

### Course Description

Semester & Year: Spring 2024

Course ID & Section #: VNC 102– D6282 & E6283

Instructor's name: Heather Payne, Natalie McNitt, Julie Przepiora, and Jessica Howard

Day/Time of required meetings:

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

**Five mandatory In Person Meetings** (week 1 (Zoom), 4, 8, 12 & 16): Check schedule for day and time.

**Six online proctored exams** (weeks 1, 4, 8, 12, and 16 [two proctored exams weeks 12 & 16]).

Clinical Locations:

**Eureka** – Skills Lab Thursdays (AT 126) on campus at College of the Redwoods 0645-1200, Clinical Thursdays 1245-1845 & Fridays 0645-1845 Mad River Community Hospital and Redwood Memorial Hospital weekly.

**Del Norte** – Skills Lab Thursdays (DN1) on campus at College of the Redwoods 0645-1200, Clinical Thursdays 1245-1845 & Fridays 0645-1845 Sutter Coast Hospital weekly.

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:** 17.5

### Instructor Contact Information

Office location: Online

Office hours: Monday 0700-0800 & Wednesday 1600-1800, and by appointment (Jessica), Tuesday 0700-0800 & Wednesday 1900-2000, and by appointment (Melody). Associate Faculty will post office hours in an Announcement the week they teach.

Phone number: Heather Payne 707-951-5877/Natalie McNitt 415-933-4567/Julie Przepiora 858-208-7012 text or leave message and we will respond within 24 hours M-F, 48 hours weekends/holidays. We will not respond during Spring Break.

Email address: [Heather-Payne@redwoods.edu](mailto:Heather-Payne@redwoods.edu)

[Natalie-Yialelis@redwoods.edu](mailto:Natalie-Yialelis@redwoods.edu)

[Julie-Przepiora@redwoods.edu](mailto:Julie-Przepiora@redwoods.edu)

### Catalog Description

This course builds upon fundamentals concepts in the care of patients across the lifespan. Emphasis is placed on common health problems as well as mental health concerns along the wellness - illness continuum, along with associated pharmacologic agents, specifically

incorporating the concepts of fluid & electrolyte balance, tissue integrity, thermoregulation, sensory perception, cognition, mood & affect, anxiety, psychosis, addiction, interpersonal violence, perfusion, and infection. Clinical, laboratory, and simulation experiences provide the opportunity to apply theoretical concepts and implement safe patient care to patients in selected settings. Active learning strategies employed in this course will promote the development of leadership skills and self-directed lifelong learning.

### Course Student Learning Outcomes

- Demonstrate the role of the nurse, scope of practice, and ethical and legal principles related to an established code of ethics, nurse practice acts, and professional regulations.
- Apply knowledge of fundamental concepts (professionalism, ethical-legal, clinical judgment, communication, safety, culture, health promotion, patient education, evidence, technology and informatics, development, functional ability, elimination, and glucose regulation) related to the provision of safe, quality, patient-centered care supporting a patient's psychosocial and physiologic needs within a concept-based framework.
- Demonstrate basic vocational nursing skills of assessment, data collection, medication administration, documentation, and the nursing process related to a patient's physiological, psychological, sociological, cultural, and spiritual dimensions using proper techniques and measures that ensure patient safety

### Prerequisites/co-requisites/ recommended preparation

VNC 101

### Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability-or-health-related services and accommodations, please contact Disability Services and Programs for Students (DSPS). If you are unsure whether you qualify, please contact DSPS for a consultation: [dsps@redwoods.edu](mailto:dsps@redwoods.edu).

- Eureka: 707-476-4280, Student Services Building, 1<sup>st</sup> floor
- Del Norte: 707-465-2324, Main Building, near the library
- Klamath-Trinity: 707-476-4280

### Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

## 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, Collaboratives 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	20
Collaborative Quizzes	20
Weekly Knowledge Checks	10
Discussions/Critical Thinking Exercises	10
Portfolio	10
ATI	10
Clinical	Pass/Fail
SafeMedicate	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 (Must receive passing grade to pass the course and progress in the course)**

**\*Clinical Failure and/or Drug Calculation Competency failure results in course failure (Must receive passing grade to pass the course and progress in the program).**

## 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

### Spring 2024 Dates

- *Classes begin: 1/13/24*
- *Martin Luther King's Birthday (All campuses closed): 1/15/24*
- *Last day to add a class: 1/19/24*
- *Last day to drop without a W and receive a refund: 1/26/24*
- *Census date: 1/29/24 or 20% into class duration*
- *Last day to petition to file P/NP option: 3/7/24*
- *Lincoln's Birthday (All campuses closed): 2/16/24*
- *President's Day (All campuses closed): 2/19/24*
- *Last day to petition to graduate or apply for certificate: 3/7/24*
- *Spring Break (All campuses closed): 3/11/24-3/16/24*
- *Last day for student-initiated W (no refund): 3/29/24*
- *Last day for faculty-initiated W (no refund): 3/26/24*
- *Final examinations: 5/4/24-5/10/24*
- *Semester ends: 5/10/24*
- *Grades available for transcript release: approximately 5/24/24*

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](mailto: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](mailto: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](mailto: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 3<sup>rd</sup> Edition, DeWitt (book and study Guide)</i>
<i>Introduction to Maternity and Pediatric Nursing, 8<sup>th</sup> Edition, Leifer (book and study guide)</i>
<i>Pharmacology and the Nursing Process, 9<sup>th</sup> Edition, Lilley (book and study guide)</i>
<i>Varcarolis' Essentials of Psychiatric/Mental Health Nursing, 4<sup>th</sup> Edition, Halter</i>
<i>Nursing Leadership, Management, and Professional Practice for The LPN/LVN, 7<sup>th</sup> Edition, Dahlkemper</i>
<i>ATI Materials</i>
<i>Safe Medicate</i>
<i>Unbound Medicine Application</i>
<i>2023-2024 Nursing Handbook</i>

## Recommended Course Materials

<i>Nursing Diagnosis Handbook: An Evidenced-Based Guide to Planning Care, 12th Edition, Ackley</i>
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## 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	5.5	8.5
		Proficiency Level 1	4.5	7.5
		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 lowest 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 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 lowest 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**



1. To be eligible for the NCLEX-RN and NCLEX-PN exam, students must complete all clinical hours as approved by the Board of Registered Nursing and Board of Vocational Nursing and Psychiatric Technicians. There are no make-up hours for missed clinical experiences. Students who miss 1-2 clinical days will receive a Statement of Concern for each day missed. The third absence will lead to a Faculty-Student-Conference and possible dismissal from the program.
2. Clinical includes skills lab, workshops, simulation, observation, and clinical agency learning.
3. In the case of absence, students must contact (call/text) the clinical instructor AND the facility (as appropriate), at least two hours prior to the beginning of the clinical day. Do not email faculty to inform them of your absence. The same rules and regulations for calling in sick used in the workplace apply to the school setting. Messages from other students are not accepted.
4. Students who are a “no call, no show” will be subject to a Faculty-Student Conference and possible program dismissal.
5. 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 results in a Statement of Concern. Three (3) clinical absences will lead to a Faculty-Student-Conference and possible dismissal from the program.
6. 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 inability to practice at the clinical site and become ineligible to remain in the program. Each experience will be handled on a case-by-case basis, depending on the course, agency contracts, and clinical requirements.
7. 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) is provided to the student if they leave the clinical site without notifying the clinical instructor.

When a student is called away on a family emergency, they are expected to contact their clinical instructor immediately, the student would also report off to the nurse assigned to the patient so that care is not interrupted. When a student leaves early for any reason, the remaining clinical hours will need to be made up.

### **FACULTY ABSENCE**

Faculty work to find coverage if theory and/or clinical absence is anticipated ahead of time or makes every effort to find a substitute faculty in the case of an unanticipated absence. If no substitute is available, a make-up clinical day will be scheduled, or other hands-on clinical assignment will be made. For theory classes, alternate written assignments will be assigned.

## 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 12 (Comprehensive Mental Health) and 16 (Comprehensive Med/Surg). 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.

2. There are (2) Collaborative Quizzes (weeks 4 and 12), a Midterm Exam (week 8) and a Final Exam (week 16). Cumulative Collaborative Quiz scores account for 20% of the overall grade. The Midterm and the Final each account for 20% (40% total) 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 Wednesday 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 (Community Service) 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.**
- **Responding to a follow-up question does not count as a peer response.**

### 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.
- Initial post and responses must meet the minimum word count requirement.
- References must be cited.
- All instructor prompts must be addressed and follow questions must be answered.

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.
- Some 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 first exam 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.



Week/ Instructor	Quiz/ Exam Assignment	Concepts	Exemplars	Skills Lab or Clinical	Reading & Resources
Week 1  Payne/McNitt  1/16-1/21	1. Acknowledge the Syllabus 2. On Campus Meeting Wednesday 1/19, 0700-1600 (DN2, AT103/104) 3. Online Activities/Discussion Forum 4. Weekly Knowledge Check. 5. ATI Video Case Study: Fluid Volume and Pediatric Dehydration. 6. ATI Engage Fundamentals: Fluid, Electrolytes, and Acid-Base Regulation	1.Introduction to the course  2. Fluid and Electrolytes	<ul style="list-style-type: none"> <li>• Dehydration</li> <li>• Fluid Volume Excess</li> </ul>	<ul style="list-style-type: none"> <li>• Review PO, IM, SC medication administration.</li> <li>• Orientation to clinical facilities.</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul> <p>Orientation to SCH 1/18/2024 1200-1600</p> <p>Orientation to MRCH 1/18/2024 0800-1400</p> <p>Orientation to Redwood Memorial TBD</p>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Giddens Concept 8</li> <li>• Leifer pages 669-676</li> <li>• Lilley Chapter 29</li> <li>• ATI Adult Med/Surg Chapters 36-37</li> </ul>
Week 2  Payne  1/22-1/28	1. Activities/Discussion Forum 2. Weekly Knowledge Check 3. ATI Engage Fundamentals: Tissue Integrity	1. Tissue Integrity	<ul style="list-style-type: none"> <li>• Burns</li> <li>• Surgical incisions</li> </ul>	<ul style="list-style-type: none"> <li>• Review sterile dressing change.</li> <li>• Suture removal</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 26</li> <li>• deWit's pages 1008-1020</li> <li>• Leifer pages 190-191, 710-715</li> <li>• Lilley page 868</li> <li>• ATI Adult Med/Surg Chapter 67</li> <li>• ATI Nursing Care of Children Chapter 31</li> </ul>

<b>Week/ Instructor</b>	<b>Quiz/ Exam Assignment</b>	<b>Concepts</b>	<b>Exemplars</b>	<b>Skills Lab or Clinical</b>	<b>Reading &amp; Resources</b>
Week 3  McNitt  1/29-2/4	1. NDNQI pressure ulcer training ( <a href="http://learning2.pressganey.com/ndnqi/copyright/2021/576852/story.html">http://learning2.pressganey.com/ndnqi/copyright/2021/576852/story.html</a> ) 2. Activities/Discussion Forum 3. Weekly Knowledge Check	1. Tissue Integrity  2. Cellular regulation	<ul style="list-style-type: none"> <li>• Dermal ulcers</li> <li>• Malignant melanoma</li> </ul>	<ul style="list-style-type: none"> <li>• Pressure ulcer assessment and documentation</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concepts 12 &amp; 26</li> <li>• deWit's pages 1001-1008</li> </ul>
Week 4  Payne/McNitt  2/5-2/11	1. Collaborative Quiz (all concepts to date) 2. On Campus Meeting Monday, 2/7, 0700-1600 (DN2, AT103/104) 3. Activities/Discussion Forum 4. Weekly Knowledge Check	1. Thermoregulation	<ul style="list-style-type: none"> <li>• Hypothermia</li> <li>• Hyperthermia</li> </ul>	<ul style="list-style-type: none"> <li>• Temperature assessment and documentation.</li> <li>• Interventions for hypo and hyperthermia</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 10</li> <li>• deWit's pages 215-220, 118, 1057-1058</li> <li>• Leifer pages 157, 224-225, 503, 682</li> </ul>

<b>Week/ Instructor</b>	<b>Quiz/ Exam Assignment</b>	<b>Concepts</b>	<b>Exemplars</b>	<b>Skills Lab or Clinical</b>	<b>Reading &amp; Resources</b>
Week 5  McNitt  2/12-2/18	1. Activities/Discussion Forum 2. Weekly Knowledge Check	1. Sensory perception	<ul style="list-style-type: none"> <li>• Glaucoma</li> <li>• Hearing impairment</li> </ul>	<ul style="list-style-type: none"> <li>• Visual acuity assessment</li> <li>• Hearing aids</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 27</li> <li>• deWit's pages 602-609, 621-632</li> <li>• Leifer pages 286-289, 540-541</li> <li>• Lilley Chapter 57-58</li> </ul>
Week 6  Payne  2/20-2/25	1. Activities/Discussion Forum 2. Weekly Knowledge Check	1. Cognition	<ul style="list-style-type: none"> <li>• Delirium</li> <li>• Dementia</li> </ul>	<ul style="list-style-type: none"> <li>• Role play interaction with patient experiencing delirium</li> <li>• Review electrolytes</li> <li>• Review illnesses/injuries that create ALOC</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 33</li> <li>• deWit's pages 1074-1075</li> <li>• Varcarolis Chapter 18, page 444</li> <li>• Lilley Chapter 20, pages 314-323</li> </ul>

<b>Week/ Instructor</b>	<b>Quiz/ Exam Assignment</b>	<b>Concepts</b>	<b>Exemplars</b>	<b>Skills Lab or Clinical</b>	<b>Reading &amp; Resources</b>
Week 7  Przepiora  2/26-3/3	1. Activities/Discussion Forum 2. Weekly Knowledge Check	<ul style="list-style-type: none"> <li>• Mood &amp; Affect</li> </ul>	<ul style="list-style-type: none"> <li>• Depression</li> <li>• Pharmacological principles related to Mental Health Diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Medications to treat depression</li> <li>• Laboratory tests for levels of specified medications</li> <li>• Role play communicating with a patient with depression.</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 31</li> <li>• deWit's Chapter 47, pages 1094-1097, 1102</li> <li>• Leifer pages 221, 256-257, 475, 771-773</li> <li>• Varcarolis Chapter 15, pages 42-48, 443-444</li> <li>• Lilley Chapter 16</li> </ul>

<p>Week 8</p> <p>Howard/Payne/McNitt</p> <p>3/4-3/10</p>	<p>1. Midterm examination</p> <p>2. On Campus Meeting Wednesday 3/9, 0700-1600 (DN2, AT103/104)</p> <p>3. Activities/Discussion Forum</p> <p>4. Weekly Knowledge Check</p> <p>5. Formative Clinical evaluations due</p> <p>6. ATI Skills Module: Comprehensive Physical Assessment of a Child</p>	<ul style="list-style-type: none"> <li>• Development</li> </ul>	<ul style="list-style-type: none"> <li>• Pediatric assessment</li> <li>• Medication administration</li> <li>• Simple febrile seizure</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation (Febrile Sz)</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 1</li> <li>• Leifer pages 482-484, 511-525, 552</li> <li>• Varcarolis page 56</li> <li>• Lilley Chapter 14, pages 35-36, 39-42, 107-108, 114</li> </ul>
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Week/ Instructor	Quiz/ Exam Assignment	Concepts	Exemplars	Skills Lab or Clinical	Reading & Resources
<p>Week 9</p> <p>Przepiora</p> <p>3/18-3/24</p>	<p>1. Activities/Discussion Forum</p> <p>2. Weekly Knowledge Check</p> <p>3. SafeMedicate IV Drip Calculations Competency Due</p>	<p>1. Anxiety</p>	<ul style="list-style-type: none"> <li>• General anxiety disorder</li> <li>• PTSD</li> <li>• Military families</li> </ul>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 32</li> <li>• deWit's pages 1089-1092</li> <li>• Leifer pages 414, 481-482, 490, 771</li> <li>• Varcarolis pages 56, 121-127, 135-154</li> <li>• Lilley Chapter 16, pages 246-251</li> </ul>

<p>Week 10</p> <p>Przepiora</p> <p>3/25-3/31</p>	<p>1. Activities/Discussion Forum</p> <p>2. Weekly Knowledge Check</p> <p>3. Portfolio Assignment due</p>	<p>1. Psychosis</p>	<ul style="list-style-type: none"> <li>• Schizophrenia</li> <li>• Milieu Therapy</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with a patient who has attempted suicide and is receiving medical treatment.</li> <li>• Safety measure to protect patient from harm during stabilization.</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 34</li> <li>• deWit's pages 1127-1134</li> <li>• Leifer pages 256-257</li> <li>• Varcarolis Chapter 17, page 265</li> <li>• Lilley pages 259-263, 266-267</li> </ul>
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<b>Week/ Instructor</b>	<b>Quiz/ Exam Assignment</b>	<b>Concepts</b>	<b>Exemplars</b>	<b>Skills Lab or Clinical</b>	<b>Reading &amp; Resources</b>
Week 11  Przepiora  4/1-4/7	1. Activities/Discussion Forum 2. Weekly Knowledge Check 3. Portfolio Assignment Due	1. Addiction: Substance 2. Addiction: Behavioral	<ul style="list-style-type: none"> <li>• Alcohol abuse and dependence</li> <li>• Food</li> </ul>	<ul style="list-style-type: none"> <li>• Alcohol withdraw assessment</li> <li>• BMI calculation</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 35</li> <li>• deWit's Chapter 48, pages 1103-1105</li> <li>• Leifer pages 114-15, 769-770, 774-776</li> <li>• Varcarolis Chapters 14 &amp; 19</li> <li>• Lilley Chapter 17, pages 273-274, 278-280</li> </ul>
Week 12  Payne/McNitt  4/8-4/14	1. Collaborative quiz (concepts from weeks 8-11) 2. On Campus Meeting Wednesday 4/13, 0700-1600 (DN2, AT103/104) 3. ATI Remediation due 4. ATI Mental Health Comprehensive Exam 5. Activities/Discussion Forum 6. Weekly Knowledge Check	1. Interpersonal violence	<ul style="list-style-type: none"> <li>• Neglect</li> <li>• Physical abuse</li> <li>• Emotional abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal violence assessment</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 36</li> <li>• deWit's pages 1049-1057</li> <li>• Leifer pages 116-117, 587-590</li> <li>• Varcarolis Chapter 21</li> </ul>



<b>Week/ Instructor</b>	<b>Quiz/ Exam Assignment</b>	<b>Concepts</b>	<b>Exemplars</b>	<b>Skills Lab or Clinical</b>	<b>Reading &amp; Resources</b>
Week 13  Payne  4/15-4/21	1. Activities/Discussion Forum 2. Weekly Knowledge Check	1. Perfusion	<ul style="list-style-type: none"> <li>• Hypertension</li> <li>• Heart failure</li> </ul>	<ul style="list-style-type: none"> <li>• Review heart and lung sounds</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 18</li> <li>• deWit's Chapter 18, pages 407-416, 436-445</li> <li>• Leifer pages 97-101, 106-107, 629-631, 633-634</li> <li>• Lilley Chapter 22 &amp; 24</li> </ul>
Week 14  McNitt  4/22-4/28	1. Concept map for patient with localized infection 2. QSEN Case study 3. Activities/Discussion Forum 4. Weekly Knowledge Check	1. Perfusion 2. Safety	<ul style="list-style-type: none"> <li>• Sepsis</li> <li>• QSEN Case Study (Lewis Black)</li> </ul>	<ul style="list-style-type: none"> <li>• Review lab values and prepare SBAR report for abnormal results</li> <li>• Sepsis screening tool</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concepts 18 &amp; 45</li> <li>• deWit's pages 117-118, 1068-1071</li> <li>• Leifer pages 254-255, 314-317, 548-549</li> <li>• Lilley Review Chapter</li> </ul>

<b>Week/ Instructor</b>	<b>Quiz/ Exam Assignment</b>	<b>Concepts</b>	<b>Exemplars</b>	<b>Skills Lab or Clinical</b>	<b>Reading &amp; Resources</b>
Week 15  McNitt  4/29-5/5	1. Education plan for STI Prevention 2. Activities/Discussion Forum 3. Weekly Knowledge Check 4. Summative Clinical Evaluations due 5. SafeMedicate Pediatric Calculations Competency Due	1. Infection	<ul style="list-style-type: none"> <li>• Cellulitis</li> <li>• STIs</li> <li>• RSV</li> <li>• Hepatitis</li> </ul>	<ul style="list-style-type: none"> <li>• Sexually transmitted diseases</li> <li>• Isolation precautions</li> <li>• Labs for hepatitis and other STI</li> <li>• Demonstrate the role of the vocational nurse in providing care to patients in the clinical setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Giddens Concept 24</li> <li>• deWit's Chapter 41, pages 156-154, 416-418, 717-725, 736, 963-975, 995, 1012-1013, 1028-1030</li> <li>• Leifer pages 110-111, 265-269, 444-445, 600-601, 738-741, 761-763</li> <li>• Lilley Review Chapters, pages 630-634, 739-741,</li> </ul>
Week 16  Payne/McNitt  5/6-5/12	1. Final Exam 2. On Campus Meeting Monday 5/9, 0700-0900 (DN2, AT103/104) 3. ATI Remediation Due 4. ATI Med/Surg Comprehensive Exam 5. Summative Clinical Evaluation 6. Course survey			<ul style="list-style-type: none"> <li>• No skills lab or clinical</li> </ul>	

**\*\*The course schedule is subject to change at the discretion of the instructors. Students will be notified if changes are made to the schedule. \*\***