

DAKOTA NURSING PROGRAM

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

NURS 227 Syllabus - Fall 2021

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

Associate 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

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*. (12th 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*. (2nd ed.). Philadelphia, PA: FA Davis.
4. LaCharity, L., Kumagai, C., Bartz, B., (2018). *Prioritization, Delegation, & Assignment, Practice Exercises*

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for Medical-Surgical Nursing. 4th 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*. (11th ed.). St. Louis: Mosby/Elsevier.
6. Elsevier. (2020). *Lewis Medical-Surgical Nursing – Sherpath for Medical-Surgical Nursing, 11th edition*. Elsevier. Online resource
7. McKinney, E., James, S., Murray, S., Nelson, K., Ashwill, J. (2017). *Maternal-child nursing*. (5th ed.). St. Louis: Saunders/Elsevier. Text and/or eBook
8. Elsevier Sherpath for Maternal Newborn 2.0 and Pediatric Nursing Combined (McKinney Version), 5th Edition Online resource.
9. Silvestri, L. A. (2020). *Saunders comprehensive review for the NCLEX-RN*. (8th ed.). St. Louis: Saunders/Elsevier.
10. 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:

NURS 227: Clinical Applications I			
Program Student Learner Outcomes (SLOs)	NURS 227 Course Student Learner Outcomes (SLOs)	Learning Activities	Course SLO Evaluation
<p>TEAMWORK AND COM-MUNICATION: Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.</p>	<p>1. Participate in collaborative relationships using effective communication with members of the interdisciplinary healthcare team.</p>	<ul style="list-style-type: none"> • ATI resources and exams • Skill demonstrations (IV skills, medication administration, blood administration, and central lines) • Lab activities (ECG, chest tubes) • Clinical/Simulation performance and paperwork • Interdisciplinary Communication • Independent reading • Tegrity lectures 	<ul style="list-style-type: none"> • ATI Exam • Skill return demonstration • Clinical performance evaluation • Clinical reflection in post-paperwork • Client assessment documentation • Concept map • Simulation lab performance • Group and individual presentations

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<p>PROFESSIONALISM AND LEADERSHIP: Adhere to professional standards and scope of practice as an associate degree registered nurse while pursuing professional growth and acting as a leader and change agent within legal, ethical and regulatory frameworks.</p>	<p>2. Demonstrate actions and behaviors that are congruent with professional nursing standards including ethical and legal dimensions</p> <p>3. Demonstrate management and delegation competencies performed in the role of the RN.</p>	<ul style="list-style-type: none"> • Delegation, Leadership, Management Case Study – incorporated ND NPA • Clinical/Simulation performance and paperwork • Professional Values • Ethical/Legal Issues • Management of Role of an RN • Independent reading • Tegrity lectures 	<ul style="list-style-type: none"> • ATI Exam • Clinical performance evaluation • Clinical reflection in post-paperwork • Client assessment documentation • Concept map • Simulation lab performance • Group and individual presentations
<p>CLIENT-CENTERED CARE: Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.</p>	<p>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</p> <p>5. Incorporate psychosocial, cultural, spiritual, and developmental needs into the plan of care.</p> <p>6. Incorporate client education regarding health care and safety issues with respect to self-determination.</p>	<ul style="list-style-type: none"> • ATI resources and exams • Skill demonstrations (IV skills, medication administration, blood administration and central lines) • Lab activities (ECG, chest tubes) • Dosage calculations in clinical/lab and on exams • Clinical/Simulation performance and paperwork • Therapeutic Communication, Caring, ADLs, Assessment, Client Education • Independent reading • Tegrity lectures 	<ul style="list-style-type: none"> • ATI Exam • Skill return demonstration • Dosage calculation exams • Clinical performance evaluation • Clinical reflection in post-paperwork • Client assessment documentation • Concept map • Simulation lab performance • Group and individual presentations
<p>EVIDENCE-BASED PRACTICE AND NURSING JUDGEMENT: Implement nursing judgment to make safe, effective, and evidenced-based decisions that integrate science and the nursing process in providing holistic client care.</p>	<p>7. Identify the evidence-based practices involved in clinical decision-making to prioritize safe nursing care.</p> <p>8. Interpret results of diagnostic studies for clients with chronic, acute, and complex healthcare needs.</p>	<ul style="list-style-type: none"> • ATI resources and exams • Skill demonstrations (IV skills, medication administration, blood administration and central lines) • Lab activities (ECG, chest tubes) • Dosage calculations in clinical/lab and on exams • Clinical/Simulation performance and paperwork • Clinical reasoning • Prioritization • Independent reading • Tegrity lectures 	<ul style="list-style-type: none"> • ATI Exam • Skill return demonstration • Dosage calculation exams • Clinical performance evaluation • Clinical reflection in post-paperwork • Client assessment documentation • Concept map • Simulation lab performance • Group and individual presentations

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<p>QUALITY IMPROVEMENT AND SAFETY: Incorporate a spirit of inquiry to make evidence based clinical judgments and management decisions to improve the safety and quality of care across a variety of systems.</p>	<p>9. Examine individual performance and system effectiveness to improve the safety and quality of care.</p> <p>10. Implement safe practices and sound judgment in the administration of medications and treatment.</p> <p>11. Identify potential/actual client complications and respond appropriately.</p>	<ul style="list-style-type: none"> • ATI resources and exams • Skill demonstrations (IV skills, medication administration, blood administration and central lines) • Lab activities (ECG, chest tubes) • Dosage calculations in clinical/lab and on exams • Clinical/Simulation performance and paperwork • Client satisfaction • Safety • Independent reading • Tegrity lectures 	<ul style="list-style-type: none"> • ATI Exam • Skill return demonstration • Dosage calculation exams • Clinical performance evaluation • Clinical reflection in post-paperwork • Client assessment documentation • Concept map • Simulation lab performance • Group and individual presentations
<p>INFORMATICS: Integrate current technology to support decision-making and manage information in the delivery of client care.</p>	<p>12. Incorporate appropriate technology to communicate effectively and manage information in the delivery of client care.</p>	<ul style="list-style-type: none"> • Clinical/Simulation performance and paperwork • Documentation/Confidentiality • Technology – safety equipment • Independent reading • Tegrity lectures 	<ul style="list-style-type: none"> • ATI Exam • Clinical performance evaluation • Clinical reflection in post-paperwork • Client assessment documentation • Concept map • Simulation lab performance • Group and individual presentations

GRADE BREAKDOWN:

Weekly lab assignments –	10%
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%

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.**

EXAM REMEDIATION (2021-2022 DNP Student Handbook, p. 36-37):

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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.

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.

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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

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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
- h. foundation to perform safely
- i. Perform any skill that is excluded by the clinical facility in regard to 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.

SKILL DEMONSTRATION

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.

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Students are expected to be prepared to re-demonstrate the assigned skill any time during the lab on the day the re-demo is scheduled. If a student is not prepared for the skill re-demonstration, this is considered a failed skill. All failed skills will be made up outside of class with the assigned instructor. The student failing a skill must redo that demonstration until they pass but the first grade they received will be the grade for that skill. It is the student's responsibility to make an appointment and arrange a make-up date/time with the lead lab instructor on your campus within one week to demonstrate any failed skills, to demonstrate any make-up skills, or to make up a lab. Failure to do so will be considered unsafe behavior and will result in zero for the skill.

A student who fails an ADN-level skill will follow steps outlined below and will supersede the failed skill policy in the handbook which is for the PN students who have many more skills. Failure to comply with remediation of failed skills may result in an unsafe occurrence form along with a program improvement plan.

After a failed skill the student will:

- Add rationale to each step on the checklist, submit to instructor per site specific instructions.
- Practice that skill for 90 minutes in lab (or as directed by Nursing Director).
- Record yourself completing the skill.
- Watch recorded video to ensure all steps are appropriately followed.
- Submit taped re-demonstrated skill video or re-demonstrate skill live to local faculty, per site specific instructions.

A student failing **three** nursing skills on separate days is demonstrating unsafe performance and may withdraw or may be dismissed from the program. For example, if a student fails a clinical lab skill the student and the clinical instructor will have a conference and review bullets outlined above. Faculty will make recommendations on how to improve performance. On the second failed skill on separate days, the student will receive an unsafe occurrence report. On the third failed skill on separate days, the student will receive a second unsafe occurrence report and may withdraw or may be dismissed from the program.

Note: the failed skills may be the same skill reattempted multiple times or any combination of different skills. For example: the student fails IV catheter insertion twice and blood administration once, as the third failed skill, at that point will leave the program.

Students must successfully demonstrate competence in performing specific skills in the laboratory before they are able to perform them in clinical.

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

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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 accommodation 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 accommodation 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 – <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

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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.