NORFOLK STATE UNIVERSITY

Department of Nursing and Allied Health
RN – BSN Online
Faculty Orientation Manual

2019; 2020

DISCLAIMER

The RN-BSN Online Faculty Orientation Manual describes departmental requirements and policies at time of distribution. This is subject to change and faculty will be notified of the change. Changes in the manual will be distributed to faculty.

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WELCOME to THE NSU RN-BSN ONLINE TEAM

Dear New RN-BSN Online Faculty Member,

We are so pleased you decided to join us at Norfolk State University, Department Nursing and Allied Health's RN - BSN Online Program. The RN – BSN Online Program began in 2016. The program is fully accredited by Accreditation Commission for Education in Nursing (ACEN) and approved by Virginia Board of Nursing (VBON) to award Bachelor of Science degrees to qualified Registered Nurses (RN) who are employed fulltime and part time. This Manual will provide an overview of the program and important information regarding the RN-BSN Online curriculum plan and admission criteria, clinical requirements, RN-BSN Online grading criteria and frequently asked questions (FAQ) from RN-BSN Online faculty members.

Your role as an RN – BSN Online faculty member is essential to our students' success! In addition to serving as the content expert, you are their role model and coach. Furthermore, you will develop a variety of contemporary teaching skills and learn new methods of formative and summative evaluation of student learning.

Once again, welcome, we look forward to having you on the online experience. Please feel free to contact the RN - BSN Online Coordinator or Nurse Administrator for any questions or suggestions for improvement.

Best regards,

NSU Department of Nursing and Allied Health
NGE 413:
https://www.nsu.edu/nursing/rn-to-bsn-online
757 823-9013

IMPORTANT CONTACT INFORMATION

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Office of Information Technology:

Client Services Office of Information Technology (OIT) provides help related to Norfolk State University computer systems, hardware, and software. If you require assistance, please contact OIT Client Services at 757-823-8678 or submit a ticket online to the NSU Client Services Helpdesk at https://www.nsu.edu/oit

Faculty and Staff may bring their laptops or mobile devices directly to the OIT Client Support Center, located on the main floor of the Nursing and General Education Room 105 for support.

Office of Extended Learning

The Office of Extended Learning (OEL) provides services and support to faculty and students in support of online programs, NSU Blackboard and learning tools. The OEL team partners with faculty to develop online degree and certificate programs and create master course templates. OEL also provides robust faculty online certification, is a member of Quality Matters (QM) to ensure compliance and quality assurance within online instructional courses, and is a member of the National Council for State Authorization Reciprocity Agreement (NC-SARA) to ensure students receive consistent distance learning support and offerings as other students across the nation (https://www.nsu.edu/oel).

Online Tutorials:

NSU offers online tutorial for several of our applications. Please visit https://help.blackboard.com/Learn/Instructor for more information. You may also contact Mr. Courtney Mitchell cmitchell@nsu.edu or Mr. Mark Eulo meulo@nsu.edu for blackboard support.

Online Library:

Please visit the NSU Online Library at https://library.nsu.edu/ . Sign in and navigate through the EBook collections, library tutorials, live chats, and other helpful material. This will help you direct your students through a rich online library experience.

RN-BSN ONLINE COURSE DELIVERY SYSTEM

Effective fall 2020, the RN-BSN Online program of study will be delivered in six (6) week mini term sessions rather than eight (8) week mini term sessions until further notice. Therefore, course content for each RN – BSN Online course will be presented in three modules. The three module design will be presented as follows:

Module 1 (Weeks 1 & 2)

Module 2 (Weeks 3 & 4)

Module 3 (Weeks 5 & 6)

ONLINE CLINICAL

The RN-BSN Online program has one clinical course, NUR 435L: *Providing Nursing Systems for Families, Groups and Communities Lab*. This course requires 90 contact hours and is taken in term 3 for fulltime students or term 4 for part-time students. Students are oriented to the clinical requirements and the process of selecting a preceptor in NUR 301: *Foundations of Online Success: BSN Orientation*. Also see section on RN-BSN Online Faculty Frequently Asked Questions (FAQ) and Appendixes A, B and C for more information in online clinical and clinical documentation respectively.

RN-BSN Online Admission Criteria

Admission to the Upper Level Baccalaureate Program in Nursing is competitive and open to all qualified applicants. **Admission is not guaranteed.** The general admission requirements are:

1. Admission to the University on or before **April 1st** (prior to the spring semester of desired entry). Submit a separate Nursing Program application to the Department of Nursing and Allied Health on or before **June 1st** for fall (August) admission, **October 5th** spring (January) admission unless otherwise noted.
2. Receipt of official transcript(s) from previously attended college(s). Eligibility will be determined by the GPA from the most recent transcript.
3. Current license to practice as a Registered Nurse in the Commonwealth of Virginia, Compact License, or home state in good standing**.**
4. A cumulative grade point average of 2.5 and a course grade of "C" in all the listed prerequisites courses. All prerequisite courses must be completed before the start of the Online RN-BSN Program. Table 1 presents required prerequisites, Tables 2 and 3 presents full and part time program of study respectively.

Table 1
Prerequisite Courses for Online RN to BSN Program Track

Course Number(s)	Courses	Credits
Tier I General Requirements ***IUL 101 (3 credit hours) required only for students admitted before fall		
SEM 101	Student Success Seminar	1
ENG 101/H	College English I	3
ENG 102/H	College English II	3
ENG 285/H	Public Speaking	3
Tier II General Requirements		
SEM 102	Student Success Seminar	1
CHM/L 100/200 LEVEL	Chemistry	4
BUS 175; ECN 200/211; HIS 100/103 SOC 101/110; POS 230 (Honors)	Social Sciences	6
ENG 207; FIA 301; MUS 301; HUM 210/211(Honors)	Humanities Electives	6
CSC 150	Digital, Computer, & Telecommunications	3
Tier II General Requirements		
SEM 201	Student Success Seminar	1
BIO 165 & BIO 165L	Anatomy & Physiology Part I & Lab	4
BIO 166 & BIO 166L	Anatomy & Physiology Part II & Lab	4
BIO 163 & BIO 163L	Microbiology in Health Science & Lab	4
PSY 228/220	Human Growth & Development or Child Psychology	3
MTH 250; PSY 270; SOC 355	Statistics	3
ENG 383/384; FIA 370; HRP 320; HIS 335/336/371; JRN 299;PSY 340; SOC 237	Cultural Perspective	3
	Total prerequisites credits	**52**
	Credits Awarded for lower level Nursing	**36**
	Total Prerequisite Credits	**88**

Table 2
RN to BSN Online Full Time Program of Study

	First Semester		
Term 1	NUR 301	Foundations of Online Success: BSN Orientation	3
	NUR 461/H	Nursing Research Dimensions	3
	NUR 400	Nursing Pathophysiology	3
Total Term 1			9
Term 2	NUR 321/H	Multiculturalism/Bioethics	3
	NUR 418/H	Conceptual Models for Nursing	3
	NUR 415	Health Assessment	4
Total Term 2			**10**
		Total Semester Credits	**19**
	Second Semester		
Term 3	NUR 435	Providing Complex Nursing Systems for Families & Groups	3
	NUR 435L	Providing Complex Nursing Systems for Families & Groups Lab	2
Total Term 3			**5**
Term 4	NUR 462/H	Nursing Leadership & Management	3
	NUR 470	Professional Development Seminar	3
	NUR 485/H	Contemporary Issues in Nursing and Health Care	3
Total Term 4			**9**
		Total Semester Credits	**14**
Total Major Credits			33
Total Prerequisite Credits			52
Credits Awarded for lower level nursing degree			36
		Total Program Credits	**121**

Table 3
RN to BSN Online Part Time Program of Study

	First Semester		
Term 1	NUR 301	Foundations of Online Success: BSN	3
	NUR 400	Nursing Pathophysiology	3
Term 2	NUR 415	Health Assessment	4
	NUR 418/H	Conceptual Models for Nursing	3
Total Semester Credits			**13**
	Second Semester		
Term 3	NUR 461/H	Nursing Research Dimensions	3
	NUR 321/H	Multiculturalism/Bioethics	3
Term 4	NUR 435	Providing Complex Nursing Systems for Families & Groups	3
	NUR 435L	Providing Complex Nursing Systems for Families & Groups Lab	2
Total Semester Credits			**11**
	Third Semester		
Term 5	NUR 462/H	Nursing Leadership & Management	3
	NUR 470	Professional Development Seminar	3
	NUR 485/H	Contemporary Issues in Nursing and	3
Total Semester Credits			**9**
Total Major Credits			33
Total Prerequisite Credits			52
Credits Awarded for lower level nursing degree			36
Total Program Credits			**121**

GUIDELINES

The Department of Nursing and Allied Health embrace the requirements and expectations established by NSU OEL for online and remote teaching (https://www.nsu.edu/oel/contact-us). A few required guidelines are listed below.

Required Guidelines

1. Faculty teaching online must successfully complete the NSU online teaching certification course.

2. Emails and discussion questions (DQs) must be checked daily.

3. Consider creating a scavenger hunt for your first assignment in all your online courses. This will help your students become familiar with the course platform and expectations.

4. Post substantive responses to the students 'discussions frequently. It is reasonable to expect faculty to be online in the classroom at least twice each business day. Faculty must lead or steer discussion forums that stimulate further inquiry and challenge our students' thinking.

5. Try to keep your posts to ideas and concepts that are demonstrated in the literature and supported by peer publications.

6. Try to respond to students' questions within 24 hours. Notify students and the BSN Nurse Administrator if you will be unavailable to the class for more than 24 hours at a time.

7. Assess and evaluate student learning throughout the class. Written assignments, DQs and participation should be graded within 5 - 7 days.

8. **Be mindful of when end of course grades are due for graduating seniors and continuing students per NSU Registrar.**

9. Students should complete the ***End of Term - Course Objectives Survey*** during the last week of class. Remind students that the ***Course Objective Survey*** will account for week 6 *Participation* grade. ***Course Objective Surveys*** are not required for all RN-BSN online courses at this time. However, please feel free to contact the RN – BSN Online Coordinator if you're interested setting up the ***End of Term -Course Objective Survey*** for your class**.**

10. Offer online/virtual office hours according to a schedule or by appointments using Blackboard Collaborate, phone conferences or skype (OEL, 202).

11. You may want to provide your cell phone number to your class in case they have a question that needs to be answered quickly. Post this in your classroom on the first day of class. It is acceptable to cut off phone calls from students between 8pm and 8 am.

TIPS for RN-BSN ONLINE COURSE MANAGEMENT

Table 4.1 displays tips for RN-BSN Online Course Management: ***Course Preparation*** and Table 4.2 displays tips for RN-BSN Online Course Management: ***Task and During Modules*.**

Table 4.1
*Tips for RN - BSN Online Course Management**: Course Preparation***

Task	When Due by faculty
Go into the course and check/update: • **Load your course modules:** Post DQs, scavenger hunt, weekly assignments/assessment, etc. • **Course Navigation:** You may need to carefully adjust or simplify your course navigation system. • **Update and load:** Course calendar (see Appendix D) and syllabus and place under appropriate link. • **Post your introduction/welcome announcement** and/or video (see Appendices E & F) • **Post your contact information in the Professor's Contact link**: Your Phone number(s), email and your SKYPE name. • **Check into the students preview window**: Assure course material is presented correctly.	**1-5 days before class starts**
Test/Exams: With the exception of NUR 400 and NUR 415, most RN – BSN Online courses require an extensive level of written assignments. These assignments and assessments are designed to encourage students to participate in literature reviews, peer evaluations and rich discussion board forums. However, this model should not discount proper rigor or high expectations of our students. Be creative! For instance, your exams can be presented as a combination of a written essay, multiple choice questions, fill ins, etc. Online faculty strive to prepare our post-licensure students as nurse scholars and community leaders equipped with the tools needed to contribute theory, research and evidence based practice (EBP) within the body of nursing. **Verify Test Settings**: • 1.5 minutes per question or more time for essays • Decide question delivery and set your time (i.e. 1 or 3 questions at a time) • Shuffle test items and answers. Set *forced completion* if you intend exam completion within one setting. • Set ***Open*** and ***Close*** dates and the ***Time Range*** for the exam completion (36 hrs. max). • **Immediately following or after test**: set ***Show score only.*** You may reveal test question rationales **AFTER** all exams are taken and grades are posted. Let students know when they can review their tests. Review the item analysis and analyze your exam results). **Use LockDown Browser (LDB) with the Respodus Monitor set for Recording**: Please remember that this is not a *Remote* learning experience. Most online exams are set to open and close within a certain time frame. Therefore, using LDB with the monitor set for recording will help maintain the integrity of your online exams.	**1-5 days before class start**

Check Gradebook and Course Availability • **Check Column Categories and Organization**: For DQs, participation, assignments, etc. Feel free to add specific categories unique to your course (i.e. Senior Portfolio). • **Prepare Weight Column**: Make sure your gradebook has the correct % weight for each item. **Note**: Some faculty may choose to hide the *Weighted* and/or *Total* column(s) periodically throughout the term. For instance, when transcribing unit exam or assignment grades or prior to submitting all final grades. • **Make sure Couse is Available to Students:** In the *Course Management* menu – **Customization > Properties >Set Availability** section (OEL 2020).	**1-3 days before class start**

Table 4.1
Tips for RN - BSN Online Course Management: Activities during Modules

FACULTY TASK DURING MODULE I	When due by Students
WEEK 1 - • Check the gradebook daily for the first week for all students' names. • Check email and course messenger daily • Try to meet 1:1 with each student via phone conference, SKYPE or Blackboard Collaborate for individual Q&A sessions by Friday. • Post substantive responses to the students 'discussions. • Grade week 1 DQ(s), assignments, participation and collect Syllabus acknowledgement forms by the end of week 1. • If a student has not log into the class – they may be dropping the course. Call BSN Nurse Administrator for assistance! • Check when the LINE OUT REPORTS ARE DUE TO REGISTRAR'S OFFICE and send accordingly. • Prepare and post announcements (logistics, reminders, week objectives, etc.) for week 2 by the end of this week. • Prepare a post reminding students to check ***Campus Announcement*** frequently for important information. Such as when to complete the ***NSU Course and Faculty Evaluations.***	**Weekly DQ, and Participation/attendance** DQ posts and replies are due by Tuesday/Thursday Syllabus acknowledgement forms due by Friday. **Weekly Assignments**: due by Saturday
WEEK 2 • Note and contact anyone missing DQ or assignments from prior week on day 1 of week 2. • Check email and course messenger daily • Post substantive responses to the students 'discussions. • Grade week 2 DQ(s), assignments, participation by the end of week 2 • ***Check NSU calendar or with registrar when the mini-term advisory grades are due*** • Prepare and post an announcement (logistics, reminders, week objectives, etc.) for Week 3 by the end of this week. • Consider offering a chat session via Blackboard Collaborate for next Thursday (week 3) at 6:30 pm. Topics may include a current event issue, clarifying an assignment rubric, Q&A session, schedule office hours, etc. • Prepare a post reminding students to check ***Campus Announcement***	**Weekly DQ, and Participation/attendance** DQs posts and replies are due by Tuesday/Thursday **Weekly Assignments**: due by Saturday

frequently for important information. Such as when to complete the ***NSU Course and Faculty Evaluations.***	
FACULTY TASK DURING MODULE II	**When due by Students**
WEEK 3 • Day 1: Please note and contact anyone missing DQs or assignments from prior week. Complete Performance Monitoring form if needed and email to student, advisor and chair. • ***Post midterm grades by Friday*** • Check email and course messenger daily. Reply as needed. • Post substantive responses to the students 'discussions. • Prepare and post an announcement (logistics, reminders, week objectives, etc.) for Week 4 by the end of this week.	**Weekly DQ, and Participation/attendance** DQs posts and replies are due by Tuesday/Thursday **Weekly Assignments**: due by Saturday
WEEK 4 • Day 1 Weekly Reminder Message to the Class – remind them of whatever is coming up this week and deadlines. • Check email and course messenger daily. Reply as needed. • Participate, Graded DQs and Assignments • Post substantive responses to the students 'discussions. • Prepare and post an announcement (logistics, reminders, week objectives, etc.) for Week 4 by the end of this week. • Consider offering a chat session via Blackboard Collaborate for next Thursday (Week 5) at 6:30 pm. Topics may include clarifying requirements for the final project, Q&A session, schedule office hours, etc.	**Week 4 DQ, and Participation/attendance** DQs posts and replies are due by Tuesday/Thursday **Weekly Assignments**: due by Saturday
FACULTY TASK DURING MODULE III	**When due by Students**
WEEKS 5 • Day 1 Weekly Reminder Message to the Class – remind them of whatever is coming up this week and deadlines. • Check email and course messenger daily. Reply as needed. • Participate, Graded DQs and Assignments • Post substantive responses to the students 'discussions. • Post a Finishing up Announcement for week 6 by the end of this week	**Week 5 DQ, and Participation/attendance** DQs Post and replies are due by Tuesday/Thursday **Weekly Assignments**: due by Saturday

Week 6: • Set the ***End of Course Objective Survey*** to open on Tuesday and close on Thursday at 11: 59 pm. • Check email and course messenger daily. Reply as needed. • Graded DQs and Assignments • Post substantive responses to the students 'discussions. • **Post Final Grades:** Check with the Registrar's Office when the mini term window will open. • Document all student contact in the system	**Week 6 DQ,** DQs Post are due by Tuesday **Week 6 Assignments**: Final Projects or Exams **Complete *Course Objective Survey* by Thursday at 11:59 pm** • Students are not required to reply to their classmates initial DQs this week. • Students are required to complete ***End of Course Objective Survey*** in order to receive full credit for Week 6 Participation. • Students who do not complete the survey will not receive credit for Week 6 Participation, even if they decide to reply to their classmates initial DQs this week. • Students <u>will not</u> receive extra credit if they decide to reply to their classmates initial DQs and complete the ***End of Course Objective Survey***

RN – BSN ONLINE PROGRAM GRADING CRITERIA:

NOTE: All RN-BSN Online courses are required to use the following grading scale:

- **35% = Weekly Assignments:** Papers, Research Projects, Critiques, Web Link Assignments, Online Debates, etc.
- **30% = DQs:** Answers must be mature, scholarly, written in APA format.
- **20% Final Project or Exams:** Senior Portfolios, Community Windshield Project, Research Policy Paper, Final Health Assessment, Final Exams, etc.
- **15% Weekly Participation/Attendance**: In class at least three times a week and must respond to two other students' original DQ. Responses must be scholarly statements adding to the conversation **(i.e. not just saying "*I agree*").** Final week *Course Objective Survey.*

Grading Standards / Evaluation:

Note: For didactic courses that have a related clinical component, a student must satisfactorily complete both components of the course package (i.e. NUR435 & NUR 435L). **An overall course average of 77.5% is required for successful completion of the theoretical/didactic component. Additionally, a grade of pass (P) is required for successful completion of the clinical**

- A 96.5 – 100
- A- 93.5 – 96.49999…
- B+ 90.5 – 93.49999…
- B 87.5 – 90.49999…
- B- 84.5 – 87.49999…
- C+ 80.5 – 84.49999…
- **C 77.5 - 80.49999…**
- C- 74.5 – 77.49999…
- D+ 71.5 –74.49999…
- D 67.5 – 71.49999…
- D- 62.5 – 67.49999…
- F 62.499999999 and below

PARTICIPATION and DICUSSION QUESTIONS

RN-BSN Online Students are encouraged to check into the class each day of the week so they can follow along with the discussions and emails from peers and instructors. Discussion Board Questions (DQs) are posted weekly by the course instructor and they account for 30% of students' final grades. Students are expected to answer the initial weekly DQs by **11:59 pm every Tuesday.**

Course Participation

In addition to posting answers to weekly DQs, students are expected to ***respond*** to at least two classmates' initial DQs no later than **11:59 pm every Thursday**. This is considered as ***Participation*** and will account for 15% of the students' final grade. Students are expected to post ***Participatory responses*** that add significant value to the discussion platform. ***Participatory responses*** are succinct, but should be well written and indicate that the student is mastering the content. Because these are college-level courses, students are expected to post thorough, well-conceived college-level material in APA format. Students are also required to include supportive citations from credible publications and/or online resources. ***Participatory Responses*** that consist of a sentence or two and say little more than, *"I completely agree with what you said",* will not receive credit. If applicable, completion of the ***Course Objective Survey*** will account for students last week ***Participation*** *grade.*

> **Note:** Do not confuse ***Participation criteria (15%)*** with the ***Discussion Question (DQ) criteria (30%).*** Please feel free to contact the Nurse Administrator or the RN-BSN Online Coordinator if you have any questions or concerns.

Evaluating Discussion Questions (DQs) **Posts:** A grading rubric is provided below that will help you evaluate online student's DQs postings.

- **Posting that earns 90% to 100% reflects the following:**
  - Discussion postings are responsive to the requirements of the discussion instructions and are posted by the due date.
  - Discussion postings significantly contribute to the quality of interaction by providing rich and relevant examples, two or more applicable research support or references, discerning ideas, and/or stimulating thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.
  - Discussion postings demonstrate an in-depth understanding of concepts and issues presented in the course (e. g., insightful interpretations or analyses, accurate and perceptive parallels, and well-supported opinions), and are well supported, when appropriate, by pertinent research.
  - Discussion postings provide evidence that the student has read the assigned reading.
- **Posting that earns 78% to 89% reflects the following:**
  - Discussion postings are responsive to the requirements of the discussion instructions and are posted by the due date.
  - Discussion postings contribute to the quality of interaction by providing examples, two or more research support or references when appropriate, ideas, and/or thoughts/probes, and are respectful when offering suggestions, constructive feedback, or opposing viewpoints.

- Discussion postings demonstrate some depth of understanding of the issues and show that the student has absorbed the general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.

- **Posting that earns 68% to 77% reflects the following:**
  - Discussion postings are posted by the due date but are not always responsive to the requirements of the discussion instructions.
  - Discussion postings do little to contribute to the quality of interaction or to stimulate thinking and learning.
  - Discussion postings demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and, while generally accurate, display some omissions and/or errors.
  - Discussion postings do not provide evidence that the student has read the assigned reading.
- **Posting that earns 0 to 67% reflects the following:**
  - Discussion postings are posted past the late deadline, defined as 11:59 p.m. on the due date, and/or do not address the requirements of the discussion instructions.
  - Discussion postings do not contribute to the quality of interaction or stimulate thinking and learning.
  - Discussion postings do not demonstrate an understanding of the concepts presented in the course, and/or do not address relevant issues, and/or are inaccurate and contain many omissions and/or errors.
  - Discussion postings do not provide evidence that the student has read or considered colleagues' postings, as applicable.

Note: Two DQs can be assigned to one week. The course instructor will adjust the due dates accordingly. For example, DQ 1 initial post can be due on Tuesday with the responses to classmates due by Thursday; DQ 2 initial post can be due Wednesday with the responses to classmates due by Friday within the same week.

COUNSELLING SUPPORT for ONLINE STUDENTS

Counselling is offered to **all** NSU students via phone, virtual (online) or face to face as permitted. Each school/department are assigned counselors. If you have an online student that you feel is a threat to themselves or others, call the Counseling Center at (757) 823-8173 (during business hours) or NSU Police Department non-emergency at (757) 823-8102 (after business hours/weekends) for consultation. If you have a student you feel may need counselling services (not a threat to themselves or others), you can refer them to call the Counseling Center at 757-823-8173 and/or visit the Counseling Center website https://www.nsu.edu/counselingcenter/counseling for additional resources.
If you need to consult on a student, please call the Counseling Center at (757) 823-8173 Monday-Friday 8am-5pm or you can email our office at counselingcenter@nsu.edu. However, if you need to consult after business hours, contact NSU Police Department non-emergency number (757) 823-8102 and they will connect you to a counselor in the Counseling Center.

Note: All faculty must place the following counselling center information in their syllabus:

Counseling Center

Here at the Counseling Center we are sensitive to addressing the mental health and

overall wellbeing of the student population. The Counseling Center will be providing services in the form of individual therapy by telehealth platform, brief supportive services and consultation, case management follow-up, and referral support via phone. This may include providing coping strategies, sharing additional health and wellness resources, and other relevant support. Students may contact the Counseling Center by calling (**757)-823-8173** between the hours of 8:00 am-5:00 pm to request to make an appointment.

As always, **crisis** services after hours and weekends are available by calling **(757) 823-8102** if the student is located on campus or live in the state of Virginia. The **National Suicide Hotline** at **1-800-273-8255** is available to students who live out of state that experience a crisis*. For a life-threatening emergency, call **911** right away.

For online accessible resources please visit the Counseling Centers website https://www.nsu.edu/counselingcenter. Students may access Ulifeline through the NSU website http://www.ulifeline.org/NSU/ for an anonymous, confidential, online resource, where students can search for information regarding emotional health. The site also includes a self-screening tool, information about mental/emotional disorders, and how to obtain help for oneself or others.

RN to BSN ONLINE FACULTY

FREQUENTLY ASKED QUESTIONS (FAQs)

What happens if a student loses access to the Internet?

Losing internet connection or computer system during the course is ***not*** grounds to receive an incomplete, to excuse students from their course work, or to withdraw from the course. Encourage your students to be ready with a "back up" plan in case they lose internet or their computer is no longer functioning. If they live near the campus, they may use any of the student computers on campus. Their nearest public library should also have computers with internet service for general use.

Note: Express to student to please be mindful of CDC safety guidelines r/t COVID 19.

When are student assignments, initial DQs and response post due?

Initial weekly DQ posts are due on Tuesdays at 11:59 pm (unless there are more than one DQ for a particular week). Students are required to respond to at least two classmates' initial DQ posts by Thursday at 11:59 pm in order to receive participation credit.
Assignment deadlines are usually on Fridays or Saturdays. However, may decide to select another due date for assignments.

Our policy reflects our desire to give students every opportunity to succeed, and as much time as is reasonable in completing assignments. Extensions to deadlines should follow the policy for Department of Nursing and Allied Health late work submitted. You may decide if late penalties are warranted on a case by case basis.

What is the policy on submitting work after the due date?

Late work could be accepted; however, you should make very clear what penalties will apply according to the *Late Assignment Policy*. Late penalties may be waived when an acceptable documented excuse has been provided. During your first few terms at NSU, it is recommended that you consult with your mentor and/or Program Director prior to waiving any late penalties.

The following statement should be posted in your course syllabus:

All course assignments and assessments are due by the date assigned on the course calendar. Assignments and post must be submitted on time. Late assignments will be accepted provided that prior permission has been granted by the instructor. **Late or missed work must be completed within seven days and is subject to point deductions for lateness.**
Five (5) points will be deducted for each day that the assignment is overdue.

What types of test items are appropriate for testing?

Each test item (quiz or exam) should be tied (mapped) to a specific course learning objective. The type of test item may include true-false, multiple-choice, short answer, fill-in-the-blank, essay, or matching. However, with the exception of NUR 400 and NUR 415, most RN – BSN Online courses requires an extensive amount of written assignments. These assignments are designed to encourage

students to participate in literature reviews, peer evaluations and rich discussion board forums. However, this model should not discount proper rigor or high expectations of our students. Be creative! For instance, your exams can be presented as written essays or a combination of assessment items. Online faculty strive to prepare our post-licensure students as nurse scholars and community leaders, equipped with the tools needed to contribute theory, research and evidence based practice (EBP) within body of nursing.

Are students able to re-submit work?

This is at your discretion. If there is a circumstance that supports a reason for a student to re-submit work for grading, you may allow the student to re-submit work for grading. However, please make sure you document variations of academic agreements and/or activity plans.

How should students address me?

Should refer to you as Mr. x, Ms. x, Mrs. x, or Dr. x, if appropriate. We believe that NSU faculty should maintain formal relationships with their students, while at the same time exhibiting respect, courtesy, and friendliness.

Are teachers required to set up an instant messaging account?

No, this is not a requirement; however, many instructors do provide external information management (IM) information. You should get into the habit of using the Blackboard chat feature. The more ways a student has to contact you, the better. Using chat sessions, skype or Blackboard Collaborate Ultra for tutoring, office hours, and help sessions is a great way to communicate with students and create additional avenues of availability. Office hours are required. Offer online/virtual office hours according to a schedule and/or by appointment using Blackboard Collaborate, skype of phone conferences.

Where Do I Report Issues with my computer or course shell?

Office of Information Technology:

Client Services Office of Information Technology (OIT) provides help related to Norfolk State University computer systems, hardware, and software. If you require assistance, please contact OIT Client Services at 757-823-8678 or submit a ticket online to the NSU Client Services Helpdesk at https://www.nsu.edu/oit

Faculty and Staff may bring their laptops or mobile devices directly to the OIT Client Support Center, located on the main floor of the Nursing and General Education Room 105 for support.

Office of Extended Learning

The Office of Extended Learning (OEL) provides services and support to faculty and students in support of online programs, NSU Blackboard and learning tools. You may contact OEL support services at 757-823-2141 or https://www.nsu.edu/oel.

How do I help a student who cannot access our course site?

If you are contacted by students who cannot get into the site, ***the first question*** you should ask them, is

what they are using as their username and password. Secondly, they may not be using a compatible internet access for NSU. If they are using Microsoft Edge, ask them to try Google Chrome of Firefox. If they are using the correct login and password and a compatible internet access and still cannot get into the site, have them contact OIT.

Where and when do I post Midterm and Final Course Grades?

Mid-term and final grades are to be posted when the midterm grading widow opens. The registrar will notify you via email during midterm and final grading period when grades are due. You will need to have completed grading all pending student work, and refer to your Blackboard Gradebook for each student's course average. Then, you will need to go to the Faculty Colleague Portal (https://My.NSU.edu) and enter a letter grade under the appropriate marking period (Midterm or Final).

How often should I be posting to the discussion forums in my class?

Throughout the course, you should maintain a visible presence in the discussion forums. Typically, it is a good idea to respond at least one time per student in the class per discussion. (Example**:** If you have 15 students, you should be posting at least fifteen times per discussion). Or try to respond to every student at least once during the week. It is also a good practice to get into the habit of being an active presence in your forums on at least four different days of the week.

How do I manage the clinical portion of Online Teaching? What's the evidence?

Total Clinical Hours 90: The clinical rotation consist of 74 hours of preceptorship practicum and 16 hours of community activities which includes the Community Assessment assignment, attending a Support Group and a Community Service activity(s).

Faculty retains responsibility for grading student performance. The students' performance during precepted experiences will be evaluated by their preceptor using a feedback tool(s) provided by NSU BSN program. Faculty also communicate frequently with preceptors throughout the clinical rotation.

Students are required to provide documented evidence of the support group activity, community service event(s) and the community assessment assignments as directed by their instructor and NSU clinical policy. Community service events must be approved by instructor at least 48 hours prior to the event. Documentation includes event title, date of event, name, and telephone number of contact person for the event. After approval, the student must submit within 24 hours a sign in sheet of the event for attendance verification. Submissions maybe scanned and emailed for out of state students, but an original must be received via US postal service within a specific time frame.

Students are also required to complete weekly journal entries in blackboard and maintain a summative record of direct clinical hours and experiences. A grade of pass (P) is required for successful completion of the online clinical (laboratory/practicum) component of the course package. Refer to Appendices A and B for samples clinical documents and in-depth clinical information.

APPENDIX A

NORFOLK STATE UNIVERSITY

Department of Nursing
RN – BSN Online
Preceptors Packet

PRECEPTORS PACKET

Welcome and thank you!

Dear Preceptor, thank you for contributing to the body of nursing knowledge and agreeing to help our student(s) achieve their educational and career goals. This is a 74 hour community health rotation. The information in this packet includes the qualifications, roles and responsibilities of a clinical preceptor; an abbreviated course syllabus and required clinical documents such as the Student Clinical Evaluation Rubric, Preceptor's Documentation Pages and Overall Summary Page.

Please complete the ***Preceptor Profile form*** and the ***Agreement Confirmation form*** and submit to Dr. Lydia Figueroa as soon as possible. You may scan the forms and send via email to lfigueroa@nsu.edu. However, please mail your originals within 24 hours to:

Dr. Lydia Figueroa
RN – BSN Online Coordinator
Department of Nursing & Allied Health
NGE: Room 413
Norfolk State University
700 Park Avenue
Norfolk, VA 23504

Qualification

RN to BSN Online Clinical Preceptors are required to have a BSN or graduate degree in nursing. They must hold a current Registered Nursing license in good standing for the state in which he or she resides.

Preceptor roles and responsibilities

1. Assists the student in identifying experiences that use approaches to fit the student's identified learning style and meets the student's learning needs in order to meet course objectives.

2. Collaborates with the Nurse Manager/Assistant Nurse Manager and NUR 435 Clinical Instructor to individualize the learning experience to meet the learning needs of the student in order to meet course objectives.

3. Assist the student to identify his/her clinical competencies and areas for improvement/growth … assisting with learning professional attitudes, a widening scope of application for critical thinking and new skills for implementing plans of care.

4. Recommends unit experiences that meet the goals/objectives as identified by the nursing student.

5. Seeks input or assistance from the NUR 435 Clinical Instructor and/or Mentor (Nurse Manager) as needed and consults with NUR 435 Clinical Instructor regarding student's competencies, referring student for further supervision of practice when needed.

6. Engages in ongoing communication with the both the nursing student and NUR 435 Clinical Instructor regarding the student's progress with learning experiences in the course.

7. Provides input into evaluation of the nursing student's performance to aid in determining if the student's abilities meet or fail to meet the course evaluation criteria.

8. Submits a completed *Preceptor Profile* which includes information on his/her education, qualifications and work experience to be filed in the Department of Nursing and Allied Health at Norfolk State University. This is required by our accrediting agency.

Enclosure:

- Abbreviated course syllabus
- Preceptor Profile Form
- Confirmation of Agreement to Precept Form
- Student Clinical Evaluation Rubric.
  - Complete twice during the rotation: Midterm and Final based on 74 hours.
- Preceptor's Documentation Summary Pages (complete with each interaction)
- Preceptorship Experience Overall Summary Page (please complete at the end of the rotation)

Abbreviated Course Syllabi

COURSE NUMBER: NURSING 435-90

COURSE TITLE: Providing Nursing Systems for Families, Groups and Communities

CREDIT: 3 Semester Hours

PREREQUISITES:

NUR 321 Multiculturalism/Bioethics
NUR 415 Health Assessment
NUR 418 Conceptual Models for Nursing
NUR 461 Nursing Research Dimensions

CO-REQUISITE : NUR 435

COURSE DESCRIPTION:

NUR 435/435L - PROVIDING NURSING SYSTEMS FOR FAMILIES, GROUPS AND COMMUNITIES. (RN to BSN Track) This course focuses on the design and implementation of systems of nursing assistance for families, groups and communities, specifically high-risk populations throughout the life cycle. Students will use selected conceptual models in assessing, planning, implementing and evaluating nursing care and analyzing the management of care delivery by others in a variety of settings. The students are expected to continue their head to toe assessment skills. The didactic portion of this course is presented 100% On-line.

COURSE OUTCOMES:

1. Analyze the influence of historical, social, cultural, political and economic forces on the delivery of community /public health.
2. Examine the impact of socioeconomic, political, environmental, ethical and legal forces on the health of the community.
3. Explain the application of select nursing, public health, epidemiology, health promotion/disease prevention, health education, and behavior change theories and research to community health nursing practice.
4. Compare the roles and responsibilities of nurses in a variety of community/public health settings.
5. Examine the role of the community/public health nurse in bioterrorism and disaster management.
6. Utilize research findings in the discussion of community/public health nursing.
7. Describe vulnerability and strategies for working with culturally and economically diverse population groups.

REQUIRED READINGS:

Stanhope, M. & Lancaster, J. (2014). *Foundations in Nursing in the Community: Community-oriented Practice*. Publisher:
Evolve. Elsevier

U. S. Department of Health and Human Services, Public Health Service. *Healthy People 2020: National health promotion*
and disease prevention objectives. Washington, DC: U. S. Government Printing Office. http://www.healthypeople.gov/

(SAMPLE)

PRECEPTOR PROFILE FORM

- **Name:** _____
- **Position/Title**:_____
- **Contact information: (phone number) _____(Email)_____**
  - Place of employment**:**_____
  - Employer's Address_____
  - Employer's Phone Number**:** _____
  - Manager's Name:_____
  - Manager's Phone Number**:**_____

Education:

Degree	Year	School/Program	Address

License/

Certification

State:_____ License #:_____ Expiration Date:___

Submit this form to:

Lydia Figueroa, PhD, RN
RN – BSN Online Coordinator,
Department of Nursing & Allied Health, NGE: Room 413
Norfolk State University
700 Park Avenue
Norfolk, VA 23504

Please contact the NUR 435L – 90 Course Instructor or RN – BSN Online Coordinator if you have any questions

(SAMPLE)

CONFIRMATION OF AGREEMENT TO PRECEPT

Course: _____

Preceptor: _____

Student: _____

- I agree to act as Clinical Preceptor to the above named student as part of his/her enrollment in the RN - BSN On-line clinical course at Norfolk State University.
- I have read and acknowledge the information in this ***Preceptors Packet*** which includes qualifications, roles and responsibilities of a clinical preceptor; an abbreviated course syllabus and required clinical documentation.
- I am aware that I will need to confer with the didactic instructor during the semester to provide any information I believe is necessary for progress in the clinical practicum**.**

I can be reached at:

Office Phone:_____**Cell:** _____

Email: _____

Institution: _____

Preceptor Signature:_____ _____ **Date:** _____

Submit this form to:
Lydia Figueroa, PhD, RN
RN – BSN Online Coordinator,
Department of Nursing & Allied Health, NGE: Room 413
Norfolk State University
700 Park Avenue
Norfolk, VA 23504

Please contact the NUR 435L – 90 Course Instructor or RN – BSN Online Coordinator if you have any questions at any time

(SAMPLE)

NUR 435L RN to BSN On-line
STUDENT CLINICAL EVALUATION RUBRIC

Complete twice during the rotation: Midterm and Final base on 74 hours

Rating Scale: 1=Not observed 2=Needs constant supervision 3=Needs frequent supervision 4=Needs occasional supervision 5=Functions independently and seeks guidance when appropriate

Expected Outcomes	Midterm: base on hours					Final: base on hours				
Demonstrates interest in and respect for clients										
Recognizes multicultural, gender and experiential influences on client teaching and learning										
Uses personal attributes (i.e. caring, confidence, patience, integrity and flexibility) that facilitate learning										
Practices skilled oral, written and electronic communication that reflects an awareness of self and others										
Consults with preceptor on a regular basis										
Models critical and reflective thinking										
Develops a collegial working relationship with other students, preceptor, and clinical agency personnel to promote positive learning experiences										
Maintains HIPPA compliance and addresses competence, legal, ethical, and economic issues as they relate to client well being										
Assesses individual client learning styles and learning needs and facilitates the cognitive, psychomotor, and affective development of the client										
Practices in a safe manner that demonstrates professional standards. Is punctual and reliable and attends all scheduled sessions with preceptor and/or at clinical sites										
Engages in self-reflection and continued learning experiences that promote and facilitates learning										
Serves as a role model of professional nursing with the importance of addressing the psychological, intellectual, emotional, philosophical and cultural components in the practice of nursing care.										

Student's Signature: _____ **Date: _____**

Preceptor's Signature: _____ **Date: _____**

(SAMPLE)
PRECEPTOR'S DOCUMENTATION PAGE

Week(s) #: _____ **Date: _____**

Activity:

Student Strengths:

Areas for further growth:

Student Signature_____ Date_____

Preceptor Signature_____ Date_____

(SAMPLE)
NUR 435L- 90
PRECEPTORSHIP OVERALL EXPERIENCE
SUMMARY

Student Name: _____ **Date: _____**

Preceptor Name: _____

Facility Name: _____

Summary of Activities:

Student Overall Strengths:

Student Areas Needing Improvement:

Performance: **satisfactory _____** **unsatisfactory_____**

Student Signature: _____ **Preceptor Signature: _____**

APPENDIX B

NORFOLK STATE UNIVERSITY

Department of Nursing
RN – BSN Online
Student Clinical Documents

(SAMPLE)
NUR 435-90L
CLINICAL DOCUMENTATION and REQUIREMENTS

Preceptor: The person willing to serve as your preceptor could be a manager, supervisor, colleague; employer, etc. You may also have more than one preceptor. Your preceptor(s) must hold a BSN or higher degree. After you've received verbal agreement with your preceptor, the *Preceptors Packet* (see attached) must be completed and approved by the NUR 435L Instructor, the Program Clinical Coordinator or RN-BSN Online Coordinator.

Community Health Clinical Setting: You will also be required to select an appropriate community clinical site**.** You may use your place of employment but not during your working hours. The clinical site must be a community health system setting such as:

- Pediatric clinic,
- OB clinic,
- Family Practice clinic,
- Community Service Boards,
- School Nurse,
- Public Health Departments,
- Men and Women Shelters,
- Home Health Agencies,
- Behavioral Health, and Community Health Clinics etc.
- Working with Care Coordinators or care managers for insurance agencies for instance.

Note: The selection of the site should be completed prior to the start of NUR 435 and NUR 435L. The deadline date for submission of the Preceptor Package is designated by the online clinical faculty (usually within the first week of NUR 435L).

The remaining *sixteen (16)* clinical *hours* will be designated to the following two (2) clinical activities while you are enrolled in NUR 435/L in the spring:

1. **Community Assessment Assignment**: Each student will complete a community assessment focusing on their community. You will be given specific directions on how to complete an in-depth community assessment in NUR 435/L.

2. **Attend a Support Group and Provide Community Service:**

   - Support Group: Each student will be required to attend a support group meeting or activity (Alcoholics (AA), Narcotics (NA), Eaters, Gambling Anonymous, Grieving, etc.)
   - Community Service: Actively participate in a community event such as:

     - Health fairs
     - Blood Drives
     - Screenings
     - Your State's Legislative day
     - Any type of activity serving the homeless in your state, such as:
     - The annual Homeless Connect activity in VA.

     New York City's Homeless Services Initiatives
     https://www.nycservice.org/initiatives/index.php?bitinitiative_id=33

(SAMPLE)
RN – BSN ONLINE STUDENT
PRECEPTORSHIP RESPONSIBILITIES

Students will provide documented evidence of the support group activity, community service event(s) and the community assessment assignments as directed by their instructor and NSU clinical policy.

Community service events must be approved by your instructor at least 48 hours prior to the event. Documentation includes event title, date of event, name, and telephone number of contact person for the event. After approval, the student must submit within 24 hours a sign in sheet of the event for attendance verification.

Your total 90 hours of community experience must be completed by the end of NUR 435L. Follow the steps below to get started:

Step 1. Developing the student – preceptor relationship

Once identified, discuss the Preceptor Roles and Responsibilities prior to having your preceptor sign the forms. You are developing a professional relationship with your preceptor and effective communication is important. Meet with preceptor to outline details of clinical experience, course objectives and required documentation. This will be a continuous activity.
Review the following documents:

a. The RN-BSN Online Reflection Journal: See Table I for a Sample

b. Clinical Tracking Form

a. Students are responsible for assuring that this form is complete with proper dates, initials and signatures. This form must be submitted to the instructor by the end of the clinical rotation.

b. Complete for each visit (*Omit CINE Lab Hours and Simulation Hours*). For description of experience, write just a <u>one line</u> brief description of your experience. For example: Assessment, Vital Signs, and Client Teachings on Diabetes etc.

c. Preceptors Packet

- Preceptor Profile Form
- Confirmation of Agreement to Precept Form
- Student Clinical Evaluation Rubric. This should be completed twice during the rotation: Midterm and Final base on 74 hours.
- Preceptor's Documentation Summary Pages (complete with each interaction)
- Preceptorship Experience Overall Summary Page (please complete at the end of the rotation)

Step 2. Preceptors Packet

- Have your preceptor complete the *Preceptor Profile* and the *Confirmation of Agreement to Precept Forms* found in the Preceptors Packet. Scan and send via email to Dr. Lydia Figueroa at lfigueroa@nsu.edu. In addition, please mail your originals within 24 hours to:

Lydia Figueroa, PhD, RN
RN – BSN Online Coordinator
Department of Nursing & Allied Health
NGE: Room 413 . . .

Step 3. Secure approval

- Upon receipt of the completed preceptor's *Preceptor Profile* and *Confirmation of Agreement to Precept Forms* approval or disapproval will be granted from the appropriate NRAH department personnel.

Step 4. **Document clinical experiences as directed via weekly reflective journal postings (in class within blackboard), evaluation form and tracking form.**

(SAMPLE)

NUR 435L- 90

WEEKLY REFLECTIVE JOURNAL POSTINGS

Date of Practicum Hours **Number of Hours** **Running total of hours**	**Activity or Experiences Related to the Course Objectives** **(specify which objective is being addressed)**	**Detailed reflections on what is being learned during the practicum experiences**
Week 1 **Date** 9/30/15-10/2/15 **Number of hours**- 7.5 **Total number of hours**-7.5	Began to research and analyze relevant and current nursing literature on PICC/Central line dressing changes, assessing and monitoring the site.	Pulling articles together to explain why PICC/Central line dressing changes are important and how to prevent infection, how often the dressing should be changed and the proper procedure of the dressing change. Why the site should be monitored and what are the risk factors if not. How does this research information differentiate from our current policy and procedure? I'm looking at how the policy could be revised to accommodate best practices.
Week 2		
Week 3		
Week 4		
Week 5		

(SAMPLE)

NUR 435L RN to BSN Online
STUDENT CLINICAL EVALUATION RUBRIC

Grading Scale: 1=Not observed 2=Needs constant supervision 3=Needs frequent supervision 4=Needs occasional supervision 5=Functions independently and seeks guidance when appropriate

Expected Outcomes	Week 4 Midterm						Final			
	1									
Demonstrates interest in and respect for clients										
Recognizes multicultural, gender and experiential influences on client teaching and learning										
Uses personal attributes (i.e. caring, confidence, patience, integrity and flexibility) that facilitate learning										
Practices in a safe manner that demonstrates professional standards. Is punctual and reliable and attends all scheduled sessions with Preceptor and/or at clinical sites										
Engages in self-reflection and continued learning experiences that promote and facilitates learning										
Serves as a role model of professional nursing with the importance of addressing the psychological, intellectual, emotional, philosophical and cultural components in the practice of nursing care.										

Preceptor's Signature: _____ Date: _____

Student's Signature: _____ Date: _____

(SAMPLE)

NORFOLK STATE UNIVERSITY DEPARTMENT OF NURISNG AND ALLIED HEALTH

GUIDELINES FOR COMPLETING THE CLINICAL TRACKING FORM

Purpose:	To monitor and account for students' practice experiences and clinical competencies. Through these experiences, students develop their psychomotor skills, learn how to use technology, and gain necessary skills for implementing nursing and other interventions.

(SAMPLE)

Tracking Form

Norfolk State University
Department of Nursing & Allied Health
RN - BSN Online
Clinical Tracking Form

This Clinical Tracking Form should be used by all students to maintain a record of the total number of hours of clinical experiences. Complete for each visit (*Omit CINE Lab Hours and Simulation Hours*). For description of experience, write just a one line brief description of your experience. For example: Assessment, Vital Signs, and Client Teachings on Diabetes etc.

Date	Site	Brief description of experience	Direct care Hours	Start/End Time		Preceptor's Initial	Instructor's Initial
			Total Direct Care Hours for Course/Semester				
						Total Hours for Simulation and Direct Care	
Instructor Initial		**Instructor Signature**				of pages	
Instructor Initial		**Instructor Signature**					
Student Signature							

APPENDIX C

(SAMPLE)

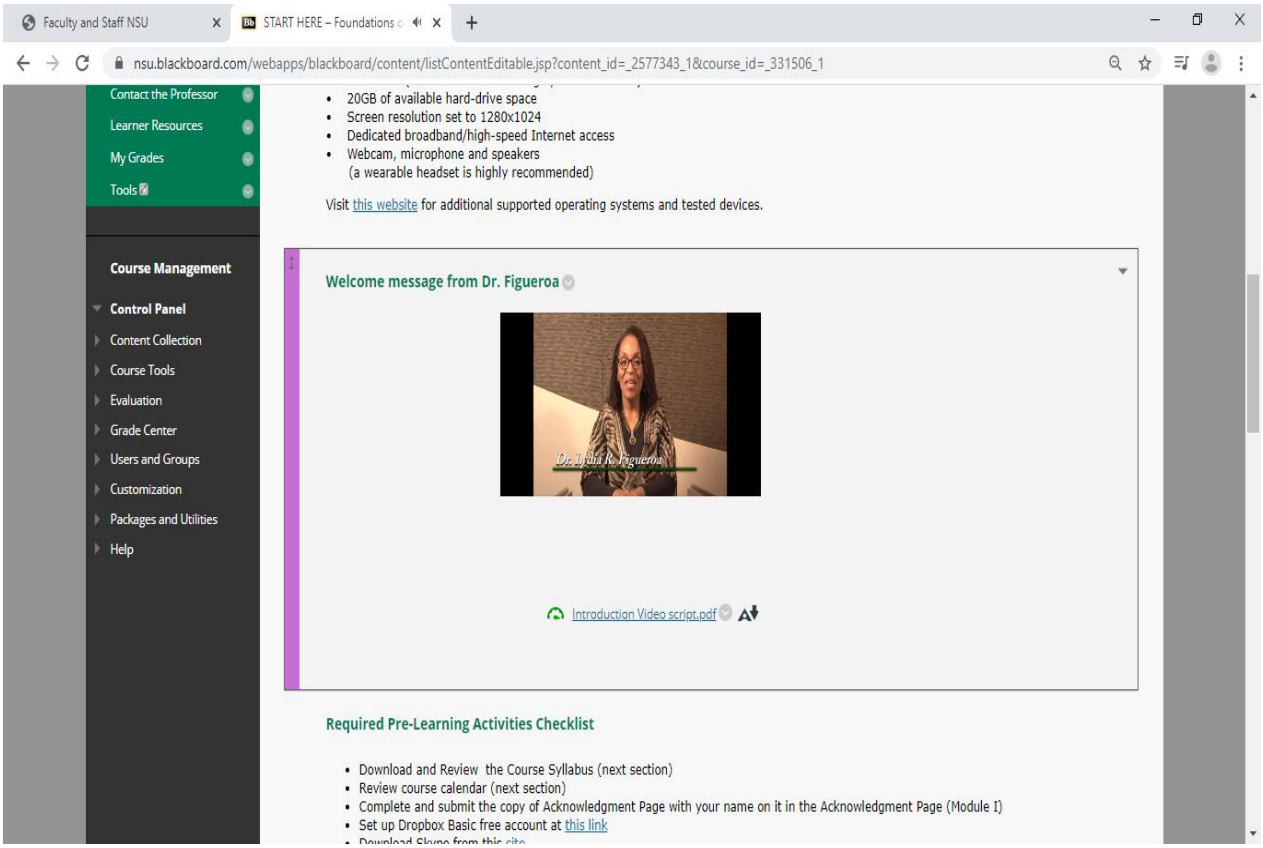
ONLINE COURSE CALENDER

Mod/Wk	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Module I: Week 1	**CONTENT FOR WEEK 1** Required reading: Stanhope . . . **Wk1/DQ Due:** What is Clinical Journaling for online students? **Wk1/Assignment 1**: FEMA Training	**Wk1/DQ Due**: What is Clinical Journaling for online students? Syllabus Acknowledgement form due		Reply to this Week's DQ(s): to at least two students.		**Wk2/Assignment Due:** FEMA Training Certificates
Module I: Week 2	**CONTENT FOR WEEK 2 Required reading: Stanhope & Lancaster** Chap(s). 6, 8, & 11 **Wk1/DQ3 Due:** Journal Entry #1:	**Wk2/DQ1 Due:** Journal Entry #1:		**Reply to this week 's DQ(s):** to at least two students		**Wk2/Assignment Due**: What is my teaching plan as a community health nurse?
Module II: Week 3	**CONTENT FOR WEEK 3 Required reading: Stanhope & Lancaster** Chap(s). 15 & 24 - 29 **Wk4 /DQ Due:** Journal Entry #2: **Wk4/Assignment 1**: Support groups	**Wk3/DQ1 Due:** Journal Entry #2:		**Reply to this week 's DQ(s):** to at least two students		**Wk3/Assignment Due**: Teaching plan Goal and Objectives draft due
Module II: Week 4	**Con . . .**	**Wk4/DQ1 . . .**	**Wk4/DQ2 . . .**	**Reply. . .**	**Reply. . .**	**Wk4/A. . .**
Module III: Week 5	**Con . . .**	**Wk. . . .**		**Re . . .**		**Wk.5 . . .**
Module III: Week 6	**Con . . .**	**Wk. . . .**		**Re . . .**		**Wk. . . .**

APPENDIX D

(SAMPLE)

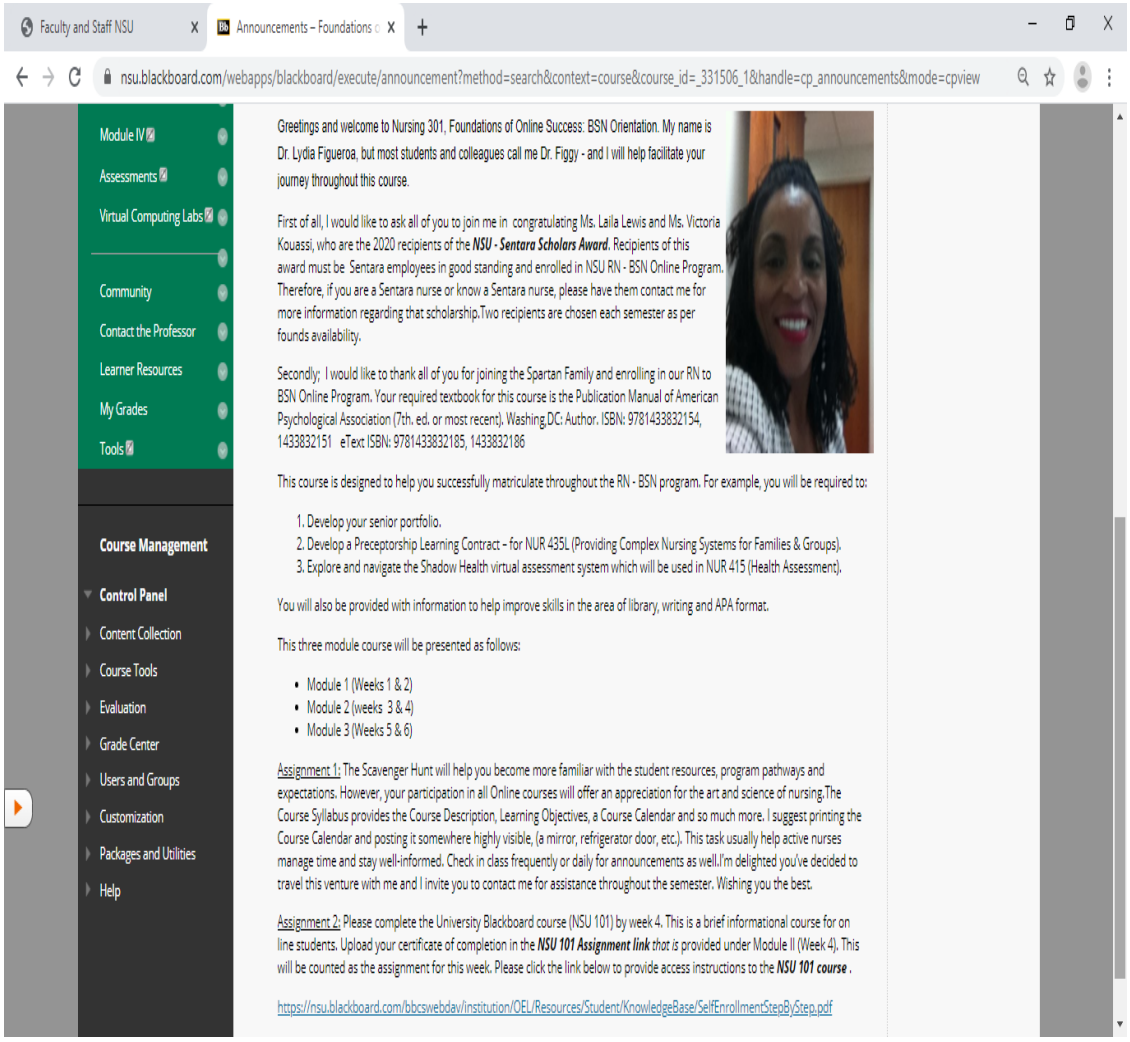
SCREEN SHOT OF INTRODUCTION VIDEO AND SCRIPT

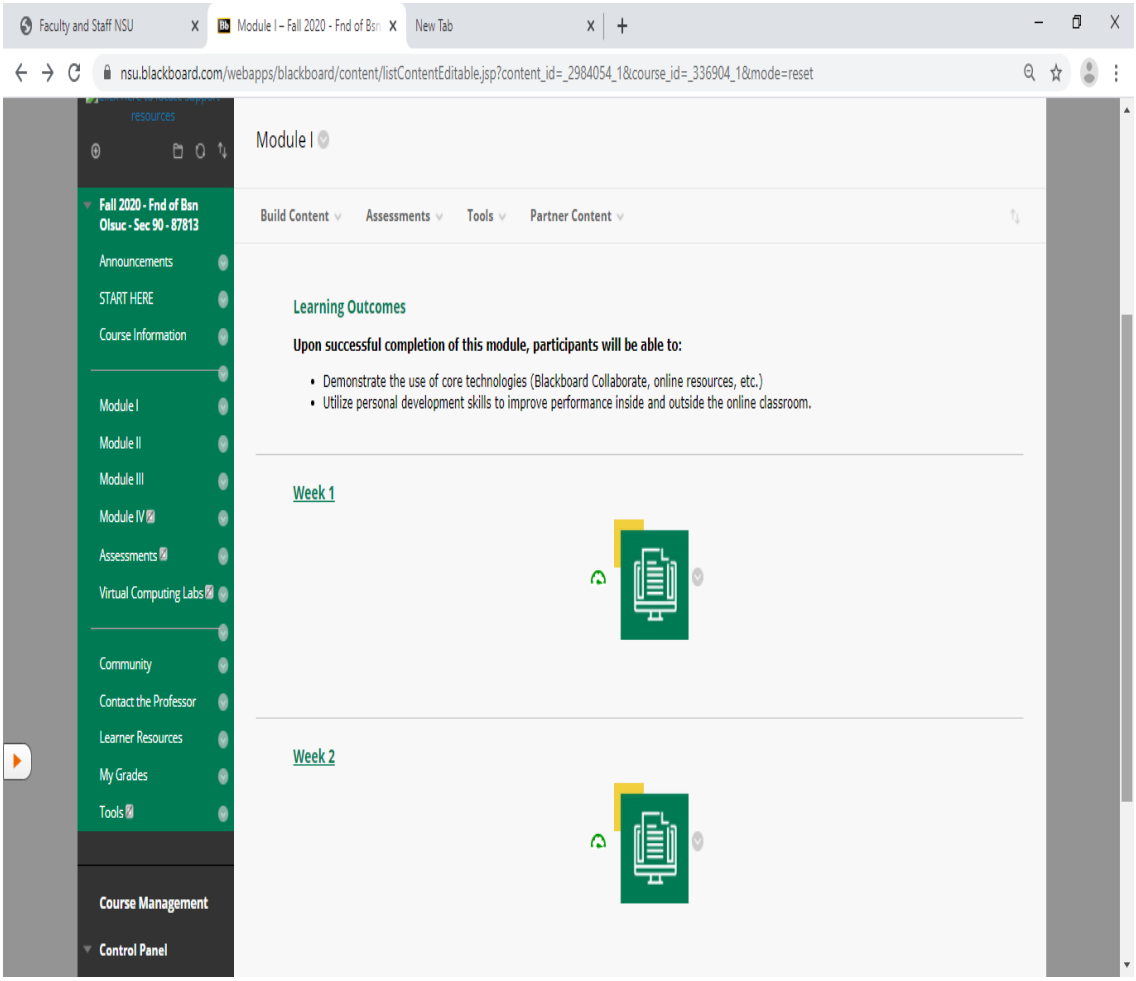


Hello my name is Dr. Lydia Figueroa and I am your instructor. Please allow me tell you a little about myself. My field of expertise is Community/Mental Health Nursing but in addition to Community/Mental Health Nursing, I have taught Fundamentals of Nursing, Nursing Assessment, Pharmacology, Research, Leadership in Nursing and much, much more. We will be guided by courses objectives, listed in your syllabus. A week to week calendar is provided to help you keep up. Your participation and attendance is imperative to meeting the course objectives. Your first step is to review the course orientation materials located in the "Star Here' link. Read the course expectation document and familiarize yourself with the course environment. I look forward to this collaborative teaching/learning

APPENDIX E

(SAMPLE)
SCREEN SHOT OF WELCOME ANNOUNCEMENT



APPENDIX F

(SAMPLE)
SCREEN SHOT OF MODULES