AND COMMUNICATION: Participate as a member of the interdisciplinary health care team through effective communication in the delivery and management of client care.	1. Communicate effectively with the interdisciplinary health care team to promote safe, quality client centered care.	• Students complete the SBAR report tool at the end of the clinical rotation with oncoming employees and throughout their clinical shift, or practice with other students as a "role model." • Students complete an SBAR and IPR at the mental health clinical.	• Clinical performance evaluation • Client assessment documentation • Lab performance • IPR (Mental Health) • Skill return demonstration • Simulation (Leadership Sim Day)

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NURS 124: Clinical Practice II			
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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.	2. Utilize appropriate policies and procedures within the health care setting. 3. Recognize own values, beliefs, and attitudes related to health and wellness.	• Students are expected to know the policies and procedures for each clinical site in which they are participating. • They are also expected to know the role of the student nurse (DNP handbook). • Students will assess the values and beliefs of the client they are caring for.	• Clinical performance evaluation • Client assessment documentation • Lab performance • Simulation
CLIENT-CENTERED CARE: Provide culturally competent care for clients while promoting their self-determination and integrity.	4. Demonstrate competence in complex nursing skills in the lab and clinical settings. 5. Use the nursing process to care for clients in the role of the practical nurse 6. Participate in teaching self-care, health promotion, and disease prevention to culturally diverse clients across the lifespan	• Skills demo and re-demo. • Assessment of the client and the nursing process is taught in lab through case studies, simulations, and student/faculty discussions. • EHRs are utilized after student demonstrations to reiterate the nursing process and documentation.	• Clinical performance evaluation • Client assessment documentation • Lab performance • Skill return demonstration • Simulation
EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Utilize the nursing process, science, and clinical reasoning to provide quality evidenced-based client care.	7. Explain evidence-based rationales for prioritization of care and nursing interventions. 8. Demonstrate clinical reasoning skills when assessing and choosing nursing interventions from an established plan of care; and when monitoring and reporting changes in the patient's condition.	• Textbooks and skills are evaluated each semester and update according to evidence-based practice. • Students are encouraged to read scholarly journals. • Evidence based reports will be shared with the students as they pertain to the skills they are learning. • Students will use the nursing process to improve their clinical reasoning skills and help them develop and understand nursing care plans. • Students will attend mental health clinical and complete a mental status narrative.	• Clinical performance evaluation • Client assessment documentation • Lab performance • Skill return demonstration • Simulation
QUALITY IMPROVEMENT AND SAFETY: Employ evidence-based decision making to deliver safe and effective client care and to evaluate client outcomes.	9. Demonstrate safe, effective nursing care, incorporating therapeutic communication for the client across the lifespan with stable or predictable health problems and assist with those whose conditions are critical or unpredictable.	• Students are shown and then must demonstrate skills prior to being allowed to complete the skill at any clinical facility. • Students will participate in simulations to further their knowledge and confidence in caring for all clients and in communicating with both the client and their families.	• Clinical performance evaluation • Client assessment documentation • Simulation • Lab performance • Skill return demonstration
INFORMATICS: Utilize appropriate technology to	10. Demonstrate use of online technology to acquire information on	• Students use an academic EHR, UCentral, and are orientated to EHR at each clinical site prior to their clinical	• Clinical performance evaluation • Client assessment

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NURS 124: Clinical Practice II			
Program Student Learner Outcomes (SLOs)	**NURS 124 Course Student Learner Outcomes (SLOs)**	**Learning Activities**	**Course SLO Evaluation**
communicate effectively and manage information in the delivery of client care.	clients, document client information, and research nursing information and interventions.	rotation. • Using APA Format 7th edition, students will use scholarly writing and cite resources when completing all course assignments.	documentation • Simulation • Lab performance

GRADE BREAKDOWN:
45% - Clinical written work
45% - Clinical performance
10% - Lab skills, quizzes, videos and posttests, simulation, lab assignments
100% - Total

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.

EXAM REMEDIATION *(2021-2022 DNP Student Handbook, p. 36-37):*
<u>Math Remediation Policy</u>
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 <u>two</u> proctored remediation attempts to score 90% or greater on quizzes.
      ii. Proctored remediation needs to be successfully completed one week from the proctored quiz date.
      iii. After the second unsatisfactory proctored remediation (<90%) the student meets with faculty and an unsafe occurrence form may be initiated along with a program improvement plan if the student is not showing initiative and effort in the remediation process.
      iv. Student may be required to make appointment with a math tutor.
   c. If a student's score is at a very low level (60% or below) on a quiz, **the student** is responsible to contact a lab instructor to set up a meeting for individual directions on following the remediation process as outlined above.

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 <u>two</u> proctored remediation attempts to score 90% or greater on exams.
      ii. Remediation needs to be successfully completed one week from the proctored exam date.
      iii. If the student fails to pass the first remediation attempt, an unsafe occurrence along with a program improvement plan will be initiated.

iv. If the student fails to pass a math competency exam after three attempts (original exam and two remediation attempts), or does not adhere to the remediation process, failure of the clinical course may result.

c. The score of the original exam will be the documented gradebook score.

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

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

Professional attire and decorum are expected when attending class, lab or clinical either face-to-face or via virtual delivery. During a virtual class, the camera settings will be on at all times and microphone settings will be on/off as requested by the faculty. Students will sign in with first and last names and will sign in 5 minutes before class time so faculty can take attendance. Students will be available the entire class time and will engage in the discussion or answer questions if called upon. Taking pictures or video of the other students without their consent is not allowed and considered uncivil behavior. Faculty and students will strive for an interruption free environment, refrain from driving, refraining from the use of other electronic devices, and not smoking, or eating during a virtual session.

Clinical Exclusions: Students may not:
  a. Administer medications without appropriate licensed oversight
  b. Take verbal provider orders or transcribe provider orders
  c. Administer blood or blood products
  d. Administer chemotherapy
  e. Witness consents
  f. Titrate drugs
  g. Perform skills or procedures that the student does NOT have the educational foundation to perform safely
  h. Perform any skill that is excluded by the clinical facility regarding nursing students

Clinical Restrictions:
  a. 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.
  b. 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.
  c. Students may not use tobacco or e-cigarettes on breaks during clinical hours.
  d. 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. Mobile devices including smart watches will not be accessed for any purpose unrelated to clinical. All

mobile devices and related applications should be turned off and stowed away unless they are being 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. Absence may make it impossible for a student to meet course objectives 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.

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- 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 – https://www.willistonstate.edu/admissions/Cost/Important-Dates-and-Deadlines/

If you have any questions about dropping or withdrawing from a class, please contact your campus coordinator or registrar.

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

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

Material for this course will be posted onto the Blackboard site. It is your responsibility to check this site for assignments and notes. It is also your responsibility to know what your grade is in the course by reviewing the Blackboard gradebook.
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WEB STREAMING (Yuja 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 enables 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/

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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 for having a working college email account and checking it daily during the semester. Students, staff and faculty are expected to respond to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to ensure 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.