

**CLARENDON COLLEGE
VOCATIONAL NURSING
VNSG 1304 FOUNDATIONS OF NURSING
Spring 2012**

**CLARENDON COLLEGE
Division of Workforce**

Course Name: VNSG 1304 Foundations of Nursing

Semester: Spring 2012

Semester Credit Hours: 3

Lecture Hours per week: 3

Contact Hours per Semester: 48

Classroom Location/	Clarendon:	313 Kearney, Clarendon, Texas 79226
Office location	Pampa:	1601 W. Kentucky, Pampa, 79065
	Childress:	1902 Ave G NW, Childress, TX 79201

Instructor: Cheryl Harvill, RN

E-mail: Cheryl.harvill@clarendoncollege.edu

Phone: Pampa Campus: (806) 665-8801 ext. 2039;
Clarendon Campus (806) 874-3571 ext. 157;
Childress Campus: (940) 937-2001

Office Hours: As posted or by appointment.

Course Description: Introduction to the nursing profession including history, standards of practice, legal and ethical issues, and role of the vocational nurse. Topics include mental health, therapeutic communication, cultural and spiritual diversity, nursing process, and holistic awareness.

End-of-Course Outcomes: (WECM)

1. Recognize the components of the nursing process and relate each process to primary nursing interventions.
2. Identify roles and legal, ethical, and professional responsibilities of a vocational nurse as a member of the health care team in a variety of health care settings;
3. Identify characteristics of a therapeutic nurse/patient relationship;
4. Examine positive nurse/patient mental health practices emphasizing cultural and spiritual diversity; and
5. Relate the history of nursing to the present day.

Course Outcomes (DEC)

The DEC competencies are fully integrated throughout the curriculum for the VN student. The DEC relate to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

A. Member of Profession:

The student will:

1. Discuss how the nurse functions within the legal scope of practice through utilization of the Texas Nursing Practice Act, Texas Board of Nursing rules and facility policies and procedures
2. Discuss the development and practice of vocational nursing
3. Identify the ethical, moral, and legal obligation of the practice of the vocational nurse
4. Discuss factors that affect the public image of nursing
5. Describe distinctions between the evolving vocational and professional nursing roles
6. Discuss the nurses' responsibility for reporting to licensing and public protective agencies including the Texas Board of Nursing, Child Protective Services, and Adult Protective Services

B. Provider of Patient Centered Care:

The student will:

1. Discuss concepts of learning theories and teaching styles
2. Identify concepts of stress management strategies and coping mechanisms
3. Discuss the introduction of the history and evolution of healthcare and nursing care delivery using the nursing process and critical thinking
4. Discuss trends and issues of healthcare delivery
5. Discuss workplace safety consistent with current federal, state and local regulations
6. Utilize therapeutic communication skills
7. Discuss state and local policies regarding patient confidentiality and record keeping
8. Identify methods of accessing current literature from scientifically valid sources and work setting resources
9. Define evidence based practice in nursing
10. Define steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation, and evaluation
11. Discuss established approaches that guide nursing practice
12. Discuss patient advocacy as the role of the Vocational Nurse
13. Identify Code for Vocational Nurses and Patient's Bill of Rights and identify steps in reaching a legal decision
14. Identify various aspects of implementing healthcare that is cost effective for the patient and facility

15. Explore the impact that disease processes have on the patient role and family dynamics
16. Discuss Standards of Nursing Care, Practice, and institutional policies and procedures
17. Discuss Professional ethics and values
18. Compare and contrast major cultural and ethical considerations related to health, illness, birth, death & dying for patients across the lifespan
19. Discuss the dynamics of the nurse patient relationship
20. Discuss compassion as it relates to patient centered care

C. Patient Safety Advocate

The student will:

1. Define the Texas Nursing Practice Act, Texas Board of Nursing Rules and National Standards of Nursing Practice
2. Discuss safety requirements and standards of federal, state, and local government and accreditation organizations
3. Explain facility licensing, authority standards, policies and procedures
4. Describe principles of quality improvement and patient safety
5. Explain the vocational nurse role in safety and risk management for patients and others
6. Describe principles of a culture of safety for patient care
7. Identify Safe Harbor and “whistleblower” programs set forth by the Texas Board of Nursing
8. Discuss national and state standards for infection control
9. Discuss the mandatory reporting requirements of the Texas Nursing Practice Act

D. Member of the Healthcare Team:

The student will:

1. Identify the various levels the nursing profession
2. Identify the structure, function, and roles of the interdisciplinary healthcare team, including the case manager
3. Define consumer rights, confidentiality, and patient advocacy, including self-determination and right of refusal
4. Discuss current communication systems and processes for therapeutic communication in nursing and how it relates to the healthcare team
5. Discuss trends and current use of technology within healthcare delivery systems, including regulatory and ethical considerations of use of technology and patient information
6. Identify principles of intrapersonal conflict management, problem solving, data collection, and basic time management skills
7. Discuss the legal/ethical processes related to healthcare and safeguarding patient rights
8. Discuss how evidence based practice contributes to the development of healthcare and quality improvement

9. Discuss history, characteristics, trends and issues in health care delivery as it relates to nursing
10. Identify resources within the work setting and community
11. Discuss the various role(s) of the patient, family, and significant others in providing psychosocial support and patient advocacy
12. Identify the relationship of safety related to the planning of nursing care
13. Examine the role of the nurse in the quality improvement process
14. Define the functions of peer review for nursing
15. Discuss costs as it relates to healthcare
16. Demonstrates knowledge of reliable online sites for quality healthcare data
17. Demonstrates technology skills including word processing, email, and accessing multiple online resources

E. Essential Competencies

The student will:

1. Solve problems and build employability skills such as positive attitude, critical thinking skills, work ethic, and teamwork
2. Exhibit a positive attitude in participating in class activities or in patient care activities, on time, safely, and correctly
3. Use critical thinking skills to identify methods, requirements, and standards to enhance patient care and healthcare delivery
4. Participate in teamwork activities that foster a positive learning environment in the classroom and/or clinical that promote health restoration through nursing care and teaching
5. Demonstrate positive work ethics through application of values and morals consistent with the nursing profession in all activities of the nursing program

SCANS COMPETENCIES

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

Statement of Purpose

VNSG 1304 Foundations of nursing partially satisfy the requirement for the Vocational Nursing Certificate at Clarendon College.

Required Instructional Materials:

To be determined.

Other Relevant Materials:

Pens, Pencils, White Paper, Highlighters, Scantron answer sheets, Nurse Practice Act

Student Requirements

- Professional behavior is expected of all employees entering the work field.

- Students will be expected to demonstrate professional behavior by being respectful of others in the course, attending all classes, and actively participating in this learning opportunity.
- Students are responsible for all assignments and material covered in their absence.
- Assignments: See course schedule of individual instructor.
- Students are expected to be self-directed independent learners throughout the semester.

Methods of Instruction

Audio-Visual Instruction	Demonstration Lecture	Computer Assisted Group Discussion
Web searches	PowerPoint Slides	Class Participation
Student-Teacher Conference	Written Assignments	Group Project

Grading Policies:

Major Exams	50%
Final Exam	25%
Quizzes	15%
Daily Assignments	10%

GRADING SCALE:

A = 94 – 100

B = 86 – 93

C = 78 – 85

D = 68 – 77

F = Below 68

Beginning with the 5th major exam in all nursing courses, students' must achieve a major exam grade average of 78. The average of 78 must be maintained throughout the remainder of the course. If at any time the students' major exam grade average drops below 78, the student is required to immediately withdraw from all nursing courses and will not continue in the program. Please note this average is strictly a major exam grade average and daily grades, etc. will not be included. *Students must achieve a grade of 78 to pass all courses in the vocational nursing program.*

****NOTE: GRADES WILL NOT BE ROUNDED.** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

No late work will be accepted!!

Exams will be given on designated days. Make up exams may be given at the discretion of the instructor.

A student's final grade will be made available through Campus Connect at Clarendon College's website.

Classroom Conduct

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

Cheating violations include, but are not limited to: (1) obtaining an examination , classroom activity, or laboratory exercise by stealing or collusion; (2) discovering the content of an examination , classroom activity, laboratory exercise, or homework assignment before it is given; (3) using an unauthorized source of information during an examination , classroom activity, laboratory exercise, or homework assignment ; (4) entering an office or building to obtain unfair advantage; (5) taking an examination for another person; (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person; (7) altering grade records; (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise; (9) Plagiarism.

Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit; (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

Clarendon College provides reasonable accommodations for persons with temporary or permanent disabilities. Should you require special accommodations, notify the Office of Student Services (806-874-3571 or 800-687- 9737). We will work with you to make whatever accommodations we need to make.

Withdrawal: If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript. A student is permitted to drop a course if he/she obtains an official withdrawal form from the Director of Nursing before the 12th class day.

Attendance, Cell Phone Policy, Classroom Etiquette, and Academic Honesty: See Vocational Nursing Handbook for policies.

Course Outline:

I. Nursing Process

A. Learning Objectives: Upon completion of this unit, the student will:

1. Identify the four components of the nursing process including assessment, planning, implementation and evaluation.
2. Utilize critical thinking and the nursing process in a systematic problem-solving process approach to care of a selected client.
3. Discuss the role of the LVN within the nursing process.
4. Recognize basic components of NANDA nursing diagnoses.
5. Identify the purpose of assessment.
6. Differentiate subjective data from objective data.
7. Discuss patient teaching plans.
8. List standard steps carried out for all nursing procedures.
9. Discuss the evaluation process and its correlation with expected patient outcomes.

II: Legal Ethical Nursing Issues

A. Learning Objectives: Upon completion of this unit, the student will:

1. Discuss the NFLPN and the NAPNES statements regarding ethical behavior of practical/vocational nurses.
2. Discuss ethical and legal standards utilized by the nursing profession.
3. Identify roles and legal, ethical, and professional responsibilities of a vocational nurse as a member of the health care team in a variety of health care settings.
4. Identify personal responsibility and accountability as they relate to ethical behavior.
5. Outline the process for making decisions related to ethical dilemmas.
6. Apply guidelines for ethical decision-making in your practice of nursing.
7. Participate in discussions regarding ethical issues in the work environment.
8. Recognize the function of nurse practice act.
9. Examine the preparation and scope of practice of the various levels of nursing
10. Discuss the benefits of participation in professional nursing organizations.
11. Analyze the client's right to health care.
12. Identify the client's rights within the health care delivery system.

III: Documentation of Nursing Care

A. Learning Objectives: Upon completion of this unit, the student will:

1. Identify three purposes of documentation
2. Correlate nursing process with the process of charting
3. Discuss maintaining confidentiality of medical records
4. Compare and contrast 5 main methods of written documentation

IV: Communication

- A. Learning Objectives: Upon completion of this unit, the student will:
1. Discuss topics related to straight forward communication.
 2. Describe the communication process, the types of communication, communication strategies, and blocks to communication and cultural differences in communication.
 3. Identify role changes for the patient, communicating with instructors and staff, life span communication, and electronic communication.
 4. Examine the principles of therapeutic communication that facilitate interactions with clients and health care members.

V: Nursing and the Health Care System

- A. Learning Objectives: Upon completion of this unit, the student will:
1. Describe the role of LPN/LVN throughout history.
 2. Discuss major events that influenced changes in practical nursing.
 3. Trace the growth of nursing throughout history.
 4. List various members of the healthcare team.
 5. Describe and classify the roles of the vocational/practical nurse in the delivery of health care to a selected client.
 6. Describe the purpose of health care regulatory agencies.
 7. Describe the health care delivery system in an environment of limited resources.
 8. List the two major sources of health insurance.
 9. Explain how diagnosis-related groups are used to try to control the cost of health care.
 10. Discuss the role of the U.S. government in health care.
 11. Name the major agencies of the U.S. Department of Health and Human Services

VI: Nurse/Patient Mental Health Practices; Cultural and Spiritual Diversity

- A. Learning Objectives: Upon completion of this unit, the student will:
1. Identify characteristics of a therapeutic nurse/client relationship.
 2. Discuss characteristics of basic human needs, personality development, stress, anxiety, crisis, and coping behaviors common to humanity.
 3. Compare defense mechanisms.
 4. Examine positive mental health practices emphasizing cultural and spiritual diversity.
 5. Define various views of health.
 6. Identify the various role(s) of the family and significant others in providing psychosocial support for the individual.
 7. Define the concepts associated with the physiological, psychosocial, and spiritual responses to human needs.

8. Explain basic psychosocial aspects of nursing interventions in order to meet the basic needs of an individual throughout the life span.

VII: Differentiate Among Different Leadership Styles

A. Learning Objectives: Upon completion of this unit, the student will:

1. Describe four Characteristics of an effective leader
2. Compare/contrast effective/ineffective communication
3. Outline considerations for appropriate delegation of tasks to unlicensed assistive personnel (UAPs)
4. Become aware of the facility's policies and procedures and uphold the standards of nursing practice
5. Differentiate among three different leadership styles discussed in the chapter
6. Describe four characteristics of an effective leader
7. Compare/contrast effective/ineffective communication
8. Outline considerations for appropriate delegation of tasks to unlicensed assistive personnel (UAPs)
9. Become aware of the facility's policies and procedures and uphold the standards of nursing practice

VIII: Loss, Grief, the Dying Patient, and Palliative Care

A. Learning Objectives: Upon completion of this unit, the student will:

1. Describe stages of grief and dying, and associated behaviors and feelings
2. Discuss hospice care
3. Identify three common fears a patient is likely to experience when dying
4. Identify ways to support or instill hope in the terminally ill patient and his family
5. Demonstrate compassionate therapeutic communication techniques with a terminally ill patient and/or his family

IX: Patient Teaching for Health Promotion

A. Learning Objectives: Upon completion of this unit, the student will:

1. Discuss purposes of patient teaching
2. Describe three ways in which people learn and correlate the importance of these types of learning to teaching
3. List and differentiate conditions and factors that can affect learning
4. Identify adjustments to the teaching plan needed for teaching the very young patient or the elderly patient
5. Discuss resources available to assist in patient teaching

SCANS COMPETENCIES

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C-1 TIME – Selects goals – relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 MONEY - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 MATERIALS & FACILITIES – Acquires, stores, allocates and uses materials or space efficiently.

C-4 HUMAN RESOURCES – Assess skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL – Works With Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers – works to satisfy customer's expectations.

C-12 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility challenges existing procedures and policies.

C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity – Works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

C-15 Understands Systems – Knows how social, organizational, and technological systems work and operate effectively with them.

C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.

C-17 Improves Designs Systems – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works With a Variety of Technologies

C-18 Selects Technology – Chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment.

FOUNDATION SKILLS

BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.

F-2 Writing – Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.

F-3 Arithmetic – Performs basic computations; uses numerical concepts such as whole numbers, etc.

F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-6 Speaking – Organizes ideas and communicates orally.

THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking – Generates new ideas.

F-8 Decision Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving – Recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects and other information.

F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – Exerts a high level of effort and perseveres toward goal attainment.

F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.

F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – Assesses self-accuracy, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – Chooses ethical courses of action.