

Austin Community College
Vocational Nursing
VNSG 1115
DISEASE CONTROL AND PREVENTION

I. COURSE DESCRIPTION

DISEASE CONTROL AND PREVENTION (1-1-0). Study of the general principles of prevention of illness and disease, basic microbiology, and the maintenance of aseptic conditions. Topics will include types and characteristics of microorganisms; the “chain of infection”; the actions of pathogens in the body; body’s defenses against infection; the immune process; resistance and susceptibility to infection; use of clinical reasoning and the nursing process for patients at risk for infection; methods of preventing illness through utilization of standard precautions; and purposes and types of isolation.

II. REQUIRED TEXTBOOKS/INSTRUCTIONAL MATERIALS

1. Kozier, Erb, and Berman (2012). Fundamentals of Nursing: Concepts, Processes, and Practice (9th ed.). Prentice-Hall.
2. Brunner and Suddarth’s. Textbook of Medical-Surgical Nursing (12th ed.). Lippincott.
3. Perry and Potter. Clinical Nursing Skills and Techniques (7th ed.). Mosby Elsevier.

III. INSTRUCTIONAL METHODOLOGY

VNSG 1115 is a Distance Learning Course being offered as an Internet based course using Blackboard as the course management system. Students in this course must be able to access the Internet via computer, but it does not require that the student own a computer. The student must either have a computer with Internet access or use the Nursing Computer lab, the Eastview Learning Lab, or an ACC Open Access Computer Center located on each campus.

Mandatory onsite orientation and test dates are indicated in the course schedule. For information about Blackboard, visit <http://itd.austincc.edu/blackboard>.

Assignments and Learning Activities

The student will have scheduled dates for exams, papers, participating in discussions, and other course activities. The schedule of due dates will be presented at the course orientation and will be posted on the course site.

Throughout the syllabus, objectives may be highlighted with a “C” and/or “S.” “C” denotes objectives that meet the Differentiated Essential Competencies of Graduates of Texas Nursing Programs. “S” denotes objectives that meet SCANS competencies. A list with definitions of SCANS competencies can be found on the Austin Community College Website at <http://www.austincc.edu/mkt/scans.php>.

IV. COURSE RATIONALE

The levels of the program have a logical progression in introducing the student to the roles of the Vocational Nurse. VNSG 1115 provides the basic foundation of disease control and prevention. Courses in other levels will build upon this basic understanding. VNSG 1115 is a prerequisite to VNSG 1509, 2331, and 1461.

The Austin Community College Vocational Nursing Program curriculum is based on a conceptual framework, which is derived from the faculty's stated philosophy. The faculty believes that humans are a composite of mind, body, and spirit, and that health is a state of internal and external homeostasis existing on a continuum throughout the life span. These beliefs are central to curriculum development and are the core of the conceptual model. The conceptual framework provides the foundation for instruction throughout the program. A conceptual model has been designed to explicate the components of the conceptual framework.

Curriculum threads are specific concepts that are integrated throughout the curriculum to strengthen the student's development. They reflect areas of increased knowledge, skills, and attitudes of students as they progress in the program. These threads create cohesive learning experiences. The threads integrated in VNSG 1115 include (but not limited to):

1. Nursing process and critical thinking
2. Competence in nursing interventions
3. Healthcare settings

V. COURSE OBJECTIVES

The student upon completion of VNSG 1115 will have the opportunity to:

Underlined phrases indicate the threads present in this course.

- A. Define specific terminology related to disease control and prevention.(C,S)
- B. Identify characteristics of common microorganisms.(C,S)
- C. Give examples of diseases caused by the different types of microorganisms.(C,S)
- D. Examine how each element (link) of the "chain of infection" contributes to an infection and the nursing interventions that break the chain at each link.(C,S)
- E. Differentiate the three major body defenses against infection.(C,S)
- F. Discuss the immune process and immunization.(C,S)
- G. Give examples of factors that affect a person's susceptibility to infection.(C,S)
- H. Apply the nursing process and critical thinking to the client at "risk for infection." (C,S)
- I. Recognize the principles of aseptic techniques.(C,S)
- J. Explain the importance of "hand hygiene".(C,S)
- K. Choose interventions to reduce the risk of healthcare-associated infections in a variety of healthcare settings.

- L. Contrast the types and purposes of isolation.(C,S)
- M. Identify the role of specific local, state, national, and global organizations in the prevention and treatment of infections.

PROGRAM STUDENT LEARNING OUTCOMES: Upon completion of the Certificate in Vocational Nursing program, the student will be able to:

1. Practice within the nurse's legal scope of practice, in accordance with policies and procedures of the practice setting while demonstrating responsibility for continued competence, reflection, self-analysis and self care.
2. Demonstrate responsibility and accountability for the quality of nursing care provided to patients and their families
3. Contribute to activities that promote the development and practice of vocational nursing
4. Use clinical reasoning in the nursing process, and established evidence-based policies as the basis for decision making in nursing practice
5. Demonstrate ability to determine the physical and mental health status, needs and preferences of culturally, ethnically and socially diverse patients and their families based on interpretation of health related data
6. Report data to assist in the identification of problems and formulations of goals/outcomes and patient centered plans of care in collaboration with patients, their family and the interdisciplinary healthcare team and report alterations in responses to therapeutic interventions in comparison to expected outcomes
7. Provide safe, compassionate, basic nursing care within legal, ethical and regulatory parameters and in consideration of patient factors, to assigned patients with predictable health care needs through a supervised, directed scope of practice
8. Implement teaching plans for patients and their families with common health problems and well defined health learning needs while coordinating human, information and material resources in a cost effective manner
9. Demonstrate knowledge of the Texas Nursing Practice Act and Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards and comply with all mandatory reporting requirements
10. Implement measures, goals and outcomes to promote quality and a safe environment that reduces risks for patients, self and others
11. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices
12. Accept and make assignments that take into consideration patient safety and organizational policy
13. Communicate and collaborate with patients, their families and the interdisciplinary health care team in a timely manner to assist in the planning, delivery and coordination of patient centered care to assigned patients in a way that promotes optimal health.

14. Participate as an advocate in activities that focus on improving health care for patient and their families and identify patient needs for referral to resource that facilitate continuity of care and ensure confidentiality
15. Communicate patient data using technology to support decision making to improve patient care
16. Assign and supervise nursing care to LVNs or unlicensed personnel for whom the nurse is responsible based on analysis of patient or unit needs

VII. COURSE EVALUATION: TESTING AND GRADING POLICIES

BLOOMS TAXONOMY

Faculty use Bloom's Taxonomy of Educational Objectives as a tool to define the thinking skills instructor expect from students and for helping to establish congruence between the learning objectives and the exam questions asked.

The cognitive domain of Bloom's Taxonomy involves knowledge and the development of intellectual skills. There are six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation; they start from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

The practice of vocational nursing requires the application of all levels of cognitive ability. Exam questions are written utilizing Bloom's Taxonomy at increasingly complex levels. Module objectives and the corresponding exam questions for Level I will reflect knowledge, comprehension and application of information, concepts, and principles relevant to the course. The ability to recall the information is important, however, exam questions will assess more than the ability to memorize information. In Level II, the majority of the questions will be at the comprehension and application level. In Level III and IV the majority of exam questions are written at application, analysis or higher levels.

This progression is congruent with the level of questions asked by the NCLEX-PN and the competencies required by the entry level vocational nurse.

NCLEX-PN TEST PLAN

All candidates for licensure are required to meet set requirements that include passing an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry level vocational nurse. That exam is the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN).

The NCLEX Test Plan provides a concise summary of the content and scope of the licensing examination. The Vocational Nursing program uses the test plan as a guide to exam

development. The VNG program exams are developed to mirror the test plan and consist of items that use Bloom's taxonomy for the cognitive domain as a basis for writing items.

The content of the NCLEX Test Plan is organized into four major Client Needs categories. Two of the four categories are further divided into a total of six subcategories:

Safe and Effective Care Environment

- Coordinated Care
- Safety and Infection Control

Health Promotion and Maintenance

Psychosocial Integrity

Physiological Integrity

- Basic Care and Comfort
- Pharmacological Therapies
- Reduction of Risk Potential
- Physiological Adaptation

Faculty will provide more information about the test plan and cognitive levels during the class orientation. For more detailed information, visit the National Council of State Boards of Nursing at <https://www.ncsbn.org/1287.htm>

Students will be tested from module objectives. Questions may be true/false, matching, multiple answer, multiple choice, short answer or essay questions. There will be NO make-up examination on the mid-term exam; the final examination may be made up ONLY at the discretion of the faculty teaching the course. An absence from a scheduled examination will be counted as a zero and may be replaced with the final exam score for the computation of the final grade average. If you miss the final due to illness, you must present a physician's note to make-up the exam.

Evaluation of your learning will be based on two examinations in this course, a mid-term and final, and participation in classroom (online) Discussion Board. Weekly assignments must be posted by the due date to receive credit for the participation grade. If a student is experiencing technical difficulties, they must notify the faculty immediately!

Each exam will have 40-50 questions based on the objectives of the course. Your grade will be computed as follows:

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|----|-----------------------|-----|
| 1. | Exam Mid-term | 35% |
| 2. | Final (Comprehensive) | 40% |
| 3. | Class participation | 25% |

TOTAL 100%

Students are expected to complete the examination in the allocated time frame unless they have presented a letter of accommodation from the Office of Students with Disabilities.

Criteria for participation will be detailed on course site.

In calculation of final course grades, the final average will be rounded up if 0.5 or above and rounded down if below 0.5.

Grading Scale as printed in VNG Handbook:

The minimum acceptable passing grade in each nursing theory course is a “C” (77%). A score of less than “C” (77%) in a course results in failure for the course and failure to progress.

Grading Scale:

A = 100 - 91

B = 90 - 83

C = 82 - 77

D = 76-70

F = 69 and below

The following grading system is observed in the Vocational Nursing program:

Letter Grade	Interpretation	Numerical Grade
A	Excellent	100 – 91
B	Good	90 – 83
C	Satisfactory	82 – 77
D	Unable to Progress	76-70
F	Failing	69 and below
I**	Incomplete	not computed
W	Withdrew	not computed

****An "I" grade may be given to students who are progressing satisfactorily toward completion of course objectives but are unable to fulfill all course requirements because of extenuating circumstances.**

A grade of "I" cannot be carried beyond the date in the following semester established by the College. The Department Chair will approve a change from "I" to a performance grade (A, B, C, D, F) for the course prior to the deadline.

VIII. COURSE POLICIES

A. Attendance/Class Participation

Regular and punctual class and laboratory attendance is expected of all students. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

B. Withdrawal, Incompletes, Academic Freedom and Student Discipline (See VNG Student Handbook)

Adding, Dropping, or Withdrawing from a Course Adding, dropping, or withdrawing from a course may affect financial aid, veterans' benefits, international student status, or academic standing. See an advisor, counselor, or your instructor before making changes.

Adding or dropping a course (schedule changes): Students may add or drop a course before open registration ends or during the session's official schedule change (add/drops) period. See the course schedule for information on add/drops procedures, deadlines, and tuition refunds.

Withdrawing from a course: It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records. Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course. Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course. Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

Incompletes: An instructor may award a grade of “I” (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Scholastic Dishonesty: Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz; plagiarizing; and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests; quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework. Students engaging in scholastic dishonesty will be withdrawn from the Vocational Nursing Program and not be eligible for readmission to the Vocational Nursing Program. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

Academic Freedom: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance the class and create an atmosphere where students and instructors alike will be encouraged to think and learn. Therefore, be assured that your grade will not be adversely affected by any beliefs or ideas expressed in class or assignments. Rather, we will respect the views of others when expressed in classroom discussions.

Statement on Students with Disabilities: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of each semester. Students who have received approval for accommodations from OSD for this course must provide the instructor with the ‘Notice of Approved Accommodations’ from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the ‘Notice of Approved Accommodations’ from the student. Students with approved accommodations are encouraged to submit the ‘Notice of Approved Accommodations’ to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and

arrange for the accommodations. Additional information about the Office for Students with Disabilities is available at <http://www.austincc.edu/support/osd/>

Safety Statement: Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>. Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities. You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

Use of ACC email: All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Student and Instructional Services: ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/support/>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>. ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php>.

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

IX. ENTRY BEHAVIORS

Successful completion of HPRS 1206, HPRS 2300, and BIOL 2404 or equivalency.

X. ENROUTE BEHAVIORS

Specific behavioral objectives are listed in each module.

XI. EXIT BEHAVIORS

Student must complete all of the course objectives and meet the testing and grading criteria standards.

XII. HOW TO REACH FACULTY

Faculty Name:

Office:

Office Phone:

Email:

Conferences/Appointment can be arranged with your faculty by email or by phone.

XIII. CALENDAR

Schedule and location for the course is provided during orientation and is posted on the Blackboard course site. Also see <http://www.austincc.edu/health/vng/resources.php> for more information.

XIV. STUDENT AND INSTRUCTIONAL SERVICES

Information related to student and instructional services available at ACC can be found in the VNG Student Handbook and <http://www.austincc.edu/health/vng/resources.php>.