



Course Prefix/Number/Title: NURS 225 Alterations in Health I Addendum

Number of Credits: 3

Course Description: see DNP NURS 225 Syllabus below

Pre-/Co-requisites: see DNP NURS 225 Syllabus below

Course Objectives:

1. Characterize relationships within interdisciplinary healthcare teams developed to optimize effective communication, caring behaviors, and management of client healthcare needs.
2. Examine the role and responsibilities of a registered nurse to provide and direct client care across the lifespan.
3. Utilize the nursing process to prioritize client centered care that incorporates therapeutic communication, client teaching principles, and culturally sensitive care while advocating and promoting self-determination and integrity.
4. Plan client care incorporating evidence-based practice and teaching-learning principles that promote self-determination.
5. Apply the use of nursing judgment in client care to make safe, effective, and evidence-based decisions.
6. Utilize quality care measures in the plan of care to keep clients safe and satisfied.
7. Explain the use of technology to communicate effectively and manage information in the delivery of client care.

Instructor: see DNP NURS 225 Syllabus below

Office: see DNP NURS 225 Syllabus below

Office Hours: see DNP NURS 225 Syllabus below

Phone: see DNP NURS 225 Syllabus below

Email: see DNP NURS 225 Syllabus below

Lecture/Lab Schedule: see DNP NURS 225 Syllabus below

Textbook(s): see DNP NURS 225 Syllabus below

Course Requirements: see DNP NURS 225 Syllabus below

Tentative Course Outline:

Week	Monday	Wednesday
Week 1	Orientation Day	Chapter 6 Stress and Stress Management

		<p>Review Chapter 1-4 on your own time</p> <p>Sherpath Quiz - CH 6 (10 points) due Friday 8/28/20 23:59</p>
Week 2	<p>Chapter 5 Chronic Illness & The Older Adult Chapter 7 Sleep & Sleep Disorders</p>	<p>Chapter 8 – Pain</p> <p>Sherpath Quiz - CH 8 (10 points) due Friday 9/4/20 at 23:59</p> <p>Review LaCharity: Chapter 1 Pain</p> <p>Flipgrid Assignment: Video Discussion: due Friday 9/11/20 at 23:59 (15 points)</p>
Week 3	Labor Day College closed	EXAM 1: Chapter 5, 6, 7, 8 (50 points- 1 hr. to complete)
Week 4	<p>Chapter 11 Inflammation & Wound Healing</p> <p>Chapter 12 Genetics & Genomics</p> <p>Sherpath Quiz: Chapter 11</p>	<p>Chapter 13 – Altered Immune Response</p> <p>Review: ATI Targeted Med Surgical Immune LaCharity- Chapter 3 Immunologic Problems and Chapter 5 Safety and Infection Control</p>
Week 5	<p>Chapter 14 Infection/HIV Chapter 9 Palliative/End of Life care</p> <p>Sherpath Quiz – Chapter 14</p> <p>Hospice & Palliative Care Assignment (25 points) due 9/25/20 at 23:59</p>	EXAM 2: Chapter 9, 11, 12, 13, 14
Week 6	<p>Chapter 15 Cancer</p> <p>Review LaCharity – Ch. 2 Cancer</p>	<p>Chapter 15 Cancer</p> <p>Sherpath Quiz: Chapter 15</p>
Week 7	<p>Chapter 23 Problems of the skin Chapter 24 Burns</p> <p>Sherpath Quiz Chapter 24</p> <p>Review LaCharity: Integumentary Problems Chapter 15</p>	<p>Chapter 21 Visual and Auditory Problems</p> <p>Sherpath Quiz Chapter 21</p> <p>Review LaCharity: Ch. 10 Visual & Auditory Problems</p>
Week 8	<p>1st hour *** EXAM 3: Chapter 15, 21, 23, 24</p> <p>2nd hour IVN Lecture: Chapter 16: Fluid, Electrolyte, and Acid-Base Imbalances (Begin)</p> <p>Sherpath Quiz Chapter 16</p>	Chapter 16: Fluid, Electrolyte, and Acid-Base Imbalances (Finish)

	<p>Yuja: ABG analysis Review</p> <p>Review LaCharity Ch. 4</p>	
Week 9	<p>Chapter 17 Pre-Operative Care Review ATI - Targeted Medical Surgical Perioperative</p> <p>Chapter 18: Intraoperative care</p>	<p>Chapter 19: Post-Operative Care</p> <p>Peri-Operative assignment (25 points) due Friday 10/23/20 at 23:59</p> <p>Sherpath Quiz – Chapter 19</p>
Week 10	<p>EXAM 4: Chapter 16, 17, 18, 19</p> <p>Chapter 25 Respiratory System (Yuja)</p> <p>Chapter 26 Upper Respiratory (Begin)</p> <p>Sherpath Quiz – Chapter 26</p>	<p>Chapter 26 Upper Respiratory (Finish)</p> <p>Review ATI- M/S Targeted- Respiratory LaCharity: Ch. 6</p> <p>ATI Tutorial – Pharmacology Made Easy 3.0 – The Resp. System. Review Lessons, Take Drills and Take 25 Question Test (25 points)</p>
Week 11	<p>Chapter 27 Lower Respiratory</p> <p>Sherpath Quiz Chapter 27</p>	<p>Chapter 28 Obstructive Pulmonary Disease</p> <p>Sherpath Quiz Chapter 28</p>
Week 12	EXAM 5: Chapter 25, 26, 27, 28	Veterans Day – College Closed
Week 13	<p>Chapter 29 Hematologic System</p> <p>Chapter 30 Hematologic Problems</p> <p>Sherpath Quiz Chapter 30</p> <p>Review LaCharity Ch. 8 Hematological Problems</p>	<p>Chapter 31 Cardiovascular System (Yuja)</p> <p>Chapter 32 Hypertension</p> <p>Sherpath Quiz Chapter 32</p> <p>Evidence Based Practice Assignment – Cardiovascular Focused Interview (50 points) Due 12/4/20 at 23:59</p>
Week 14	<p>EXAM 6: Chapter 29, 30, 31, 32</p> <p>2nd hour - Cardiac Activity</p>	NO DNP CLASSES
Week 15	<p>Chapter 33 Coronary Artery Disease & Acute Coronary Syndrome</p> <p>Content on CABG will have a Yuja recording Review ATI –Targeted M/S: Cardiovascular</p> <p>Sherpath Quiz – Chapter 33</p>	<p>Chapter 34 Heart Failure</p> <p>LaCharity: Case Study 15 Heart Failure</p> <p>Sherpath Quiz: Chapter 34</p>
Week 16	<p>Chapter 35 Dysrhythmias</p> <p>Sherpath Quiz - Chapter 35</p>	Pharmacology Review posted on Yuja

		Pharmacology EXAM: Proctored Comprehensive (from chapters covered/Pharm guides) (50 points- 1 hour)
Week 17	EXAM 7: Chapter 33, 34, 35 (No Comprehensive Final)	No class

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 225 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 225 Syllabus - Fall 2020

COURSE: NURS 225: Alterations in Health I

CREDIT HOURS: 3 semester hours (48 Classroom Hours)

COURSE DESCRIPTION:

Explore the pathophysiology and nursing interventions, used in caring for individuals experiencing acute and chronic alterations in health, that build on concepts, knowledge and skills introduced in practical nursing courses and the supporting sciences. Utilize evidence-based practice, nursing judgment, therapeutic communication, and the nursing process as a framework for providing and managing nursing care to diverse individuals along the health-illness continuum.

MEETING TIME and INSTRUCTORS:

Section I 1000-1150 on Monday and 0900-0950 on Wednesday BSC A, BSC Garrison, LRSC, LRSC Mayville, WSC, BSC Hettinger on Weds. only	Anna Anderson MSN, RN, CNE (Lead Faculty) Assistant Professor of Nursing BSC- Health Science 1133 College Dr Bismarck, ND 58506 Office: 701-224-2476 (leave message) Office Hours: email or call for an appointment Anna.Anderson@NDUS.edu
Section II 1400-1550 on Monday and 1300-1350 on Wednesday BSC B, DCB, DCB-Minot, DCB-Valley City, LRSC Grand Forks	
Annie Paulson MSN, RN, CNE Associate Professor of Nursing BSC- Health Science 1133 College Dr Bismarck, ND 58506 Office: 701-224-2468 (leave message) Office Hours: email or call for an appointment Andrea.L.Paulson@NDUS.edu	Stacey Sjoberg MSN, RN Part-time Instructor/Adjunct Faculty BSC- Health Science 1133 College Dr Bismarck, ND 58506 Office Hours: email for an appointment stacey.sjoberg@NDUS.edu

PREREQUISITES: Admission to Associate Degree Nursing Program

COREQUISITES: NURS 224, Professional Role Development
NURS 226, Maternal Child Nursing
NURS 227, Clinical Applications I

REQUIRED TEXTBOOKS:

1. Assessment Technologies Institute (ATI) Review Package, Skills Modules, and NCLEX Review for RN students.
2. LaCharity, L., Kumagai, C., Bartz, B., (2018). *Prioritization, Delegation, & Assignment, Practice Exercises for Medical-Surgical Nursing*. 4th ed. Elsevier/Mosby St. Louis
3. 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.
4. Elsevier. (2020). *Lewis Medical-Surgical Nursing – Sherpath for Medical-Surgical Nursing, 11th edition*. Elsevier. Online resource
5. Silvestri, L. A. (2020). *Saunders comprehensive review for the NCLEX-RN*. (8th ed.). St. Louis: Saunders/Elsevier.

SPECIAL TECHNOLOGY UTILIZED BY STUDENTS:

Requirements for each student in this course include:

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

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

NURS 225: Alterations in Health I			
Program Student Learner Outcomes (SLOs)	NURS 225 Course Student Learner Outcomes (SLOs)	Learning Activities	Course SLO Evaluation
TEAMWORK AND COMMUNICATION: Collaborate with clients and members of the interdisciplinary health care team to optimize effective communication, caring behaviors, and management of client needs.	1. Characterize relationships within interdisciplinary healthcare teams developed to optimize effective communication, caring behaviors, and management of client healthcare needs.	<ul style="list-style-type: none"> • Incorporate use of Providers orders, policies and procedures into course topic areas. • Case studies- working with Provider, RT, and pharmacy • Cardiac Unfolding Case Study 	<ul style="list-style-type: none"> • Exams • Quizzes • Unfolding Case Studies/quizzes • In class text polling
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.	2. Examine the role and responsibilities of a registered nurse to provide and direct client care across the lifespan.	<ul style="list-style-type: none"> • Delegation Decisions- examples in text and discussed actively in class. • Legal/Ethical Dilemma boxes noted throughout text- review • Delegation and Priority questions in Case Studies on Evolve and in Text (Lewis) • LaCharity Case Studies and chapter review questions for topic area utilized in class. • Unfolding Case Studies 	<ul style="list-style-type: none"> • Exams • Quizzes • Video Discussion Assignment
CLIENT-CENTERED CARE: Provide culturally competent care and advocate for clients while promoting their self-determination and integrity.	3. Utilize the nursing process to prioritize client centered care that incorporates therapeutic communication, client teaching principles, and culturally sensitive care	<ul style="list-style-type: none"> • Assigned reading • Chpt 1-4 unfolding case study (cultural care) • Pain Video Discussion Assignment • Palliative Care Case study 	<ul style="list-style-type: none"> • Exams • Quizzes • Video Discussion • Palliative Care case study quiz • In class text polling

	while advocating and promoting self-determination and integrity.	<ul style="list-style-type: none"> • Culturally competent care headings can be found woven throughout text in chapters and will be highlighted in class. • Cardiac EBP assignment 	
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.	4. Plan client care incorporating evidence-based practice and teaching-learning principles that promote self-determination.	<ul style="list-style-type: none"> • Pain Video Discussion Assignment • Peri-Operative Assignment • Cardiac EBP assignment • ATI Video Case Study— Palliative care • Case Study on infection 	<ul style="list-style-type: none"> • Exams • Quizzes • Video Discussion • Peri-Operative Paper • EBP Cardiac Paper • ATI Video Case Study results
	5. Apply the use of nursing judgment in client care to make safe, effective, and evidence-based decisions.	<ul style="list-style-type: none"> • Assigned reading • Lecture • Peri-Operative worksheet • Cardiac EBP assignment 	<ul style="list-style-type: none"> • Exams • Quizzes • Peri-operative • In class Text-Polling
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.	6. Utilize quality care measures in the plan of care to keep clients safe and satisfied.	<ul style="list-style-type: none"> • Root-cause analysis • Safety Alert Boxes throughout text • ATI Pharmacology 3.0 (Modules w/Case Studies) for Infection and Hematology, Cardiac, and Pain • Pharmacology Guides 	<ul style="list-style-type: none"> • Exams • Quizzes • Discussion thread • 25-point post-test for each ATI Pharm Module • End of semester comprehensive Pharmacology Exam
INFORMATICS: Integrate current technology to support decision-making and manage information in the delivery of client care.	7. Explain the use of technology to communicate effectively and manage information in the delivery of client care.	<ul style="list-style-type: none"> • Informatics boxes included in text. • EHR diagram – Asthma client in ED • Analysis of ABG results from diagnostic table. 	<ul style="list-style-type: none"> • Exams • Quizzes • In class discussion with prioritization based on electronic health record • ABG Analysis text polling

GRADE BREAKDOWN:

Exams:	85%	
Cardiac EBP Interview Assignment:		5%
Other Assignments:	5%	
Elsevier Adaptive Quizzes (Sherpath):	<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.

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

NCLEX REVIEW PROGRAM NURSING REVIEW PROGRAM:

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

GRADING:

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

Students are responsible to know what their grades are during the course. Please review the gradebook frequently. If an assignment or exam in the student's gradebook says the assignment or exam has not been submitted or has not been entered, it is then treated as a fact that the student did not do the assignment or exam unless the student has written proof that they did in fact complete and submit such assignment/exam as outlined in the directions. Make sure your assignments are submitted well before the due date to assure timely submission. **Please see your Dakota Nursing Student handbook for grading policies in addition to the policies listed below.**

Grades: Grades are given for both theory classes and clinical performance of clinical nursing courses. Students must earn a minimum grade of "C" with a maintained 2.5 GPA or better in all required courses of the program. Students who fail a theory or clinical course will be dismissed from the nursing program. A final grade of D or F is considered to be a failed grade. Any time a student has unsatisfactory grades, he/she should contact the instructor for guidance.

Active Learning: In addition to educational strategies such as reading, listening, and reflecting, when appropriate this class makes use of learning techniques commonly known as active learning. Students should expect to participate in active learning techniques such as discussions and presentations, small group activities, writing, problem-solving, movement, case studies, role-playing, etc. These activities promote analysis, synthesis, and evaluation of class content in order to improve student learning outcomes.

Assignments/Quizzes/Clinical Paperwork: All assignments must be completed and submitted on time in the manner specified by the faculty. Students may fail the course if all assignments are not completed. Late/makeup work will not be accepted (student will receive a 0%) unless previously arranged with the instructor or impacted by extenuating circumstances.

Exams: Students will notify the program nursing director/site faculty AND the lead course instructor 1 hour prior to missing the scheduled exam for the day and schedule a time to makeup that exam. Failure to notify these individuals may result in a conference with faculty recommendations for improvement. Missing more than one exam in the nursing courses in one semester as detailed in the attendance area of your handbook will result in an unsafe occurrence report with a performance improvement plan. All exams must be made up within 24 hours 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.

Nursing is a profession and thus requires professional behavior. It is expected that students will act in a professional manner displaying commitment to learning in the classroom, lab, all clinical areas, all college areas, and at all times in the public (including social networking sites when representing the college or the profession of nursing.)

Course study expectations: Commitment to learning is important to success. For every semester credit hour, you are taking in a class, three hours needs to be set aside in your weekly schedule to read, study and devote towards your education outside of class.

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

Academic Honesty: Academic honesty is held in the highest regard within the Dakota Nursing Program. Academic dishonesty will be addressed following the policies outlined in your college catalog. Dishonesty may result in failure of the course and dismissal from the Dakota Nursing Program.

Student Role in Evaluation of Teaching, Course, and Program Evaluation: The Dakota Nursing Program student will evaluate faculty teaching and curriculum in the classroom, lab and clinical settings. The evaluations are an important source of information for both individual faculty and for program evaluation.

ATTENDANCE POLICY:

The Dakota Nursing Program supports the college policy on attendance as stated in your college catalog. In addition, the nursing program implements strict attendance policies for classroom, lab and clinical experiences. Students are expected to attend all theory, lab, and clinical hours.

Regular, punctual attendance demonstrates safe and professional behavior and responsibility. In recognition of the fact that the primary learning takes place in the teacher-student relationship, the principle governing class attendance is that the student is expected to attend all regularly scheduled classes (classroom, laboratory, and clinical) and is responsible for meeting course objectives. Absences may make it impossible for a student to meet course objective and result in failure of the course. A student may be excused from class or clinical with the approval of the instructor. It is the student's responsibility to make arrangements to fulfill missed assignments with the appropriate faculty member. All makeup work may have a deduction in theory, lab, or clinical applications. All missed hours in lab or clinical need to be made up with an hour for each hour missed. Absences of more than four in any classroom, lab, or clinical course may result in course failure.

Please see the Attendance Policy in your Nursing Program Handbook for directions on how to notify faculty of and for consequences specific to being absent or tardy.

ACCOMMODATIONS:

To request academic accommodations due to a disability that may limit your ability to fully participate in this class/lab/clinical, please contact the disability services office listed for your college below. Personnel from that office will work with you and your instructor to arrange for reasonable accommodations after you have completed the registration process and it has been determined that you qualify. It is the student's responsibility to obtain the request for accommodation and provide it to the instructor and local campus nursing director.

- Bismarck State College Students: contact the Student Accessibility Office at 701.224.5671
- Dakota College at Bottineau Students: contact Disability Support Services at 701.228.5672
- Lake Region State College Students: contact the Disability Office at 701.662.1689
- Williston State College Students: contact the Accessibility and Retention Specialist at 701.774.4224

DROP AND WITHDRAW DATES CAN BE FOUND ON YOUR CAMPUS WEBSITE AT:

BSC – <http://www.bismarckstate.edu/current/records/calendarsdeadlines/>

DCB – <http://www.dakotacollege.edu/academics/academic-calendar/>

LRSC – <http://www.lrsc.edu/academics/term-schedules>

WSC – <http://www.willistonstate.edu/Class-Schedule.html>

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

ADDITIONAL INFORMATION:

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

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

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

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

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

Yuja/Blackboard Collaborate are a lecture and content capture software chosen by the ND University System to provide that service for its 11 campuses. Yuja/Blackboard Collaborate enable faculty, students and staff to record presentations, lessons, training, an entire lecture, and more. The recorded content is searchable, provides for notetaking and participant rating of content, can be streamed live, and can be used on portable devices having internet access. Yuja/Blackboard Collaborate integrate with most learning management systems and are ADA compliant. An instructor's lecture for the DNP is recorded and stored within a learning management system for the duration of the semester. Instructors will record lectures on Yuja/Blackboard Collaborate. Students should be aware that their voices or any presentation they do in class may be recorded on Yuja/Blackboard Collaborate and available via Blackboard for other students in their class to view. The recordings will be available for viewing for the duration of the semester. Watching the class recordings via web streaming does not usually count as attendance for class but is highly encouraged if you are unable to attend class or wish to review concepts covered in class. Please refer to attendance policy if there are any questions.

GUEST SPEAKERS:

Dakota Nursing Program is committed to presenting timely, innovative educational opportunities for its students. As part of those efforts, DNP faculty may invite guest speakers to address the student members of this course. Under FERPA regulations, such guest speakers are considered volunteers who serve a legitimate educational interest to institutional services or functions. Guest speakers will be informed by the faculty member of their responsibilities under FERPA to ensure student privacy. For more information, please visit the Department of Education's FERPA Student Privacy webpage at <https://studentprivacy.ed.gov/>

FACULTY/STUDENT COMMUNICATION:

Faculty/students are responsible for checking course announcements in Blackboard, bulletin boards and/or mailboxes as appropriate at each campus for messages each class day. Email is used extensively within the Blackboard Learning Management System; students are responsible to have a working college email account and check it daily during the semester. Students, staff and faculty are expected respond

to emails promptly – within 48 hours during a usual work week or as requested. The purpose is to assure rapid communication between students and instructors. Students must notify the nursing coordinator if their email address changes.

Faculty and students must identify themselves professionally with each contact (mail, email, or telephone). This includes first and last name as well as identification of location within the consortium.

Example of student identification at end of each email:

Joan Miller
DCB – Minot

Communication between students and faculty should remain on a professional level with no questionable jokes, cartoons, etc. transmitted. Students using the institution's computer labs are reminded that they cannot download information onto the computer hard drives. Any information must be stored on an alternate drive.