



DISTANCE EDUCATION **EMERGENCY** ADDENDUM

COURSE ID:	N161
DEPARTMENT:	Nursing
SUBMITTED BY:	Sana Massad
DATE SUBMITTED:	5/28/2020

For additional resources on completing this form, please visit the DE Website:

www.valleycollege.edu/onlinefacultyresources

1. Please select the distance education method that describe how the course content will be delivered.

Check ALL methods that will be used for offering this course, even if previously approved.

- FO – Fully Online
- PO – Partially Online
- OPA – Online with In-Person Proctored Assessments
- FOMA – Fully Online with Mutual Agreement

2. In what way will this course, being offered in distance education format, meet the needs of the campus?

(Ex: Student Access, Campus Strategic Plan, Campus Mission Statement, Online Education Initiative (OEI), Student Equity, Student Needs). Please be specific.

This is first-year course that focuses on the nurse's role in the collection of assessment data, identifying the relevance of the data collected, the analysis of patient priorities, the implementation of nursing interventions, and evaluation of patient care for diverse adult patients and adults ages 65 and over with selected healthcare needs in respiratory, cardiovascular, neurological, immunological, gastrointestinal, genitourinary, and endocrine body systems. . This class is currently offered as a face-to-face as approved by the college and by Ca-Board of registered nurses (BRN) It is not secret that the field of nursing is booming. The Bureau of Labor Statistics (BLS) states that the demand for nurses in the US will soar by 18% by 2028. This means that there will be a greater demand for nurses than the supply which makes Online nursing program ideal for many individuals because of the flexibility distance education offering which help allowing students to balance coursework with their busy lives. Another benefit of online learning is the asynchronous environment. In an asynchronous learning environment, students can participate at their convenience instead of being limited to participating at the designated location and the time when a class is offered. By offering distance education option for the course, we address the concerns listed above, providing high quality education to our students through multiple avenues and, therefore help our campus retain the student population and ensure their success.

3. Will this course require proctored exams?

- No
- Yes - If yes, how?



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Using Proctorio“ its a secure monitoring platform that integrates with Canvas. Proctorio offers customizable recording and lock down options in addition to security tools that prevent unauthorized web surfing and/or content capture. All internet browsing can be blocked or specific links within the exam can be whitelisted. Proctorio prevents test distribution by restricting the ability to copy and paste, print, and/or save as PDF, while automatically clearing caches and disabling extensions during the assessment to keep exam content secure.

4. How will the design of this course address student accessibility? Are you including any of the following?

- Captioned Videos
- Transcripts for Audio Files
- Alternative Text for Graphics
- Formatted Headings
- Other – If other, please explain.

5. Provide a specific example of how the instructor will provide synchronous office hours for distance education students? (Ex: Online Conference Tool, Cranium Classroom, Zoom, Pisces, Skype, etc.)

The instructor can schedule weekly synchronous office hours using ConferZoom conferencing service and make the link available to students through Canvas. Students may join during the scheduled time to discuss their concerns about the course content, assignments, activities, course logistics or review their assessments. The online conference tool through Canvas is also another avenue for synchronous office hours.

6. Provide a specific example of how this course’s design ensures regular and effective instructor-student contact? (Ex: Threaded discussion forums, weekly announcements, instructor prepared materials, posting video and audio files, timely feedback on exams and projects, synchronous online office hours, synchronous online meetings, synchronous online lectures, etc.)

Student communication includes the following to ensure student success:

1. Instructors will provide via Canvas/ Emails detailed and very explicit instructions about the course format, assignments, expectations, grading criteria, etc.
2. Regular “Announcements” posted in the class/at least weekly
3. Provide a “Frequently Asked Questions” section with a list of questions that students may have about the course.
4. Provide rubrics and sample assignments. Creating a short video tutorial explaining the rubric and assignment would give students a very concrete idea of the expectations.
5. A quiz tool can be utilized to ensure comprehension of course responsibilities as outlined in the syllabus. Students are allowed multiple attempts to take the quiz under low pressure, which ensures confidence when utilizing the quiz tool function.
6. Timely feedback on the exam through email communication or during synchronous office hours (usually within 72 hours of the exam end time)



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7. Instructor-prepared Syllabus, specific to each distance education course section, to document how regular contact between the students and the instructor is achieved.
8. Email correspondence through Canvas or campus email to answer questions (respond time within 24 hours of the original communication)
9. Threaded discussion forums on Canvas to evaluate and draw conclusions on group data or class data for lab activities.
10. Group assignments following specific lectures to ensure students' comprehension of challenging topics.
11. Availability through phone on the day of the exam to answer any questions or make clarification

<https://www.valleycollege.edu/online-classes/faculty-resources/reg-effective-contact.php>

- 7. Provide a specific example of how this course will ensure regular and effective student-student contact? (Ex: Threaded discussion forums, assigned group projects, threaded discussions, Note bowl, peer-to-peer feedback, synchronous online meetings, etc.)**

1. Instructor-guided introductions, especially at the beginning of the class, or at important intervals.
2. Daily or weekly assignments and projects that promote collaboration among students.
3. Questions posed on the discussion board that encourage critical thinking skills and promote interaction among all course participants.
4. Regular participation by the instructor in discussion activities with students, perhaps to provide a summary, to correct errors of fact, to keep the discussion on topic, and/or to add expertise to the content of the discussion.
5. students' interactions can take place during synchronous online meetings where they can participate in breakout sessions to review course content, complete assignments, or simply interact with one another.
6. Monitoring student interaction and activity to ensure that they participate fully.
7. Create a specific forum for questions regarding course content.
8. Asking students for feedback about the course on a regular basis and revising the content as needed to address issues identified.
9. Students may participate in group activities designed to evaluate their understanding of lecture content. Assignments are accessible through their online platform and the discussion board, where each student contribute to the completion of the assignment.
10. Specific lab activities (Such as :Skills and Simulations activities, Debriefing and Post Conference meetings) which require students to collect individual data and share that with their assigned group or class using threaded discussion board. Furthermore, students are required to evaluate the data and share their conclusions with the rest of the class and receive peer-to-peer feedback

- 8. Describe what students in this online version of the course will do in a typical week on this class. Include the process starting after initial log in.**

Time and dates will be arranged, announced/posted on Canvas. The student will log onto the Zoom link for lecture; lectures remain 4 hours each day, with some activities to demonstrate the topic being discussed. The lecture portion of the course will offer Using combination of Synchronous and asynchronous approach. The asynchronous is a great way to help students collaborate with peers by explicitly assigning cooperative work that needs to be done before a set time. It is also great for ensuring they are prepared to make good use of time for any synchronous or real



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time lessons. The asynchronous lectures are broken down to 30 -40 min videos with closed captioning. Each lecture meeting has its corresponding assignment, that may be completed and submitted individually or as a group. Depending on the content being presented, students may need to complete an online quiz prior to the lecture or after completion of the assignment. To answer any questions related to the lecture, students, may participated in their online office hours and directly interact with their instructor and peers. Assessments for each unit will be completed using their online platform

For online clinical hours, the student will be utilizing 25% -100% clinical hours “depends on ca-BRN approval as virtually- non-direct patient care'. The 25%-100% will be taught using virtual Simulations, Case Studies, Virtual Simulations charts (Sim Charts), Simulation Learning System (SLS), Adaptive quizzing (AQ), and Clinical skills videos. All the above listed online resources provided by Elsevier. We have been utilizing Elsevier Book and resources for years; currently, we purchased Elsevier / Sim Chart as a new resource to support our Online and virtual simulation.

Students will be assigned to watch specific clinical skills videos/ requested and listed on the course syllabus. Or will be assigned unfolding case studies or adaptive quizzing, Virtual simulation scenarios followed by completion of specific activities, debriefing and/or assignments. Depending on the activity, labs can be conducted as groups, allowing students to share data through their online platform and evaluate class data. Assessments, and evaluation are accessible through their online platform.

Ca-BRN regulating the lecture and clinical hours of nursing courses :75% of clinical hours in a course must be in direct patient care in an area specified and approved by ca-BRN (such as Medical Surgical Nursing, Pediatric Nursing, mental Health Nursing , Maternity Nursing courses . Online courses have to be verified and discussed to be approved by CA-BRN As when needed, Currently our Curriculum has been approved as face to face basis. . During COVID -19 Crises Ca-BRN has approved Online teaching as a temporary minimal curriculum revision with 50 % -100% of clinical hours to be used virtually depends on the course, other 50% was used at local skilled nursing home for the Spring semester.

- 9. Provide a sample statement that could be included in the syllabus for this course that communicates to students the frequency and timeliness of instructor-initiated contact and student feedback.**

Meeting times are varied and arranged and communicated through Course Syllabus, Students questions and concerns regarding the course content and or other concerns may be addressed during the regularly scheduled online office hours or through email correspondence within 24- 72 hours of the original communication.

- 10. Provide a specific example of how regular and effective student-student interaction may occur in this online course.**

Student work in groups to learn specific skill/concept. They are assigned questions from a study guide. After the discussion, the answers are compiled and distributed to further foster student success.

Students may participate in group activities designed to evaluate their understanding of lecture content. Assignments are accessible through their online platform and the discussion board, where each student contribute to the completion of the assignment.

Students will be assigned to watch specific clinical skills videos/ requested and listed on the course syllabus. Or will be assigned unfolding case studies or adaptive quizzing, Virtual simulation scenarios followed by completion of specific activities, debriefing and/or assignments. Depending on the activity, labs can be conducted as groups, allowing students to share data through their online platform and evaluate class data. Assessments, and evaluation are accessible through their online platform.



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11. Provide a specific example of how regular and effective instructor-student interaction may occur in this online course.

Regular weekly synchronous meeting. The students will meet with faculty at a minimum of twice via Zoom or another web-based format.
 Students questions and concern can be addressed through effective and timely email communication. Weekly announcements though the online platform ensure students are aware of any upcoming assignments and assessments or any modification to the due dates (if any). Regularly scheduled online office hours are another avenue for instructor-student communication. Lastly students can receive individual/group feedback on their submitted assignments and assessment.

12. Does this course include lab hours? No Yes – If yes, how are you going to accommodate the typical face to face activities in an online environment?

During lab/clinical hours the student is interacting with faculty and faculty is available for assistance. The student may be assigned a case scenario, a simulation learning activities or project to complete and return to the online forum to present these projects. The faculty remains available for the student the entire length of the lab/clinical experience.

13. How will you accommodate the SLO and Course Objectives in an online environment?

SLO can be completed using one of the following formats:
 1) A multiple-choice question in a lecture or lab assessment
 2) An essay question in a lecture/lab assessment
 3) A graded lab assignment submitted through Canvas.
 Students will fulfill all the Course Objectives upon successfully completing the course as they would have done in a face-to-face class.

14. Are modifications needed to SLOs or Course Objectives in order to teach this course in the online modality?

No Yes – If yes, please explain the changes needed.

(It is advised that if you are changing course content or objectives that you speak with the Curriculum Co-Chair or Articulation Officer for guidance moving forward.)

To be completed by a member of the Curriculum Committee Review Team:

CURRICULUM CHAIR REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO
DE REVIEW:		<input type="checkbox"/> YES <input type="checkbox"/> NO
CURRICULUM COMMITTEE DIVISION REPRESENTATIVE REVIEWED:		<input type="checkbox"/> YES <input type="checkbox"/> NO



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