

Syllabus for VNC 101 – Fundamental Vocational Nursing Concepts

Course Description

Semester & Year: Fall 2021

Course ID & Section #: VNC 101– E2424 & E2425, D2426, D2427

Instructor's name: Jessica Howard, Ryan Lee, Heather Payne, James Gordon, Jeri Fitzgerald, Merni Barker, Erin Long, Tiffany Dodson, Amber Foust, Maureen Bell, Kay Lee

Day/Time of required meetings:

Online Lectures – Weekly modules open Monday and close the following Sunday.

Five mandatory Online Zoom Meetings (week 1, 5, 8, 14 & 16): Monday 0700-1530

Six online proctored exams (weeks 1, 5, 8, 12, and 16 [two proctored exams week 16]).

Clinical Locations:

Eureka - Skills Lab (AT 126) on campus at College of the Redwoods, Eureka Rehabilitation and Wellness center, Fortuna Rehabilitation and Wellness Center, and Seaview Rehabilitation and Wellness Center, Thursday and Friday 1200-2030 weekly.

Del Norte - Skills lab (DN1) on campus at College of the Redwoods, Crescent City Skilled Nursing, Wednesday and Friday 0630-1500 or 1430-2300 weekly (switching times on week 9).

Number of proctored exams: (13) open book/open note quizzes (Weekly Knowledge Checks) via Canvas and (2) proctored ATI exams (Critical Thinking Entrance Exam [not included in grade calculation], and Fundamentals), (2) Collaborative Quizzes, Midterm exam, and Final exam.

Course units: 12

Instructor Contact Information

Office location: Online

Office hours: Monday 1600-1800 and Thursday 0800-1000

Phone number: Jessica Howard 707-497-8953/ text or leave message and we will respond within 24 hours M-F, 48 hours weekends/holidays, Fall Break.

Email address: Jessica-Howard@redwoods.edu

Catalog Description

This course provides an introduction to nursing and roles of the nurse in micro- and macro-systems; as well as profession-related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care for patients across the lifespan along the wellness-illness continuum, specifically incorporating the concepts of concept-based learning, professionalism, evidence, safety, technology and informatics, patient education, culture, health promotion, development, functional ability, elimination, and glucose regulation. The theoretical foundation for basic assessment, pharmacological principles, and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a laboratory setting. An introduction to the nursing process and evidence-based practice provides the student with a beginning framework for decision making. Clinical experiences across the lifespan and simulation experiences will assist students to integrate course concepts. Active learning strategies employed in this course will promote the development of leadership skills and self-directed lifelong learning. Note: Enrollment is limited to those accepted into the Vocational Nursing Program through a lottery process.

Course Student Learning Outcomes

1. Nursing Fundamentals
2. Professional relationships and trends in health care
3. Process of health and illness
4. Concept basic to the care of patients
5. Plan and implement care of 1-2 patients

Prerequisites/co-requisites/ recommended preparation

BIOL8 – Human Anatomy and HO15 - Nutrition

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS).

Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for online learners during COVID-19

In response to COVID-19, College of the Redwoods moved many of its courses online to protect health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let your faculty know about any specific challenges or technology limitations that might affect your participation in class. We want every student to thrive.

Evaluation & Grading Policy

There are two components to the determination of your final course grade: Formative Academic Grade & Summative Academic Course Grade. The Formative Academic Grade includes the average of the Weekly Knowledge Checks, Collaborative Quizzes, ATI Exam, Midterm, and Final Exams. The computation of these test scores is the Formative Academic Grade. You must have a 75% Formative Academic Grade to pass the course and to progress within the nursing program. The Cumulative Academic Course Grade will include the Portfolio assignment, and Weekly Discussions (all are Critical Thinking Exercises). Three areas: Skills Demonstration, Clinical, and Drug Calculation competency are graded on a Pass/Fail grading standard. To demonstrate mastery of course objectives, students will accomplish the following assignments.

<u>Assignments</u>	<u>% Of Course Grade</u>
Midterm	20
Final	25
Collaborative Quizzes	20
Weekly Knowledge Checks	5

Discussions/Critical Thinking Exercises	10
Portfolio	10
ATI	10
Skills demonstration	Pass/Fail
Clinical	Pass/Fail

***Note: If a student gets under 75% for cumulative exam scores (Weekly Knowledge Checks, Collaborative Quizzes, Midterm, Final and ATI), the student will receive a non-pass letter grade. The Portfolio and Weekly Discussions/Critical Thinking Exercise scoring cannot be used to pass the course.**

Drug Calculations Competency (Safe Medicate) Pass/Fail

***Skills Demonstration, Clinical Failure and/or Drug Calculation Competency failure results in course failure**

Grading Scale

A	95-100.....excellent
A-	90-94.....excellent
B+	87-89.....good
B	84-86.....good
B-	81-83.....good
C+	78-80.....satisfactory
C	75-77.....satisfactory
D	65-74.....poor (No progression)
F	<64 or clinical failure....fail (No progression)

Admissions deadlines & enrollment policies

Fall 2021 Dates

- *Classes begin: 8/21/21*
- *Labor Day (All campuses closed): 9/6/21*
- *Last day to add a class: 8/27/21*
- *Last day to drop without a W and receive a refund: 9/3/21*
- *Census date: 9/7/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 12/17/21*
- *Veteran's Day (All campuses closed): 11/11/21*
- *Last day to petition to graduate or apply for certificate: 10/28/21*
- *Fall Break (All campuses closed): 11/22/21-11/27/21*
- *Last day for student-initiated W (no refund): 10/29/21*
- *Last day for faculty-initiated W (no refund): 10/29/21*
- *Final examinations: 12/13/21-12/17/21*
- *Semester ends: 12/17/21*
- *Grades available for transcript release: approximately 1/7/22*
- *Winter Break (All campuses closed): 12/24/21-12/31/21*

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)
- [Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students:

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include:

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

Clinical Instructor Information

***Each faculty member will provide preferred contact information during the first week of class.

Required Course Materials

<i>Concepts for Nursing Practice, 3rd Edition, Giddens</i>
<i>Medical Surgical Nursing: Concepts and Practices 3rd Edition, DeWitt (book and study Guide)</i>
<i>Introduction to Maternity and Pediatric Nursing, 8th Edition, Leifer (book and study guide)</i>
<i>Pharmacology and the Nursing Process, 9th Edition, Lilley (book and study guide)</i>
<i>Varcarolis' Essentials of Psychiatric/Mental Health Nursing, 4th Edition, Halter</i>
<i>Nursing Leadership, Management, and Professional Practice for The LPN/LVN, 7th Edition, Dahlkemper</i>
<i>ATI Materials</i>
<i>Safe Medicate</i>
<i>Unbound Medicine Application</i>
<i>2021-2022 Nursing Handbook</i>

ATI Materials and Testing

The College of the Redwoods Nursing Programs has adopted the Assessments Technologies Institute (ATI) Content Mastery Series. This series is designed to assist students in comprehension of nursing content, academic performance, and preparation for the NCLEX-PN. Participation in the ATI Content Mastery Series is required and is 10% of the overall grade. If a student gets under 75% for cumulative exam scores (Collaborative Quizzes, Midterm, Final and ATI), the student will receive a non-pass letter grade. The Portfolio scoring cannot be used to pass the course. ATI Proctored Assessment testing will be scheduled, and exams must be taken on the scheduled day/time.

Point Scale for ATI Examinations

Online Practice Tests	Remediation	Proficiency Level on ATI Proctored Assessments	Points Awarded for Achievement of Proficiency Level	Total Points out of 10
1	2	Proficiency Level 3	7	10
		Proficiency Level 2	6	9
		Proficiency Level 1	4	7
		Below Level 1	3	6

Students must take both ATI Practice Assessment tests associated with the exam to sit for the ATI Proctored Assessment exam. Students will remediate the exam for which they achieved the highest score. Your ATI Practice Exams and remediation will open 2-3 weeks before the Proctored Assessment.

The Remediation Review must be completed and submitted no later than 1800 the day before the proctored ATI exam. If practice assessments and remediation are not complete by 1800 the day before the exam, the student will not be permitted to sit for the exam and will receive zero (0) points for Proficiency Level and Remediation.

ATI Practice Tests, Focused Review & Remediation

For your ATI Testing/remediation:

Follow directions for ATI Focused Review 2.0 Instructions.

Students must use either the ATI Active Learning Templates or Three Critical Points for remediation on all content areas identified in the Focused Review.

Incomplete remediation will be scored accordingly.

1. Take the online practice tests.
2. Based on outcome, complete the ATI online Focused Review.
3. Next, complete either the ATI Active Learning Templates or the Three Critical Points work sheets for the practice exam for which you achieved the highest score.
4. Finally, submit your Test Report and ATI remediation templates on Canvas by 1800 the day before the exam.

Attendance

Attendance promotes success. Therefore, in accordance with College of the Redwoods policy, nursing students at the College are expected to attend all sessions of each class, lecture, lab and clinical for which they are enrolled. Additionally, regular attendance demonstrates professional behavior and responsibility.

Students are responsible for all missed content and assignments. Religious observances may be accommodated, if possible, and only if course/clinical outcomes can be met.

Clinical Attendance

- a. To be eligible for the NCLEX-PN exam, the Board of Vocational Nursing and Psychiatric Technicians (BVNPT) requires all students attend all clinical hours as stated in course information. Therefore, missed clinical days must be made up. This includes cancelled clinical

days. Make-up assignments are determined on a case-by-case basis. Patterns of absence may result in program dismissal.

- b. Clinical includes skills lab, workshops, simulation, conferences, Virtual Clinical Excursion, Virtual ATI, Board Vitals, and clinical agency learning.
- c. In the case of absence, students must contact (call/text) the clinical instructor AND the facility (as appropriate), at least one hour prior to the beginning of the clinical day. If an emergency occurs, call the instructor at the first possible time.
- d. Students who are a “no call, no show” will be subject to a Faculty-Student Conference and possible program dismissal.
- e. Lateness results in unmet clinical objectives, skills learning, and/or interruptions in patient care. Students are considered late if they arrive after the designated start time at the designated location. All instances of lateness will result in a Statement of Concern. Patterns of lateness will result in a Student-Faculty conference. Three (3) episodes of clinical lateness will be counted as one (1) absence and will result in required make-up.
- f. Policies, computer access, safety issues and clinical expectations are unique to each clinical setting. Therefore, attendance on the first clinical day (orientation) and any other orientation requirements for each rotation is mandatory. Failure to attend clinical orientation may result in dismissal from the program. Dismissal will be handled on a case-by-case basis, depending on the course, agency contracts, and clinical requirements.
- g. Students are not to leave the clinical facility/site during clinical hours. This includes leaving the clinical site prior to the end of the clinical day. Disciplinary action (Statement of Concern; Faculty/Student Conference) will occur if a student leaves the clinical site for any reason.

Accidents or Injury

Contact the instructor immediately if an accident or injury occurs during clinical or skills lab experiences. The instructor and the Human Resources Department of the college will give the student information as to the procedure to follow. If the accident or injury occurs in the clinical setting, the procedures of the clinical facility for such occurrences will be taken into consideration.

Safe Practice in the Clinical Setting

“A Registered Nurse (RN) employed as an instructor in an accredited school is subject to possible disciplinary action for unprofessional conduct or gross negligence by the Board of Registered Nursing (BRN) who, forced by her employer, takes back a previously failed student into the clinical phase of the curriculum, knowing that the student poses a threat to the health and safety of the patients she cares for due to her proven inability to perform nursing services.”

Skills Lab

Use of the skills lab for practice in addition to scheduled class time is strongly encouraged. Consult with the faculty for availability of the room. Consult with your faculty if you have any difficulty in obtaining needed

practice time. The time for skills practice during scheduled skills lab is insufficient to achieve mastery and additional practice time will be necessary.

Instructor Advising

Students needing assistance are urged to make an appointment with the appropriate instructor.

Clinical Evaluation

Evaluation in the clinical area will be an ongoing process. Each student will submit a self-evaluation Journal weekly via Canvas. Formal written evaluations will be completed as discussed in #3 below. Student-instructor conferences will be held at the at the midterm and the end of the semester.

Assignments

1. There are (2) Proctored ATI exams scheduled for weeks 1 and 16. Exams must be taken on the date/time indicated in the course schedule. There will be no makeup for these examinations. Students will receive a 0 for missed examinations. Cumulative ATI scores account for 10% of the overall grade. **If a student gets under 75% for cumulative exam scores (ATI, Weekly Knowledge Checks, Collaborative Quizzes, Midterm and Final), the student will receive a non-pass letter grade. The Portfolio and Weekly Discussions/Critical Thinking Exercise scoring cannot be used to pass the course.**
2. There are (13) open book/open note Quiz on Canvas (Weekly Knowledge Checks) that account for 5% of the overall score. These exams will open weekly on Thursday and close Sunday at 2359. Weekly Knowledge checks are to be done individually and must be taken at the scheduled time. There will be no make-up quizzes.
3. There is one Portfolio (Critical Thinking) written assignment which accounts for 10% of the overall grade. Assignment instructions are in the Course Packet.
3. The student and instructor will discuss a written evaluation on the student's clinical progress at the midterm and end of the semester. A copy of the evaluation will be given to the student and the original will be maintained on Canvas.
4. Additional conferences and evaluations may be carried out jointly by the faculty and student if the student's clinical performance is questionable.
5. Nursing Activity Records or other documentation as assigned will be written for each patient assigned to the student.
6. **Additional oral or written assignments are mandatory** (20% of course grade).

There will be weekly Discussions and/or Activities to reinforce learning each week. These Discussions/Assignments are graded and constitute 10% of the course grade. Students will complete a Portfolio/Critical Thinking (CTA) Written Assignment which constitutes (10%) of the grade. Per the Nursing Programs Handbook Due date(s) for CTA assignments are posted in the class schedule. Five (5) percentage points will be deducted from the CTA assignment grade for every day the paper is late. This starts one-hour after the official

due date and time. **ALL** late papers will necessitate completion of a Statement of Concern documenting the reason for turning the assignment in late. No re-writes will be afforded to CTA assignments. After (5) days you will receive 0. All written assignments are mandatory. Failure to submit a CTA could lead to failure of the course.

Discussion Board Requirements

The discussion forums are a place where we discuss as a class the fundamental ideas and issues related to each chapter. There are two parts to each discussion, an initial post and two response posts. To attempt full credit for a discussion you are required to make an initial post in response to the professor's prompt and you must respond to at least two other peer's posts, plus reply to any questions that arise during the discussion.

Initial Post

- For each discussion, **each student is required to answer the professor's prompt in a post of at least 300 words, or more.** Think of this first step as a writing assignment where your fellow students, in addition to your professor, will see your work.
- **Your post must be in your own words.** Don't repeat or summarize the textbook, lecture, or a resource you have cited.
- It must address all parts of the prompt and accurately reflect the course material.
- Use critical thinking. Take time to reflect on the meaning of what you are learning.
- Use correct grammar, spelling, punctuation, complete sentences, and appropriate paragraphing, as well as appropriate referencing.
- You won't be able to view the full discussion until you've made your initial post.
- **Include a list of all references used in your post.**

Peer Responses

- In addition to your initial post, **each student is required to respond thoughtfully to at least two other students' initial posts in at least 150 words, or more, per response.** This is the minimum requirement. I encourage you to engage your fellow students as much as you can.
- Your feedback should address the substance of your fellow student's statements. Be respectful but provide constructive feedback and questions for clarification whenever appropriate. Essentially, your comments should contribute to, expand on, and illuminate the discussion.
- **Greetings, accolades, and any "filler" phrases like "Hi there! Really loved your post! I feel the same way! Yours truly! Good job!"** will not count toward the minimum word requirement on response posts. Only substantive comments that address the ideas under discussion will count.
- Use correct grammar, spelling, punctuation, complete sentences, and appropriate paragraphing, as well as appropriate referencing.
- **Include a list of references used in your responses.**

Follow Up Questions

- In addition to the initial post and two responses to other students' initial posts, you also must respond to any follow up questions that arise. For example, if your professor or another student engages you further, challenges something you wrote, asks a question, seeks clarification, suggests a fact check, or otherwise inquiries about your initial post or about one of your responses, you **must** respond to that

thread in a thoughtful manner. See the "Netiquette" section below for reminders of appropriate, thoughtful responses to your peers and professor.

Deadlines

Each discussion opens when the weekly unit opens on Monday and closes the following Sunday evening. **To attempt full credit on discussions, you must meet the following deadlines:**

- Your initial post **must be made by Wednesday** of the week unless otherwise instructed.
- All responses **must be made by Sunday** of the week.
- Each posting must be made on a separate day. Only the first posting for the day will be graded.

Be aware of some things regarding discussion deadlines.

1. You must work through the unit material before getting to the discussion.
2. **The initial discussion "due date" is set to 11:59 PM on the Wednesday of the weekly unit.** This is the official deadline for your "initial post." However, as stated above, the discussion stays open until Sunday. You can make your initial post late (past the Wednesday deadline), up until the Friday. This would still allow you time to respond to your peers. You will not receive full credit for any late post.
3. Keep in mind that because the due date and the close date are not the same, the Canvas To Do List will only remind you of an upcoming discussion until the official due date passes. This means that if you don't log on until Wednesday of the week, you won't see the assignment in the To Do List.
4. Once the discussion is closed, we will not reopen it or allow make ups for any reason.

Weekly Knowledge Checks will open on Thursday at 0800 and must be completed by Sunday at 2359.

Navigating the Forum

To make your own initial post, click the "Reply" button immediately beneath the instructor's prompt. To reply to an initial post, click the "Reply" button immediately below another student's initial post. To reply to a comment anywhere along a thread, click "Reply" below that comment.

Netiquette

Remember [netiquette \(Links to an external site.\)](#) and safe internet use. What you write in these forums will be seen by the rest of your classmates. Stay on topic. Don't bait, troll, flame, or pontificate. The use of complete sentences, appropriate capitalization, punctuation, spelling, grammar, and appropriate references is required! Dig deep and employ the concepts you are learning in this class. Let's make these discussions worthwhile.

Quiz and Exam Guidelines

The quiz/ATI exams are administered per schedule (see course schedule). Per NCLEX guidelines, all components of a multiple response question (Select All That Apply) must be selected to answer the question correctly. In other words, no partial credit for Select All That Apply questions. Once a student has completed the test and submitted, the student will not be able to see the questions or quiz, only the results.

To preserve the integrity of testing materials faculty and/or ATI, retains an electronic copy of each quiz or exam. There will be no make-up for the quiz or ATI exams. Permission for an alternate arrangement for the

quiz/ATI exams may be possible only in extreme circumstances deemed so by the Course Faculty and Department Director. Alternate times will only be granted for one quiz/exam during the semester and the student will receive a 5% deduction for testing off cycle.

This policy is followed for all exams:

- You are expected to arrive online promptly for each exam. This means signed into ATI and ready to start the exam on the posted date/time. If you arrive late to the examination, you will receive a 5% deduction and depending on the amount of time lost, may not be permitted to take the exam.
- ATI proctored exams are proctored remotely by ATI using Proctorio. You must use the Chrome browser to access the proctored exams. A dry run exam will be provided prior to exams to ensure students have the correct computer requirements to test. You must have a camera and microphone enabled on your device for testing.
- In the event of a power outage or other internet related issues, contact the instructor immediately for instructions on how/when to proceed.

Collaborative Testing

Students will complete each quiz individually. After completion of the quiz, students will be placed in groups randomly. Each group will collaborate and complete the quiz again. If the group scores 95-100%, each member of the group will have 5% added to their quiz score, 90-94% = 3%, and 85-89% = 2%. Scores below 85% will not receive any additional points. Please remember that no quiz score can be greater than 100%.

Late Work

All written assignments are due on the date determined by the course calendar. If the assignment is not submitted via Canvas on the assigned date/time, your assignment grade is reduced by 5% (5 points of a possible 100) per day, including weekend days starting one hour after the time the assignment is due. After five (5) days, you will receive a zero (0) for the assignment, even though you must complete the work satisfactorily to pass the course. Group projects will be graded according to the criteria identified by the Faculty. All members of the group collaborate and receive the same grade.

Clinical paperwork is due on Sunday @ 2359 each week. All late and/or incomplete clinical paperwork will receive a Statement of Concern. Patterns of late and/or incomplete clinical paperwork could lead to clinical failure.

Course calendar

The course calendar shows the schedule or concepts covered, required reading and resources for each week. The schedule of concepts, reading and resources, discussion board, or online exercise for the week will also be posted in the weekly modules on Canvas. Remember that not all material in the reading can or will be covered during lectures or with the discussions. Please complete the assigned reading prior to class and be prepared to have questions or points of confusion clarified. Additionally, there will be materials presented that may not be found in the current text since industry trends, quality measures, and patient care can change more rapidly than textbooks can be printed. Please be sure to assimilate both the reading content and the lecture content for each lecture day. The reading calendar is posted along with this syllabus for your scheduling convenience. The Instructor has the right to change the schedule if needed and will notify the students in advance if this occurs.

Clinical/Skills Lab Schedule

The skills lab schedule shows the topics that will be covered in the skills lab weekly along with clinical days and hours. Student are required to complete all assignments and the assigned ATI Skills Modules with a 90% or

higher on the posttest prior to attending the skills lab. If the assigned ATI Modules or Pre-lab assignments are not completed, the student will be unable to attend the skills lab. All missed skills lab hours MUST be made-up. Students will need to work with their instructors to schedule make-up time. There is time allotted to practice each skill and for checkoffs to be completed. In the event a student does not pass the check-off for a skill the first time, an appointment will be made with an instructor to meet in the skills lab another day. If time permits and after additional practice, the student may attempt to complete the check-off the same day.

VNC 101

Fall 2021 Lecture Schedule:

Date/Week/Instructor	Concept/Assignment Due	Reading & Resources
Week 1 8/23/21 Howard	**On-line via Zoom 0700-1200**	
	Introduction to VNC 101	Syllabus Safe Medicate Orientation modules ATI-Getting Started
	Introduction to Concept-based Learning	Giddens Preface, pages xiv, 230-239
	Concept: Infection	Giddens Concept 24 deWit's Chapter 6
	Exemplars: Chain of Infection Local Infection Systemic Infection	Leifer pages 255, 743-746 Lilley Chapters 38-39 Dahlkemper Chapter 6 ATI Fundamentals Chapters 10 & 11
	ATI Critical Thinking Entrance Exam @ 1300	
Week 2 8/30/21 Howard	Concepts: Professionalism/Ethical-Legal	Giddens Concepts 37,40 & 57 deWit's page 4
	Exemplars: Knowledge Life-long learning Self-awareness Advance Directives LVN Code of Ethics Scope of Practice	Leifer page 3-4, 15 & 48 Dahlkemper Chapter 17, pages 114-115, 123-125 Lilley pages Chapter 4, pages 51-59, 66, 80, 210, 299, 580 750 ATI Nurse Logic: Knowledge and Clinical Judgement ATI Fundamentals Chapters 3 & 4
	Head to Toe Assessment/Data Collection (purpose and techniques, vital signs-reporting responding to abnormal findings, health and medication history)	deWit's pages 19-24 Lilley Chapter 1 ATI Fundamentals Chapters 26 & 27
	Weekly Knowledge Check	

<u>Date/Week/Instructor</u>	<u>Concept/Assignment Due</u>	<u>Reading & Resources</u>
Week 3 9/6/21 Howard	<p>Concepts: Clinical Judgement/Communication</p> <p>Exemplars: Nursing Process SBAR Therapeutic communication Documentation Delegation</p> <p>Head to Toe Assessment (skin, hair & nails, ENT, heart sounds, circulation, pulses, and lung sounds)</p> <p>**Weekly Knowledge Check**</p>	<p>Giddens Concepts 38 & 43 deWit's Chapter 2 Dahlkemper Chapters 7, 11 & 14, pages 313-315 ATI Nurse Logic: Priority Setting Framework ATI Fundamentals Chapters 7-8 & 32</p> <p>deWit's pages, 270-275, 394-402, 590-597, 623-629, 981-988 ATI Fundamentals Chapters 28-30</p>
Week 4 9/13/21 Payne	<p>**Collaborative Testing on Concepts to date**</p> <p>Head to Toe Assessment (breast & lymph nodes, abdomen and bowel sounds, musculoskeletal and range of motion, neurological and level of orientation)</p> <p>Concept: Evidence</p> <p>Exemplar: Healthy People 2030</p> <p>**Weekly Knowledge Check**</p>	<p>dewit's pages 214-215, 493-506, 652-656, 742-752, 912-913 ATI Fundamentals Chapters 4, 29, 31</p> <p>Giddens Concept 47 Dahlkemper pages 67 & 202 deWit's page 5, 7 Leifer page 15 Lilley pages 6, 41, 67, 79, 100, 141, 205, 321, 349, 398, 440, & 509</p>
Week 5 9/20/21 Howard	<p>**On-line via Zoom**</p> <p>Concept: Safety</p> <p>Exemplars: Principles of Medication Administration Side/Adverse Effects</p>	<p>Giddens Concept 45 deWit's pages 4-6 Lilley Chapters 5, 9 ATI Video Case Study: Adverse Reactions to Medications ATI Fundamentals Chapters 12 & 47</p>

<u>Date/Week/Instructor</u>	<u>Concept/Assignment Due</u>	<u>Reading & Resources</u>
Week 5 Continued	Concept: Culture Exemplars: Family Structure Culture/Ethnic differences and similarities Alternative/Complimentary Healthcare Practices	Giddens Concept 4 deWit's pages 6, 11-12, 134, Leifer pages 6-7, 208-209, 365-370 Lilley pages 30, 48-51, 80, 90 185, 268, 346, 539, 546 Dahlkemper Chapter 12 ATI Fundamentals Chapter 35 & 42 ATI Pharmacology Chapter 43
Weekly Knowledge Check		
Week 6 9/27/21 Lee	Concept: Technology & Informatics Exemplars: Nursing Informatics Health and Medical Record	Giddens Concept 46 deWit's page 6 Dahlkemper Chapter 5 Leifer pages 9-10 ATI Fundamentals Chapter 5
Weekly Knowledge Check		
Week 7 10/4/21 Payne	Concept: Patient Education Exemplars: Age-Specific Screenings Discharge Teaching	Giddens Concept 41 Lilley Chapter 6 ATI Fundamentals Chapter 17 Leifer pages 229, 360, 403, 416 deWit's pages 912-916
Weekly Knowledge Check		
Week 8 10/11/21 Howard	**On-line via Zoom** MIDTERM EXAM (All Concepts Covered to date)	
	Concept: Safety Exemplars: Medication Administration Dosage Calculations	Review Giddens Concept 45 deWit's pages 4-6 Lilley Chapters 5, 9 & Chapter 6 ATI Fundamentals Chapters 12 & 47 ATI Pharmacology Chapters 2-3, 5 ATI Nursing Care of Children Chapter 8

Date/Week/Instructor	Concept/Assignment Due	Reading & Resources
Week 9 10/18/21 Lee	Concept: Palliative Care Exemplars: End of Life Care	Giddens Concept deWit's pages 141, 179-180 Leifer pages 223, 432-433, 652-655 ATI Fundamentals Chapter 36 ATI Nursing Care of Children Chapter 11
	Concept: Cellular Regulation Exemplars: Colorectal Cancer	Giddens Concept 12 deWit's Chapter 8, pages 697-699 Lilley pages 30, 135, 139, 160, 694-699 ATI Adult Medical Surgical Chapters 79-83
Weekly Knowledge Check		
Week 10 10/25/21 Payne	Concept: Health Promotion Exemplars: Vaccination Illness/Injury Prevention	Giddens Concept 42 deWit's Chapter 10 ATI Fundamental Chapter 16 ATI Video Case Study: Pharmacology Across the Life-span
	Health Promotion Life-span Consideration	Leifer pages 76-78, 400-402 421-422, 447, 635-636, 738-741, 747-757 Lilley Chapter 49 ATI Pharmacology Chapters 36-39 ATI Nursing Care of Children Chapters 3-7, 34
Weekly Knowledge Check		
Week 11 11/1/21 Howard	Concept: Development Exemplars: Normal Growth & Development Failure to Thrive (FTT) Expressive/Receptive Language Disorders	Giddens Concept 1 Leifer Chapter 15, and pages 676-677
Weekly Knowledge Check		

Date/Week/Instructor	Concept/Assignment Due	Reading & Resources
Week 12 11/8/21 Lee	**Collaborative Testing on Concepts to date** Concept: Functional Ability Exemplars: Autism Spectrum Disorder Alzheimer's Dementia	Giddens Concept 2 deWit's pages 576, 1076-1088 Leifer pages 416, 767-768 Lilley pages 318-319 ATI Adult Medical Surgical Chapter 8
	Weekly Knowledge Check	
Week 13 11/15/21 Payne	Concept: Functional Ability Exemplars: Chronic Pain Parkinson's Disease Concept: Elimination Exemplars: Diarrhea/Constipation Cystitis (UTI)	Giddens Concept 2 deWit's Chapter 7, and pages 567-573 ATI Video Case Study: Pain Management Lilley Chapter 10 & 15 ATI Fundamentals Chapter 41 ATI Adult Medical Surgical Chapter 7 ATI Pharmacology Chapters 30-33 Giddens Concept 17 deWit's pages 685-686, 807-808 Leifer pages 70-71, 112, 217, 254, 303, 669, 691-693 Lilley Chapter 796 ATI Fundamental Chapters 43-44 ATI Adult Medical Surgical Chapter 52 ATI Nursing Care of Children Chapter 23 ATI Pharmacology Chapters 25 & 40
	Weekly Knowledge Check	
FALL BREAK 11/22-11/28 NO CLASS OR CLINICAL THIS WEEK!		

Date/Week/Instructor	Concept/Assignment Due	Reading & Resources
Week 14 11/29/21 Howard	**On-line via Zoom** Concept: Glucose Regulation Exemplars: Type I Diabetes Nutrition	Giddens Concept 15 deWit's Chapter 37 Leifer 102-106, 722-735 Lilley Chapter 32 ATI Adult Medical Surgical Chapter 73 ATI Nursing Care of Children Chapter 32 ATI Pharmacology Chapter 34 Giddens Concept 16 deWit's pages 682, 883-884 Leifer pages 59-67, 239-240, 403-409, 472-473, 731-732 Lilley Chapter 29 & 53 ATI Nutrition for Nursing Chapters 6 & 15 ATI Pharmacology Chapter 26
	Weekly Knowledge Check **Portfolio Assignment Due**	
Week 15 12/6/21 Lee	Concept: Glucose Regulation Exemplars: Type II Diabetes Final Exam Review **Weekly Knowledge Check**	Review reading assignments From week 14-focus on Type II Diabetes
Week 16 12/13/21 Howard	FINAL EXAM (All Concepts covered this semester) **ATI Fundamentals Comprehensive Exam** (Practice exams and Remediation due by 1800 12/12)	

Clinical/Skills Lab Schedule Fall 2021-Eureka

Date/Week	Topic	ATI Skills Module/Assignments
Week 1 8/26-27	Introduction to the Skills Lab Infection Control	Infection Control Personal Hygiene Surgical Asepsis Wound Care
Week 2 9/2-3	Head to Toe Assessment (data collection techniques, vital signs, I&O, height and weight, health and medication history, medical terminology when charting, normal and abnormal findings) *Sterile Dressing Change Competency	HIPAA Vital Signs Comprehensive Physical Assessment of an Adult Concepts of Medication Administration Review Nutrition (I&O only)
Week 3 9/9-10	Head to Toe Assessment (skin, hair, nails, ENT, heart and lung sounds, circulation and pulses) **Sterile Dressing Change Competency	Review specific topics of Comprehensive Physical Assessment Adult
Week 4 9/16-17	Head to Toe Assessment (breasts, lymph nodes, abdomen, bowel sounds, Musculoskeletal, range of motion, neurological and Level of orientation)	Review specific topics of Comprehensive Physical Assessment Adult Mobility
Week 5 9/23	Clinical site orientation 1200-1500 Skills lab 1530-2030 Medication orders, medication research, PO Medication Administration *Medication math: Conversions Due	Safe Medicate: Conversions Review Concepts of Medication Administration Oral & Topical Medication Administration
9/24	Clinical Sites 1200-2030	

Date/Week	Topic	ATI Skills Module/Assignments
Week 6		
9/30	Clinical sites 1200-1500 Skills lab 1530-2030 Chart audit, documentation, abbreviations	Video Case Study: Informatics and Nursing
10/1	Clinical Sites 1200-2030	
Week 7		
10/7	Clinical sites 1200-1500 Skills lab 1530-2030 Age-specific screening, patient teaching	
	*Oral Medication Administration Competency	
10/8	Clinical Sites 1200-2030	
Week 8		
10/14	Clinical sites 1200-1500 Skills lab 1530-2030	
	*Oral Medication Administration Competency	Safe Medicate: Dosage Calculations Review Concepts of Medication Administration Review Oral and Topical Medication Administration
10/15	Clinical Sites 1200-2030	
Week 9		
10/21	Clinical sites 1200-1500 Skills lab (Simulation) 1530-2030	Video Case Study: Palliative Care and Hospice Pre-Simulation Work Sheet
10/22	Clinical sites 1200-2030	
Week 10		
10/28-10/19	Clinical sites 1200-2030	
Week 11		
11/4-11/5	Clinical sites 1200-2030	
Week 12		
11/11-11/12	Clinical sites 1200-2030	

Date/Week	Topic	ATI Skills Module/Assignments
Week 13		
11/18	Clinical sites 1200-1500 Skills lab 1530-2030 Specimen Collection *Foley Catheter Insertion Competency	Bowel Elimination Specimen Collection Urinary Elimination
11/19	Clinical Sites 1200-2030	
Week 14		
12/2	Clinical sites 1200-1500 Skills lab 1530-2030 *Finger Stick BG, SQ, IM injections Competency	Nutrition Diabetes Management Injectable Medications
12/3	Clinical sites 1200-2030	
Week 15		
12/9-12/10	Clinical sites 1200-2030 *Medication Math: Dosage Calculations due	

****All assigned ATI modules must be completed with a post test score of 90% or better to participate in the lab. Students who have not completed the modules will be dismissed from the skills lab until modules are complete. A make-up assignment for all missed skills lab/clinical hours will be assigned. ****

Clinical/Skills Lab Schedule Fall 2021- Del Norte

Date/Week	Topic	ATI Skills Module/Assignments
Week 1 8/25 & 27	Introduction to the Skills Lab Infection Control	Infection Control Personal Hygiene Surgical Asepsis Wound Care
Week 2 9/1 & 3	Head to Toe Assessment (data collection techniques, vital signs, I&O, height and weight, health and medication history, medical terminology when charting, normal and abnormal findings) *Sterile Dressing Change Competency	HIPAA Vital Signs Comprehensive Physical Assessment of an Adult Concepts of Medication Administration Review Nutrition (I&O only)
Week 3 9/8 & 10	Head to Toe Assessment (skin, hair, nails, ENT, heart and lung sounds, circulation and pulses) *Sterile Dressing Change Competency	Review specific topics of Comprehensive Physical Assessment Adult
Week 4 9/15 & 17	Head to Toe Assessment (breasts, lymph nodes, abdomen, bowel sounds, Musculoskeletal, range of motion, neurological and Level of orientation)	Review specific topics of Comprehensive Physical Assessment Adult Mobility
Week 5 9/22	Clinical site orientation 0800-1600 (Both groups)	
9/24	AM group Skills lab 0630-1130, PM group Skills lab 1745-2300 AM group Clinical 1145-1430, PM Group Clinical 1430-1730 Medication orders, medication research, PO Medication Administration *Medication math: Conversions Due	Safe Medicate: Conversions Review Concepts of Med admin Oral & Topical Med Administration

Date/Week	Topic	ATI Skills Module/Assignments
Week 6		
9/29	AM group Skills lab 0630-1130, PM group Skills lab 1745-2300 AM group Clinical 1145-1430, PM Group Clinical 1430-1730	
	Chart audit, documentation, abbreviations	Video Case Study: Informatics and Nursing
10/1	Clinical Site	
Week 7		
10/6	AM group Skills lab 0630-1130, PM group Skills lab 1745-2300 AM group Clinical 1145-1430, PM Group Clinical 1430-1730	
	Age-specific screening, patient teaching	
	*Oral Medication Administration Competency	
10/8	Clinical Site	
Week 8		
10/13	AM group Skills lab 0630-1130, PM group Skills lab 1745-2300 AM group Clinical 1145-1430, PM Group Clinical 1430-1730	
	*Oral Medication Administration Competency	Safe Medicate: Dosage Calculations Review Concepts of Medication Administration Review Oral and Topical Medication Administration
10/15	Clinical Site	
Week 9		
10/20	AM group Skills lab 0630-1130, PM group Skills lab 1745-2300 AM group Clinical 1145-1430, PM Group Clinical 1430-1730	
	Skills lab (Simulation)	Video Case Study: Palliative Care and Hospice Pre-Simulation Work Sheet
10/22	Clinical site	
Week 10		
10/27 & 29	Clinical site	

Date/Week	Topic	ATI Skills Module/Assignments
Week 11		
11/3 & 5	Clinical site	
Week 12		
11/10 & 12	Clinical site	
Week 13		
11/17	AM group Skills lab 0630-1130, PM group Skills lab 1745-2300 AM group Clinical 1145-1430, PM Group Clinical 1430-1730	
		Bowel Elimination Specimen Collection Urinary Elimination
	Specimen Collection	
	*Foley Catheter Insertion Competency	
11/19	Clinical Site	
Week 14		
12/1	AM group Skills lab 0630-1130, PM group Skills lab 1745-2300 AM group Clinical 1145-1430, PM Group Clinical 1430-1730	
		Nutrition Diabetes Management
	Injectable Medications	
	*Finger Stick BG, SQ, IM injections Competency	
12/3	Clinical site	
Week 15		
12/8 & 10	Clinical site	

****All assigned ATI modules must be completed with a post test score of 90% or better to participate in the lab. Students who have not completed the modules will be dismissed from the skills lab until modules are complete. A make-up assignment for all missed skills lab/clinical hours will be assigned. ****