

**Austin Community College**  
**Vocational Nursing**  
**VNSG 1400**  
**NURSING IN HEALTH AND ILLNESS I**

**I. COURSE DESCRIPTION**

**NURSING IN HEALTH AND ILLNESS I (4-4-1).** VNSG 1400 is an introduction to general principles of growth and development, primary health care needs of the patient across the life span, and therapeutic nursing interventions. Other topics will include concepts of health and illness, adjusting to loss, care of persons with chronic illnesses and rehabilitative needs, and an introduction to principles of health teaching. Skills: P

**Prerequisites:** BIOL 2404, HPRS 1206, and HPRS 2300. Co-requisite: VNSG 1423 and VNSG 1160. Course type: W.

VNSG 1400 is offered as a classroom and a hybrid course. The classroom course meets 4 hours for lecture and 1 hour for lab one day per week for a total of 80 contact hours for the semester. The three figures in parentheses after the title of each course in the course description indicate the number of semester credit hours for the course, the number of lecture hours each week and the number of laboratory or activity (clinical hours) each week, respectively. Students enrolled in **hybrid** sections will meet face to face only on dates as assigned by faculty at the beginning of the semester and for testing. More information about hybrid courses at ACC can be found at <http://dl.austincc.edu/information/hybrid.php>

**II. REQUIRED TEXTBOOKS**

1. Kozier, Erb, Berman, and Snyder (2008). Fundamentals of Nursing: Concepts, Process, and Practice (8<sup>th</sup> ed.). Prentice-Hall
2. Smeltzer, Bare, Hinkle, and Cheever (2010). Brunner & Suddarth's Textbook of Medical-Surgical Nursing (12<sup>th</sup> ed.). Lippincott Williams & Wilkins
3. Pagana, K.D. & Pagana, T.J. (2010). Mosby's Manual of Diagnostic and Laboratory Tests (4<sup>th</sup> ed.). Mosby, Inc.
4. Perry and Potter, (2010). Clinical Nursing Skills and Techniques, (7<sup>th</sup> ed.), Mosby, Inc.

**III. INSTRUCTIONAL METHODOLOGY**

Learning activities are listed in the course syllabus. These activities include lecture, discussion, role-playing, report writing, demonstrations, viewing films, reading articles from library periodicals, textbooks, and critical thinking exercises. Additional activities may be added on the Blackboard course site. ***Learning activities will require students to access and utilize Blackboard. Information about computer lab availability will be provided.***

Students are responsible for reading all assigned materials, participating in all learning

activities, and answering all objectives. The instructor may not cover each individual objective in class, but will cover the essence of the material. The student is responsible for all material presented in the class regardless to whether it is in the text or not.

### ***Weekly Lab Information***

The activities of the lab will be designed to enhance your understanding of the material presented in the classroom setting. Activities may include small group work, role-play, videos, simulation, or critical thinking activities.

Students are expected to be present weekly in the lab. It is essential that students come to lab having done any reading assignments or other learning activities assigned.

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>.

## **V. COURSE RATIONALE**

The levels of the program have a logical progression in 1400 introducing the student to the roles of the Vocational Nurse. Courses in other levels will build on this course. VNSG 1400 is a prerequisite to VNSG 1509, VNSG 2331, and VNSG 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 students’ development. They reflect areas of increased knowledge, skills, and attitudes of students as they progress in the program. All threads are integral parts of individual courses and all learning experiences. Curriculum threads tend to create cohesive learning experiences rather than disorganized learning situations. The curriculum threads occurring in this course are listed below.

1. Critical thinking and the nursing process
2. The nursing process
3. Competence in nursing interventions
4. Nutrition.
5. Growth and development

## VI. COURSE OBJECTIVES

Underlined phrases indicate the threads present in this course. At the completion of this course, the student will be able to:

- A. Discuss basic concepts of health and illness, including prevention and restoration of health. **(C,S)**
- B. Identify basic nursing interventions to support the patient and family during life stages including death and dying. **(C,S)**
- C. Restate the psychosocial, growth and development, and physiological needs of patients across the life span. **(C,S)**
- D. Examine the special needs of the patient with a chronic illness. **(C,S)**
- E. Describe the general principles in the care of the patient with rehabilitative need. **(C,S)**
- F. Identify common, actual and/or potential health care needs of the patient. **(C,S)**
- G. Examine the care of the patient experiencing alterations in rest and comfort, including the application of critical thinking using the nursing process. **(C,S)**
- H. Demonstrate principles of patient health teaching. **(C,S)**
- I. Discuss the process of fluids, electrolytes, and acid-base balances to include normal and common disturbances. **(C,S)**
- J. Discuss diagnostic testing as related to patients across the life span. **(C,S)**
- K. Give examples of the purpose and function of selected nutrients.
- L. Give examples of nutritional concepts as they relate to patients in health and illness, across the life span and to multiculturalism.
- M. Discuss the uniqueness of the gerontologic patient related to physical, mental, and emotional changes associated with the aging process.
- N. Examine the care of the patient experiencing alterations of sensory perception, including the application of critical thinking using the nursing process. **(C,S)**

**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**

### **BLOOM'S 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).

In addition, licensure candidates in Texas are required to pass a jurisprudent examination to obtain licensure. For more information about this exam, visit the Texas Board of Nursing website at: [www.bon.state.tx.us](http://www.bon.state.tx.us).

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 practice of vocational nursing requires the application of all levels of cognitive ability. The VNG program is designed so that the level of difficulty of questions systematically progresses through the curriculum and that in the last semester, the majority of exam questions are written at application, analysis or higher levels.

The content of the NCLEX Test Plan is organized into four major Patient 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 will be matching, multiple choice, short answer or essay questions. Tests will be scheduled on-line, in the nursing computer lab, unless indicated otherwise.

Students are expected to complete the examination in the allocated time frame unless the student has special needs which have been communicated to the VNG faculty by the Office for Students with Disabilities. A test plan is provided at the beginning of the semester; the number of test items may vary across levels. Faculty will communicate time limits for the exams before the student begins each exam. The VNG faculty adopted the following 1.36 minutes per item (this mirrors the time allotted by the NCSBN for the NCLEX-PN).

Test review: A time for students to review the results of the exams will be provided on the schedule and/or students can see their results by making an appointment with their faculty advisor or one of the level faculty. Students are not allowed to copy test questions during test review; this would be considered a form of scholastic dishonesty. If a student feels their answer to a test question should be considered as an acceptable answer, he/she must go to their faculty advisor, and there, will be able to submit a written request for an item review. The written request along with supportive documentation must be submitted to the instructor within one week after the scheduled test review. It is up to the discretion of the instructor whether or not the student receives credit for the test item. Only the student who submits the written request will receive credit for the test item if the instructor decides to do so. Whether or not to give the student credit for the test item. Only the student who submits the written request will receive credit for the test item if the instructor decides to do so.

## Examination and Grading Points

The student's lowest module exam grade from the total number of module exams may be replaced with the grade obtained on the final exam. This will only be done to benefit the student's average.

Module Exams	60%
One	
Two	
Three	

Health Teaching Project	10%
Written plan	5%
Presentation	5%
Comprehensive Final	30%

There will be NO make-up examination on the module exams; 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.

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

Scholastic ratings are determined by the student’s performance in the theoretical and clinical components of the curriculum. To maintain satisfactory standing in the Vocational Nursing Program, a student must maintain a “C” (77%) or higher in each theory course, and must be rated satisfactory in each clinical rotation and course.

The minimal acceptable grade in each nursing theory course is a “C” (77%). The scoring of less than “C” (77%) will result in a failure to progress.

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” may be given to students who are progressing satisfactory 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.

Austin Community College policy does not permit posting of grades. Test scores will be given to each student after each examination.

## VIII. COURSE POLICIES

A. **Attendance:** Nursing is a practice discipline. Attendance at scheduled classroom, clinical, and laboratory experiences reflects accountability and is required for professional growth. Students must be present in order to meet the learning objectives of the classroom, clinical, or laboratory experience. Students are responsible for obtaining materials/information when absent. The attendance policy is printed in the VNSG Student Handbook. 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. **Classroom Expectations:** As adult learners in the community college experience, several classroom expectations exist. These foster respect and professionalism.

1. Please arrive for class before the start time. The doors will be closed at the start of class. Interruptions are not helpful to the learning environment; therefore if you arrive after the start time and the door is closed, please wait outside the room quietly and enter only at the next break.
2. Cell phone use in the classroom is prohibited. Please keep all call phones/pagers on "silent" mode.
3. Food/drink in the classroom is prohibited by ACC policy. Please do not bring open containers of food/drink into the classroom.
4. Please be respectful of your classmates by listening to/participating in the classroom topic and not chattering or whispering during class time.
5. Routine breaks will be given by the lecturer of the day.

C. **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/s4/>

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 BIOL 2404 or equivalent and either one/both HPRS 1206 and HPRS 2300.

#### **X. ENROUTE BEHAVIORS**

Specific behavioral objectives are listed in each module.  
Enrollment in other co-requisite courses, VNSG 1423 and VNSG 1160.

#### **XI. EXIT BEHAVIORS**

The student must satisfactorily meet all behavioral objectives and acquire a course average of 77% according to the testing and grading criteria.

#### **XII. HOW TO REACH FACULTY**

Instructor:  
Office:  
Phone:  
Pager:  
Email:

Instructor:  
Office:  
Phone:  
Email:

Instructor:  
Office:  
Phone:  
Pager:  
Email:

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

#### **XIII. CALENDAR**

The schedule for the course is posted on the VNG website:

<http://www.austincc.edu/health/vng/index.php>

Semester 1 link: <https://www.austincc.edu/health/vng/semester1.php>