



VOCATIONAL NURSING

Class #129

**VNSG 1509, VNSG 2410,
and VNSG 2462**

SYLLABUS and CLINICAL PACKET

HEALTH SCIENCES DIVISION

TEXARKANA COLLEGE

TEXARKANA, TEXAS

This packet is the property of Texarkana College and cannot be reproduced without written permission from the college.

TC does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. The following person has been designated to handle inquiries regarding the nondiscrimination policies: Human Resources Director, 2500 N. Robison Rd., Texarkana, TX, 75599, (903) 823-3017, human.resources@texarkanacollege.edu

**In Effect: 05/2011
Revised: 11/2020**

TABLE OF CONTENTS

PROGRAM LEARNING OUTCOMES	Page 3
AWARDS	Page 4
ATTENDANCE POLICY	Page 5
WITHDRAWAL POLICY.....	Page 6
CELL PHONE POLICY.....	Page 6
THEORY AND CLINICAL CLASS MEETINGS	Page 7
TESTING GUIDELINES	Page 8
ON CAMPUS LABS.....	Page 10
CLINICAL EVALUATION	Page 11
LEVELS OF EVALUATION AND PROGRESSION IN CLINICALS	Page 12
REQUIRED TEXTBOOKS	Page 14
ATI RESOURCES FOR STUDENT SUCCESS	Page 15
DOSAGE CALCULATION EXAM	Page 16
GRADING	Page 16
TESTING CENTER POLICIES	Page 17
FINANCIAL AID	Page 17
DISABILITY ACT STATEMENT	Page 17
ACADEMIC DISHONESTY STATEMENT	Page 18
SECURITY	Page 18
BASIC NEEDS STATEMENT	Page 18
VNSG 1509	Page 19
VNSG 2410	Page 46
VNSG 2462	Page 60
SECOND SEMESTER SYLLABUS AGREEMENT STATEMENT.....	Page 80

By signing the last page of this syllabus, I understand all instructions and agree to abide by these rules.

**Texarkana College
Vocational Nursing
Program Learning Outcomes**

Upon completion of the program, the graduate will have the ability to:

1. Utilize the nursing process to assist with identifying the patient's physical and mental health status, their needs, and the preferences of culturally, ethnically and socially diverse patients and their families based on interpretation of health-related data.
2. Observe, report, and document pertinent nursing information including alterations in patient responses to therapeutic interventions.
3. Safely perform nursing and medical interventions according to the Vocational Nurse level of practice.
4. Implement teaching plans that are based upon accepted scientific principles in order to give direct care with skill and safety.
5. Provide compassionate care which maintains comfort and dignity.
6. Assign nursing care to others for whom the nurse is responsible based upon an analysis of patient and unit needs, continuing to supervise this assignment through its completion.
7. Use psychological principles to demonstrate effective interpersonal relationships with patients and others.
8. Communicate and collaborate with members of the interdisciplinary health care team in order to set goals and outcomes that will aid in reducing patient risks.
9. Practice within legal and ethical nursing standards.
10. Acknowledge the value of continuing education and participating in lifelong learning.

TEXARKANA COLLEGE

VOCATIONAL NURSING AWARDS

The faculty of the Vocational Nursing Program presents 3 awards at Candle lighting.

1. **ACADEMIC EXCELLENCE AWARD** – This award is presented to the student who has achieved a GPA of 3.5 or higher in all vocational nursing courses. It does not include any other courses.
2. **ATTENDANCE AWARD** – This award is presented to the student(s) who has/have perfect attendance for all classroom and clinical courses. The students who receive this award have no absences recorded during the entire enrollment in the Vocational Nursing Program.
3. **SPIRIT OF VOCATIONAL NURSING AWARD** – This award is presented to the student who has been and is felt will continue to be a positive role model for the vocational nursing profession. The selection of this student is based upon faculty nominations and then voted on by faculty.

The Texarkana College Student handbook and the Health Science Division (HSD) student handbook are online. Each student is encouraged to read those handbooks. Students must abide by the rules of the college and HSD.

The Alternate Operations during Campus Closure policy, the COVID-19 Online/Virtual Environment Instructional Commitment, and the Computer Requirement Policy can be found in the Texarkana College Student handbook.

TEXARKANA COLLEGE
VOCATIONAL NURSING PROGRAM

THEORY/ON-CAMPUS LAB ATTENDANCE POLICY

Class and on-campus lab attendance is essential. Attendance is based on the policies stated in the Texarkana College Student Handbook (Absentee Policy). Refer to the individual course syllabi for the course attendance requirements. Students are expected to regularly attend all classes for which they are registered. Responsibility for work missed because of illness, school business, or other circumstances is placed on the student. The student is responsible to see the instructor to make arrangements to make up missed work.

TARDY POLICY FOR CLASS AND CLINICAL Three (3) tardies will equal one (1) absence. Tardy is defined as being up to 15 minutes late or leaving up to 15 minutes early. Being more than 15 minutes late or leaving more than 15 minutes early will constitute an absence.

CLINICAL ATTENDANCE POLICY Because of the importance of the clinical component, the student is expected to be present for all scheduled clinical days. However, if due to emergencies or extenuating circumstances, tardies and/or absences do occur, the following policy will apply:

1. Vocational Nursing Program Students:

Exceeding three (3) clinical absences during a semester, will result in the student not progressing in the program. Exceeding the allowed absences in clinical will result in the student being dropped from the course with a grade of “W” if dropped by Texarkana College's designated drop date or a grade of “D” or “F” if after the last day to drop. (Students with a clinical average of A, B, C, or D at the time of drop will receive a “D” for the course; students with an “F” clinical average at the time of drop will receive an “F”). The students are ultimately responsible for adhering to the attendance policy and keeping track of their absences.

2. Students who are required to be absent in clinical due to a mandated quarantine will be required to make up the missed clinical attendance by the end of the semester or through virtual online assignments. Clinical grades will be given for the virtual clinical days and/or make-up days. The student will not be given a course grade until the virtual online clinical or make-up days are completed. Clinical absences related to mandated quarantine guidelines will not be counted against the student when appropriate documentation from Healthcare Provider/Physician has been provided to Team Coordinators and/or Dean.

Clinical Absence Procedure: The student must notify the assigned unit at least one hour before the assigned time of duty. The student should secure the name of the person to whom the report is given. Students may also inform their clinical instructor prior to the clinical absence. Failure to adhere to this policy will result in deduction of points on the next graded clinical day.

Withdrawal/Absentee Policy

Withdrawal policy:

Students who withdraw from any VNSG course prior to the last day to drop will be automatically withdrawn from all VNSG courses and a W will be recorded on the transcript.

Absentee policy:

Prior to the last day to drop, if a student exceeds absences in any VNSG course, the student will be withdrawn from all other VNSG courses and a W will be recorded on the transcript for all VNSG courses.

Prior to the last day to drop, if a student exceeds absences in any theory course, a failing grade will be recorded (D if the current grade is D or higher and F if the current grade is below 65). Exceeding absences in a clinical course after the last day to drop will result in the student receiving a failing grade in each VNSG course (D if the current grade is D or higher and F if the current grade is below 65).

Cell Phone Policy

1. Cell phones, pagers or other electronic devices are prohibited during class, on campus lab and in the clinical area.
2. Students may not use personal cell phones or pagers while performing patient care in the clinical setting. Cell phones should be kept in the student's personal bag or backpack in the nursing conference room or left in the student's car during clinical. Students may check their phone only during lunchtime or break time. Use of cellphones during unapproved times will result in the student receiving a written counseling from the faculty member and a deduction of grade points in the student's CEB for professionalism. Three incidents of counseling re: Professionalism will result in a referral of the student to the Professional Conduct Committee.
3. When in the classroom or lab setting cell phones should be turned off or on "silent" and are to be used for instructor-guided activities only.

Corrections may be made and/or addendums added to this syllabus at any time per the discretion of the Vocational Nursing (VN) faculty, Health Science Dean, and Administration.

Theory and Clinical Class Meetings:

Both theory and clinical classes may meet on campus, at other facilities, or virtually through Microsoft Teams or Zoom. Students must be present for the entire length of the class time in order to meet attendance requirements. Attendance guidelines are listed below. You cannot be driving, at an appointment (doctor, dentist, etc) or any other place. You should be “present” in class – sitting with books out and taking notes and interacting.

It is the responsibility of the student to make necessary arrangements for childcare, transportation, etc in order to meet attendance requirements.

All students must have a computer with camera, audio capabilities, and reliable internet.

The following guidelines will be enforced:

1. All students must be logged into the Teams or Zoom classroom 5 minutes before the scheduled time. The absenteeism policy will be followed. Attendance will be taken beginning at prior to class and anytime during assigned class time. The instructor needs to see your face for attendance. Any student who does not respond to the instructor will be considered absent. Student should be available to answer questions throughout the class time. If you do not respond to your instructor during class, you could receive an absence.
2. You must log into the class using a webcam to be considered ‘present’. Students should mute their audio upon entrance into the class. We may take attendance again at the completion of the class. If you are not present at the end of the class meeting, you will be considered absent. If you must leave the classroom early, you need to notify your instructor via chat. Please do not ‘leave the class’ before the class is over.
3. If you are not going to be ‘in class’, please notify your instructor before class begins.
4. You are responsible for accessing and reviewing resources (recorded power point, handouts, etc). Virtual Class time will be utilized to review content, discuss and elaborate on content and answer any questions. Please review recorded Power Points or lectures prior to class if they are present.

General Guidelines:

1. Be mindful that when using the webcam, everyone can see everyone else. Proper attire will be expected. You should get up in the mornings and dress and groom as if going to class. Pajamas are not appropriate dress for the classroom.
2. Cell phones should be on silent and no texting or web surfing during class.
3. If you have connection problems, please reach out to your instructor.

Testing Guidelines:

1. All exams will be taken at the regularly scheduled time either on campus or through Zoom and ATI. This means you will need either a laptop with a camera, a webcam, or an iPad.
 - a. On the day of the exam, please log in by 0750 and be ready to begin the exam promptly at 0800. Before you begin the exam, each student may be asked to do a complete 360-degree environmental scan of your testing area and the desk area around the computer. This must be a slow and complete scan. We will want to see the whole area...walls, floor, desk.
 - b. During the exam, you will be recorded...video and audio. Only those with accommodations will be allowed to mute speakers and read the questions out loud. The owner will still be able to hear everyone.
 - c. An exam can be stopped at any time if the instructor needs to chat with a student.
2. Any significant 'flagging' will be discussed with the student. Habits and patterns that are flagged include:
 - a. Taking eyes off the computer screen repeatedly...for example, reading the screen then looking to the right.
 - b. Moving out of the camera view.
 - c. Having more than one person in the room.
 - d. Frequent "clicking out of the browser" logged by ATI.
3. Absolutely no cell phones, smart watches, or any resources such as textbooks or notes can be used while testing or while on Zoom.
4. Students who are unsuccessful on the exam will need to schedule a virtual meeting with their clinical instructor to review the exam. Due to test security, specific questions will not be discussed to preserve the integrity of the exam. The instructor will review missed topics with the student.

In specific regards to 2 b - Moving out of the camera view

This includes turning off Zoom while taking an exam. Each student is to remain in the Zoom meeting while testing. If at any time the student leaves the Zoom meeting while testing, their exam will be stopped, and they will not be allowed to continue it. Their exam will be nullified, and the student will be required to take a make-up exam prior to the next exam. The make-up exam will be determined by the instructor and a time will be scheduled for the student to take the exam on-campus.

I understand that as a student enrolled at Texarkana College in the Vocational Nursing program, I am entering a profession with a stated code of ethics, which is discussed in the Texas State Board of Nursing, National Council of State Boards of Nursing and the Texarkana College Student handbook.

I understand that proctoring faculty can ask to see and or hear for any sounds in the room I am testing in. **I understand that all exams will be recorded, and the faculty must always be able to see and hear me during the test.** I understand that any student at any time could be asked to pan the room and their desk. **There should be no one else in the room with you during the entire time you are taking the exam.**

If I am caught using any hardcopy information or electronic devices, including smartwatches, smartphones extra, or discussing questions with someone else, I will receive a zero for this test. I also understand that I could be reported to the Professional Conduct Committee for breach of ethics and may be dropped from the program for academic dishonesty.

**TEXARKANA COLLEGE
VOCATIONAL NURSING PROGRAM
ON CAMPUS LABS**

OBJECTIVES OF ON CAMPUS LABS:

1. To provide for varied learning activities through the use of media, special equipment and clinical simulations.
2. To allow for self-paced learning.
3. To provide demonstration for skills and supervised practice of those skills.
4. To provide a setting for interaction with peers and faculty.
5. To provide a one-to-one faculty evaluation of a student's performance of specific skills prior to caring for patients in the clinical setting.

The Vocational Nursing Faculty believes that the acquisition of nursing skills is a shared responsibility in learning between the educator(s) and the learner(s). The learner's active participation is the nucleus of all on campus clinical labs. Situations are created that enable the student to apply theory, to problem-solve, and to develop dexterity of psychomotor skills that strengthen actual performance in the clinical setting.

It is the student's responsibility to devote the necessary time and commitment to assure success with each skill. While practice time does vary, it must be emphasized that no student should present himself/herself for skill evaluation unless he/she has practiced at least once. If practice time is used, every student should be able to master every skill in the course. The students SHOULD NOT present themselves for evaluation until they know they can perform the skill according to the skill evaluation tool.

At no time will one student be allowed to observe the skills evaluation of another student except where two students or a group of students are involved in joint evaluations (Ex.: personal care, administration of medications).

Faculty will demonstrate a given skill during classroom or on campus clinical time. Students may arrange additional assistance by making an appointment with a faculty member. After practice, students will return the demonstration at scheduled times for evaluation by faculty. Students are expected to report at the scheduled time. The classroom or clinical attendance policy applies.

On campus Lab Evaluation

Students will have three opportunities for successful completion of a required skill. If the first demonstration is not satisfactory, the student will be given appropriate feedback to correct the problem area(s). The student will then have a second attempt. If they are once again unsuccessful, a written counseling form will be reviewed with the student. This form will describe the remediation recommendations by the faculty. The third demonstration will be observed by an alternate clinical instructor. The ability to successfully perform skills is necessary for safe, competent patient care. If the third demonstration is not satisfactory, the student will not be allowed to continue in the program. The student will receive an "F" for the theory course associated with the skill and a withdrawal in the clinical course. The student will also receive a withdrawal for any other vocational nursing courses in which they are currently enrolled.

CLINICAL EVALUATION

Clinical evaluation in the Vocational Nursing Program at Texarkana College reflects the program philosophy.

Learning is:

1. Comprised of cognitive, affective, and psychomotor components,
2. A continuous process,
3. Demonstrated by a change in behavior,
4. Enhanced by a multisensory approach, and
5. Individualistic.

While the faculty is accountable for curricular planning and the creation of a learning environment, learning is ultimately the responsibility of the student.

The clinical evaluation process is based upon the program philosophy, the Code of Ethics, and standards of nursing practice. Evaluation of student learning is the responsibility of the faculty. Not all student behaviors and faculty decisions about such behaviors are predictable or quantifiable; therefore, the clinical evaluation tool (CEB) is a reference tool only and not an exhaustive contract. Students should be aware that they are in a vocational nursing program and the faculty has the responsibility to use their collective professional judgment to determine when the student's clinical, academic, or personal performance and professional accountability are inconsistent with the responsibility for guarding patient safety, and also determine if the student is to be given re-learning opportunity, asked to withdraw from the program, or subject to disciplinary action (Texarkana College Student Handbook).

CLINICAL EVALUATION PROCESS

This time of learning, beginning when the clinical portion of the nursing course starts, provides opportunity for the student to learn and practice cognitive, affective, and psychomotor skills needed for the implementation of safe nursing care. Clinical evaluation is based upon seven categories identified in the Clinical Evaluation Booklet (CEB):

1. Assessment
2. Planning
3. Implementation
4. Interpersonal relations
5. Evaluation
6. Professional behavior and ethics
7. Safety

The Clinical Evaluation Booklet (CEB) identifies the specific clinical objectives in each of the seven categories. Students are graded on each clinical day according to these objectives. Failure to attain at least 75% or failing to achieve an objective that is classified as a critical value will result in an unsatisfactory day.

The student is expected to learn from any errors in judgment or practice and to continuously improve clinical abilities. The student is expected to perform clinical skills based on content from previous courses in the curriculum and from the current nursing course.

The clinical instructor will give verbal feedback to the student regarding satisfactory and unsatisfactory performance. Written feedback is documented in the Clinical Evaluation Booklet (CEB) for each clinical day. While the student has access to the evaluation information for each clinical day, a conference may be initiated by the student or instructor if clarification is necessary

LEVELS OF EVALUATION AND PROGRESSION

Level I

Student errors in judgment, issues during practice in the clinical setting, or failure to meet clinical objectives will be addressed by the instructor. If, in the professional judgment of the clinical instructor, these errors do not significantly compromise patient safety, jeopardize clinical environment relationships, or deviate from scope of vocational nursing practice, the student will be placed on a Level I Warning. This level is to make the student aware of issues that are of concern to the instructor and that corrective action is needed to be successful in the program. This level can be in the form of:

1. Documentation in the clinical evaluation booklet
2. A formal Level I written report
3. Or it may be both these actions

Level II

When, in the professional judgment of the clinical instructor, the student's clinical performance does not improve or it compromises patient safety, jeopardizes clinical environment relationships, or deviates from scope of vocational nursing practice, a Level II Learning Contract is indicated. If the student demonstrates that correction of the issues has occurred, the student will be allowed to continue in the nursing course without further counseling. If student continues to fail to meet objectives or issues of concern continue to arise, a Level III One-on-One contract will be initiated.

Level III

When, in the professional judgment of the clinical instructor, the student continues to be unable to meet clinical objectives, or issues continue to arise that compromises patient safety, jeopardizes clinical environment relationships, or deviates from scope of vocational nursing practice, the student is placed on a Level III One-on-One contract.

The VN faculty will implement a direct, one-on-one observation of the student's clinical performance by a chosen faculty member. This faculty member will observe the student throughout the day. If, at any time throughout the observation, actions by the student are deemed to be unsafe or do not meet the requirements of the VN program, the faculty member can dismiss the student and end the observation at that time. The student's performance will be evaluated by the observing faculty member, other faculty members, and/or the dean of the Health Sciences department for a professional consensus.

If the consensus of the evaluators is that the student's performance is "Satisfactory", the student will be allowed to continue in all nursing courses.

If the student's performance is determined to be "Unsatisfactory", the student:

1. will not be allowed to continue in their nursing courses.
2. will not be allowed to progress to the next semester or program completion.

Having earned a clinical failure, an "F" will be recorded as the grade for the clinical course. The student will be withdrawn from all other vocational nursing courses.

Any student who is dismissed from the Vocational Nursing (VN) program due to Professional and/or Ethical violations is not eligible for re-entry. In addition, any student who has a clinical failure is not eligible for re-entry into the VN program.

Unprofessionalism, any compromised patient care, or any issue/behavior that is severe in nature can result in referral to the T. C. Professional Conduct committee.

- Note:
1. Actions on campus or in the clinical lab that violates the standards of student conduct or constitutes physical, emotional, or sexual harassment or disruptive classroom behaviors as described in the TEXARKANA COLLEGE STUDENT HANDBOOK will result in a report to the Dean of Students for his disciplinary action.
 2. All records of progressive learning behaviors are the property of the Health Sciences Division and will be kept in the student's file.

REQUIRED TEXTBOOKS

1. Ackley, B. J., Flynn-Makic, M. B., Ladwig, G. B., Martinez-Kratz, M. and Zanotti, M., (2020). Nursing Diagnosis Handbook: A Guide to Planning Care, Mosby, 12th Edition, Mosby, St. Louis.
2. Cooper K. and Gosnell, K. (2019), Foundations and Adult Health Nursing, 8th Edition, Mosby, St. Louis.
3. Cooper K. and Gosnell, K. (2019), Study guide for Foundations and Adult Health Nursing, 8th Edition, Mosby, St. Louis.
4. Deglin, J. H. and Sanoski, C. A. (2019), Davis's Drug Guide for Nurses, 16th Edition, F.A. Davis, Philadelphia.
5. Leifer, Gloria (2019), Introduction to Maternity and Pediatric Nursing, 8th Edition, Mosby, St. Louis.
6. Morris, Deborah (2018), Calculate with Confidence, 7th Edition, Mosby, St. Louis.
7. Texarkana College, 2019-2020 Health Science Division Student Handbook, Texarkana College, Texarkana, Texas, Online
8. Vocational nursing syllabus/clinical packet: Class 127: Texarkana, Texas: Texarkana College, Online
9. Vocational nursing skills packet. *Purchased only through Texarkana College bookstore.
10. Yoost, B. L. and Crawford, L. R. (2018), Conceptual Care Mapping: Case Studies for Improving Communication, Collaboration, and Care, Elsevier, Philadelphia.

OPTIONAL TEXTBOOKS

1. Leifer, Gloria, (2019), Study Guide to accompany Leifer: Introduction to Maternity and Pediatric Nursing, 8th Edition, Mosby, St. Louis.
2. Van Leeuwen, A. M., Poelhuis-Leth, D. J., and Bladh, M. L. (2017). Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications, 7th Edition, F.A. Davis, Philadelphia
3. Venes, D. (Ed.) (2017). Taber's cyclopedic medical dictionary, 23rd ed. F.A. Davis, Philadelphia.

ATI Resources for Student Success

Throughout the course, the student will be responsible to completing ATI assessments and modules as assigned by your instructor.

What is ATI?

- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student NCLEX-RN success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program's quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student home page. **It is highly recommended that you spend time navigating through these orientation materials.**

Some of the assessment and remediation tools used in ATI are:

- **Modular Study:** ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work and instructors may assign these during the course and/or as part of active learning/remediation following assessments.
- **Tutorials:** ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.
- **Assessments:** Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that may be scheduled during courses.
- **Active Learning/Remediation:** Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate, using the Focused Review that contains links to ATI books, media clips and active learning templates.

- **ATI Video Case Studies PN**

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews, and tutorials. Students can provide documentation that required ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

Dosage Calculation Exam

A dosage calculations exam will be administered at the beginning of the semester. A minimum grade of 88% must be attained to progress in the program. If the student does not pass the first exam, the student must take a second exam within the week. If the student does not pass the second exam, he/she must go to the Computer lab within the next week for remediation. After remediation, a third exam will be given. If the student is unsuccessful on the third attempt, he/she will be withdrawn from the program.

Grading

Any crediting of exam questions and/or nullification of exam questions is done at the discretion of the faculty and/or dean. Exam grades may be adjusted after review of the exam by the dean.

Any student who does not achieve the required grade of 75% or higher in any course will not be allowed to complete the program. Students who are in good standing may apply for readmission to the program. Acceptance is based upon faculty recommendation, review of any disciplinary actions against the student, and space availability.

Grades for homework, quizzes, and any supplemental resources will be posted at the instructor’s discretion. Exam grades will be posted after sufficient time for the faculty to review the exam. Students are allowed one week after grades are posted to question their grade.

Testing Center Policies

The Testing Center is located in the Palmer Memorial Library.

To Take a Test: Students must arrive on time and present a TC picture ID.

The student must know:

1. Course Name (VNSG and section number of your class)
2. The Test or Exam Unit Number

Testing Center Hours: as posted

No exams will be started within one hour of the posted closing time. Check with testing center for a schedule of any weekend openings each semester. The Testing center is not open on College Holidays.

Additional Information: Students are not allowed to have food or drinks in the classroom, lab, or Testing Center. The cost of damage to computer equipment can be significant due to a minor mishap. Students may not bring a cellular phone or pager to class or the Testing Center, without prior written approval from the Dean of Students. If you leave the Testing Center for any reason during an exam, the exam will be **over**. You will not be allowed to come back and complete the exam.

*** Please see the Texarkana College website for Testing Center hours and policies each semester.**

FINANCIAL AID

Attention! Dropping this class may affect your funding in a negative way! You could owe money to the college and/or federal government. Please check with the Financial Aid office before making a decision.

DISABILITY ACT STATEMENT

Texarkana College complies with all provisions of the Americans with Disabilities Act and makes reasonable accommodations upon request. Please contact the Director of Advisement at 903.823.3283, or go by the Recruitment, Advisement, and Retention Department located in the Administration building for personal assistance.

If you have an accommodation letter from their office indicating that you have a disability, which requires academic accommodations, please present it so we can discuss the accommodations that you might need for this class. *It is best to request these changes at the beginning if not before the start of class* so there is ample time to make the accommodations.

ACADEMIC DISHONESTY STATEMENT

Scholastic dishonesty, involving but not limited to cheating on a test, plagiarism, collusion, or falsification of records will make the student liable for disciplinary action after being investigated by the Dean of Students. Proven violations of this nature may result in the student being dropped from the class with an "F." This policy applies campus wide, including the TC Testing Center, as well as off-campus classroom or lab sites.

SECURITY

Please keep your vehicle locked whenever you are away from it. Make sure you don't leave any valuables in plain sight (purse, phone, laptop). We want you to be safe. You must acquire a TC parking permit and display it in your vehicle. You must always also have a TC student ID badge and keep it with you at all times.

Campus police EMERGENCY line: (903) 798-3330

***Available 24 hours a day/7 days a week**

Texarkana College Student Counselor: (903) 823-3143

Suicide Hotline: 1-800-273-8255

Basic Needs Security Statement

Any student who has difficulty affording groceries or accessing enough food to eat every day, or who lacks a safe and stable place to live and believes this may affect their performance in this course or ability to remain in school, is urged to contact Tonja Blase, Director of Student Retention, at 903-823-3349 for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

VNSG 1509

**NURSING IN HEALTH
and ILLNESS II**

SYLLABUS

VOCATIONAL NURSING

TEXARKANACOLLEGE

TEXARKANA, TEXAS

COURSE NAME: Nursing in Health and Illness II
COURSE NUMBER: VNSG 1509
CREDIT HOURS: 5 LECTURE 5
LAB: 0 TOTAL CONTACT HRS: 80

COURSE DESCRIPTION:

Introduction to common health problems of the adult and pediatric patient requiring medical and surgical interventions.

END-OF-COURSE OUTCOMES:

The student will compare and contrast normal physiology of body systems to pathologic variations in the adult/pediatric patient with medical-surgical health problems; compare and contrast diagnostic evaluation and treatment of these patients with common medical-surgical health problems; incorporate nutrition, drug therapy, and nursing interventions in developing plans of care to meet the needs of the patient experiencing common medical-surgical health problems; and utilize the nursing process in caring for patients with common medical-surgical health problems.

KEY CONCEPTS AND GENERAL COURSE PLAN:

This course provides a continuation of medical-surgical clinical applications of nursing care. Systems included in this course are: integumentary, sensory, fluid and electrolytes, intravenous therapy, endocrine, surgery, rehabilitation, home health, cancer, blood and lymph, urology and immunity.

Nutrition, nursing process, pharmacology, and pediatrics are incorporated throughout the units.

COURSE OBJECTIVES for VNSG 1509 STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

1. Describe the physiological norms of body systems across the lifespan.
2. Discuss the nursing care of individuals with pathological conditions across the lifespan.
3. Describe nursing care of individuals undergoing surgical treatment for pathological conditions.
4. Utilize the nursing process in caring for individuals with common medical/surgical conditions.
5. Develop a nursing plan of care for individuals with common medical/surgical conditions.
6. Describe pharmacological, nutritional, and nursing interventions aimed at the treatment of common medical/surgical conditions.
7. Perform patient teaching for common medical/surgical conditions.

I. INTRODUCTION

The faculty of the Vocational Nursing Section of the Health Sciences Division of Texarkana College adheres to the belief that the process of learning involves a dual role: instructor and student. The instructor provides and manages an environment conducive to the learning process. This concept also requires that the student assumes responsibility for the instructional process and contributes in a direct and positive manner to the learning sequence.

II. PRE-REQUISITES/CO-REQUISITES

PRE-REQUISITES: American Heart Association Basic Life Support, BIOL 2301, BIOL 2302, BIOL 2101, BIOL 2102, VNSG 1304, VNSG 1400, VNSG 1402, and VNSG 1461.

Pre-requisite/Co-requisite Courses: VNSG 2410 and VNSG 2462.

Prerequisites and co-requisites depend on the date of entry into the VN Program (January or August start date)

III. COURSE REQUIREMENTS

Attendance is essential due to the content presented and the necessity of meeting objectives within a limited period. If a lecture is missed, the student is responsible for the material covered (this includes lecture, material given in handouts, filmstrips, or films). For successful completion of the course, a minimum overall average of C (75%) must be achieved on written examinations and course work.

There will be 4 absences allowed in this course. Exceeding the allowance will result in failure to meet course objectives and the student will be unable to continue in the course. The grade for the course will be recorded as "F".

IV. TEACHING METHODS

Faculty will use a variety of teaching strategies to present content. This includes, but is not limited to, recorded PowerPoints, online and face-to-face lecture, online resources such as Swift River, YouTube, ATI, MedCom and many other learning tools.

Textbooks are required per the Required Textbook listing on page 14

V. EVALUATION

VNSG 1509 is divided into six (6) units. A unit exam is given for each unit. Several chapters may be included on the same exam. A comprehensive final exam will be given at the completion of the course. If a student misses an exam, arrangements to take a make-up exam must be made the day the student returns to class. Make-up exams will be fill-in-the-blank, multiple choice, select all that apply and any other type questions the instructor feels appropriate to evaluate student learning. It is the responsibility of the student to meet with the instructor to arrange a time to take the make-up exam. The Health Sciences Division puts tremendous effort into effectively assessing and measuring student learning outcomes.

Course averages are based on the following scale:

- | | | |
|----|---------------------------|-----|
| 1. | Average of all unit exams | 70% |
| 2. | Final | 20% |
| 3. | Homework/Quizzes/ATI | 10% |

Grading Scale:

A = 90-100 B = 81-89 C = 75-80 D = 65-74 Below 65 = F

The student must receive a passing grade (C or better) in this course to be able to continue in the Vocational Nursing Program.

CARE OF THE SURGICAL PATIENT/REHABILITATION NURSING/HOME HEALTH NURSING

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss four general effects of surgery on the individual throughout the lifespan. 2. State the major goal of preoperative preparation and medications. 3. Describe general preoperative preparation of surgical patient throughout the lifespan. 4. Relate the mechanics or pre and post operative teaching to the patient/family. 5. List the procedures to be completed on operative day. 6. Compare and contrast different types of anesthesia and the post-operative nursing care that is unique to each type. 	<p>Required Readings:</p> <p><u>Foundations and Adult Health Nursing</u> Chapters 37, 39, 42</p> <p><u>Maternity and Pediatrics</u> Chapter 22</p> <p>Media: VC 10036, VC 10037, VC 10051</p>	<p>ATI Activities</p> <p>Care of the Preoperative, Perioperative, and Postoperative Patient - Adult and Pediatric</p> <p>Teaches Post-Op Exercises to Surgical Patient</p> <p>Orientation to OR</p> <p>Study Guide</p> <p>Discussion in Post Conference</p> <p>Role Play</p>	<p>Gowning and Gloving</p> <p>Aseptic Technique</p> <p>Bowel Sounds</p> <p>Basic Lung Sounds</p> <p>Use of Incentive Spirometer</p>

CARE OF THE SURGICAL PATIENT/REHABILITATION NURSING/HOME HEALTH NURSING

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>7. Discuss nursing interventions and responsibilities in patient care immediately post-op (recovery room) and after patient returns to surgical unit.</p> <p>8. Identify common post-op complaints and the nursing measures that can be used to decrease or alleviate discomfort.</p> <p>9. Identify potential post-op complications and the related medical and nursing assessment and interventions for each.</p> <p>10. Integrate nutritional needs.</p> <p>11. Integrate drug therapy.</p> <p>12. Integrate patient teaching and discharge planning throughout the lifespan.</p>	<p>LECTURE</p>	<p>Teach Patient Methods of Pain Control</p> <p>Distraction Relaxation Guided Imagery</p>	

CARE OF THE SURGICAL PATIENT/REHABILITATION NURSING/HOME HEALTH NURSING

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>13. Define the philosophy and goals of Rehab nursing through the lifespan.</p> <p>14. Discuss the members of the rehab team and their functions.</p> <p>15. Identify common health care needs of patients with disabilities.</p> <p>16. Identify emotional and physical responses to disability throughout the lifespan.</p> <p>17. Identify nursing interventions in response to major disabling conditions, using a holistic approach.</p> <p>18. Integrate nutritional and pharmacological management.</p> <p>19. Describe the role of the LPN/LVN in delivery of nursing care in Home Health, and rehab.</p> <p>20. Relate the nursing process to Home Health care. in order to promote health and rehabilitation.</p> <p>21. Describe goals of rehab health services.</p>	<p>Lecture</p> <p>MEDIA: DVD - 17</p>	<p>Care of a Patient with a Disability</p> <p>ATI Activities</p> <p>Post Conference Discussion</p> <p>Study Guide</p> <p>Class Discussion</p>	<p>Clinical Performance</p> <p>UNIT EXAM</p>

FLUID and ELECTROLYTES/VENIPUNCTURE

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Review anatomy and physiology for fluids and electrolytes. 2. Discuss the process for drawing blood and starting IV's. 3. Recognize signs of fluid volume excess and deficit. 4. Access veins for blood draws and IV therapy. 5. Demonstrate the proper technique for drawing blood and starting an IV. 6. Practice starting an IV using aseptic technique. 7. Discuss correct document of IV insertion and therapy. 8. Calculate IV flow rates. 9. Identify IV complications and patients who are at risk of developing complications. 10. Determine process of electrolyte imbalances. 	<p>Required Reading: <u>Foundations and Adult Health Nursing</u> Chapter 18 – Fluids and Electrolytes</p> <p>Intravenous Therapy – Pages 462 – 468, 473 – 478, 498 – 522, 565 and 968 – 969</p> <p>Blood specimen collection – Pages 679 – 688</p> <p><u>Maternity and Pediatric Nursing</u> - Chapter 28 Pages 669 – 676</p>	<p>Lecture /Class Discussion</p> <p>Clinical - Care of Patients with Fluid Imbalances</p> <p>ATI Activities</p> <p>Medcom Videos</p> <p>Discussion and Presentation in Post-Conference</p> <p>Study Guide</p> <p>IV Skills Check-off</p>	<p>Clinical Care Plan</p> <p>Clinical Performance</p> <p>UNIT EXAM</p>

Texarkana College
VOCATIONAL NURSING PROGRAM

IV Math Worksheet

1. A patient is admitted with dehydration. The doctor orders an infusion of 1000 mls of NS over 12 hours. The drop factor is 20 gtts/ml.
Rate per pump: _____
Drip rate: _____
2. Zosyn 3 gm is ordered for a patient. The medication is available in 50 mL D₅W. It is to be infused over 30 minutes. Drop factor: 15 gtts/mL.
Rate per pump: _____
Drip rate: _____
3. A doctor's order for a patient with sepsis reads, "Infuse doxycycline (Doryx) 100 mg. I.V. piggyback over 2 hours." The pharmacy has mixed it in 250 ml of normal saline solution. Drop factor is 10 gtts/mL.
Rate per pump: _____
Drip rate: _____
4. A doctor orders 1 liter of D₅ NS to be infused over 8 hours for a patient in fluid overload. Drop factor is 15 gtts/mL.
Rate per pump: _____
Drip rate: _____
5. A doctor orders Cefazolin sodium (Ancef) 1 Gram. The medication is mixed in 100 ml of normal saline solution and is to infuse over 45 minutes. Drop factor: 60 gtts/mL.
Rate per pump: _____
Drip rate: _____
6. A doctor has ordered 2 grams of ceftriaxone (Rocephin) in 250 ml of 0.9% sodium chloride (NS) to infuse over 3 hours for a patient with peritonitis. Drop factor is 10 gtt/mL.
Rate per pump: _____
Drip rate: _____
7. A doctor's order reads, "Give test dose of amphotericin B – 1 mg in 30 ml of D₅W over 20 minutes". Drop factor is 15 gtts/mL.
Rate per pump: _____
Drip rate: _____
8. A doctor orders 250 ml of NS with 40 mEq of potassium chloride (K⁺C1⁻) over 4 hours for a patient with hypokalemia. K⁺C1⁻ is supplied in a concentration of 20 mEq/10 ml). How many milliliters have been added to this bag? _____
What is the pump rate? _____
What is the correct intervention for drip rate? _____

9. A postoperative patient is to receive 500 ml of D₅NS over 4 hours. Drop factor is 20 gtts/mL.
 Rate per pump: _____
 Drip rate: _____
10. A doctor orders 2 grams of ceftazidime (Ceptaz) in 100 ml of NS to be infused over 30 minutes. Drop factor is 10 gtts/mL.
 Rate per pump: _____
 Drip rate: _____

Use the following scenario to answer questions 11, 12, and 13.

A postoperative patient has an order for 1 liter of 0.45% NS over 8 hours, followed by 1 liter of NS over 12 hours.

11. What is the rate per pump of the first solution? _____
12. What is the rate per pump of the second solution? _____
13. If the first solution was started at 7 a.m., what will the nurse chart as I.V. fluid intake during a 12-hour shift?

14. Ordered: Ancef 250 mg IVPB every 12 hours. The pharmacy label on the bag reads:

NS	100 mL
Ancef	250 mg/10 mL

The solution is to infuse over 45 min. Drop factor is 10 gtts/mL

What is the total amount to be infused? _____

Rate per pump: _____

Drip rate: _____

15. Ordered: Rocephin 500 mg IVPB every 12 hours. The pharmacy label on the bag reads:

NS	100 mL
Rocephin	250 mg/10 mL

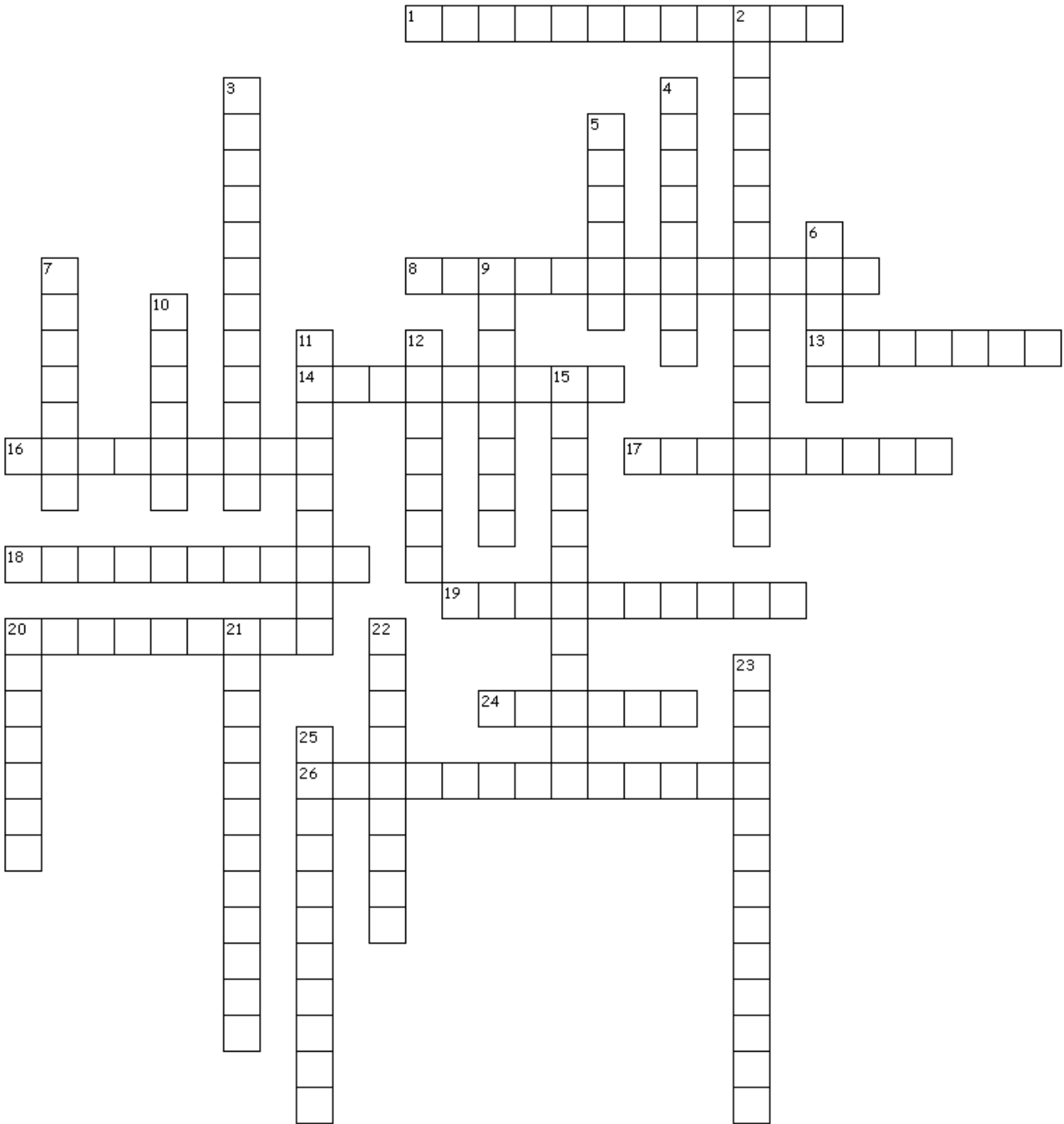
The solution is to infuse over 1 ½ hours. The tubing reads 20 gtts/mL.

What is the total amount to be infused? _____

Rate per pump: _____

Drip rate: _____

Fluid and Electrolyte Crossword



Fluid and Electrolytes/IV Crossword

Across

1. Less than normal concentration of sodium in the blood
8. Fluid within blood vessels
13. A foreign body or air in the circulatory system
14. A condition characterized by a pH of >7.45
16. The movement of particles in all directions through a solution or gas
17. An inflammation of a vein
18. Moves fluid out of compartments, causing them to shrink
19. The transfer of water and dissolved substances from an area of higher pressure to an area of lower pressure
20. Dominant intracellular cation
24. Ions that have negative charge
26. Contains the fluid inside the billions of cells within the body

Down

2. A measure of the chemical activity or chemical combining power of an ion
3. A disorder characterized by excessive potassium
4. A condition characterized by a pH of <7.35
5. Type of transport in which cellular energy is required
6. Fluid that is critical for the body
7. The movement of water from an area of lower concentration to an area of higher concentration
9. A blood clot
10. The body's major extracellular cation
11. Second most abundant cation in the intracellular fluid
12. Ions that have a positive charge
15. Fluid that surrounds the cells
20. Type of transport in which no cellular energy is required
21. The escape of fluid into the subcutaneous tissue
22. Moves fluid into compartments, causing them to enlarge
23. Any fluid outside the cell
25. An alkaline electrolyte whose major function is the regulation of the acid-base balance

Water- Fluid that is critical for the body

Extracellular- Any fluid outside the cell

Intracellular- Contains the fluid inside the billions of cells within the body

Interstitial- Fluid that surrounds the cells or in the tissue

Intravascular- Fluid within blood vessels

Passive- Type of transport in which no cellular energy is required

Active- Type of transport in which cellular energy is required

Filtration- The transfer of water and dissolved substances from an area of higher pressure to an area of lower pressure

Diffusion- The movement of particles in all directions through a solution or gas

Osmosis- the movement of water from an area of lower concentration to an area of higher concentration

Cations- Ions that have a positive charge

Anions- Ions that have negative charge

Milliequivalent- A measure of the chemical activity or chemical combining power of an ion

Potassium- Dominant intracellular cation

Magnesium- Second most abundant cation in the intracellular fluid

Sodium- The body's major extracellular cation

Hyponatremia- Less than normal concentration of sodium in the blood

Bicarbonate- An alkaline electrolyte whose major function is the regulation of the acid-base balance

Alkalosis- A condition characterized by a pH of >7.45

Acidosis- A condition characterized by a pH of <7.35

Hyperkalemia- A disorder characterized by excessive potassium

Hypotonic- Moves fluid into compartments, causing them to enlarge

Hypertonic- Moves fluid out of compartments, causing them to shrink

Infiltration- The escape of fluid into the subcutaneous tissue

Phlebitis- An inflammation of a vein

Thrombus- A blood clot

Embolus- A foreign body or air in the circulatory system

Texarkana College
ABG Practice Sheet

Normal values for ABGs:

pH- _____

PaCO₂: _____

HCO₃: _____

1. pH -7.31 PaCO₂ - 55 mm Hg HCO₃ – 28 mEq/L

Interpretation: _____

Causes: _____

Symptoms: _____

Treatment: _____

2. pH - 7.31 PaCO₂ - 35 mm Hg HCO₃ – 20 mEq/L

Interpretation: _____

Causes: _____

Symptoms: _____

Treatment: _____

3. pH - 7.48 PaCO₂ - 25 mm Hg HCO₃ – 18 mEq/L

Interpretation: _____

Causes: _____

Symptoms: _____

Treatment: _____

4. pH - 7.48 PaCO₂ - 55 mm Hg HCO₃ - 29 mEq/L

Interpretation: _____

Causes: _____

Symptoms: _____

Treatment: _____

5. pH - 7.42 PaCO₂ - 42 mm Hg HCO₃ - 23 mEq/L

Interpretation: _____

6. pH- 7.32 PaCO₂ - 36 mm Hg HCO₃ - 20 mEq/L

Interpretation: _____

7. pH- 6.98 PaCO₂ - 20 mm Hg HCO₃ - 12 mEq/L

Interpretation: _____

8. pH- 7.52 PaCO₂ - 25 mm Hg HCO₃ - 12 mEq/L

Interpretation: _____

9. pH- 7.26 PaCO₂ - 50 mm Hg HCO₃ - 30 mEq/L

Interpretation: _____

10. pH- 7.49 PaCO₂ - 48 mm Hg HCO₃ - 31 mEq/L

Interpretation: _____

CARE OF THE PATIENT WITH CANCER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. List risk factors for the development of cancer and importance of health screening throughout the lifespan. 2. Define terminology used to describe types of malignancies. 3. Describe common diagnostic tests used to identify the presence of cancer. 4. Identify the nursing interventions for the patient undergoing treatment of cancer throughout the lifespan. 5. Integrate guidelines for patient teaching, health promotion and discharge planning. 6. Integrate nutritional and pharmacological management. 	<p>Required Readings:</p> <p>Foundations and Adult Health Nursing, Chapter 57</p>	<p>Care of a Patient with Dx of Cancer</p> <p>Class Discussion</p> <p>Study Guide</p> <p>Post Conference Discussion</p> <p>Guest Speaker</p> <p>ATI Activities</p>	<p>Clinical Performance</p> <p>Unit Exam</p>

CARE OF THE PAIENT WITH BLOOD/LYMPH DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<ol style="list-style-type: none"> 1. Differentiate the components of blood. 2. List common diagnostic tests for evaluation of blood and lymph disorders throughout the lifespan. 3. Apply the nursing process to care of the patient with disorders of the hematological lymphatic systems. 4. Compare and contrast the different types of anemia throughout the lifespan, i.e. etiology, clinical manifestations, nursing care for patient with hemorrhage disorders. 5. Discuss aspects in patient teaching and home care planning for patient with dx of blood or lymphatic disorders throughout the lifespan. 6. Describe blood transfusions R/T possible complications and nursing interventions. 7. Integrate nutritional and drug management. 	<p>Required Readings:</p> <p><u>Foundations and Adult Health Nursing</u> Chapter 47</p> <p><u>Maternity and Pediatric Nursing</u> Chapter 27</p> <p>VC 6133 - Blood VC 4857 – Platelet function and Disorders VC 4856 – Significance of the WBC VC 4858 – RBC’s and Anemia</p>	<p>ATI Activities</p> <p>Discussion and Presentation in Post Conference</p> <p>Lecture Study Guide</p> <p>Class Discussion</p> <p>Care of Clinical Patient with Blood or Lymphatic Disorder</p> <p>Discussion and Presentation in Post Conference</p>	<p>Clinical Care Plan</p> <p>Clinical Performance</p> <p>UNIT EXAM</p>

CARE OF THE PATIENT WITH AN INTEGUMENTARY/SENSORY DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. State the general nursing interventions for a patient with a skin disorder. 2. Define key terms. 3. Identify the nursing interventions needed to meet the emotional needs of a patient with a skin disorder. 4. Describe the common diseases and disorders of the skin throughout the lifespan. 5. Identify the nursing interventions for each phase of burn care. 6. Integrate nutritional/pharmacological management. 	<p>Required Reading:</p> <p><u>Foundations and Adult Health Nursing</u> Chapter 43 and 53</p> <p><u>Maternity and Pediatric</u> Chapter 30</p> <p>Chapter 23 – pages 537 - 546</p> <p>Lecture</p>	<p>ATI Activities</p> <p>Care of the Patient with Skin Integrity Problems</p> <p>Class Discussion</p> <p>Study Guide</p>	<p>Clinical Performance</p> <p>Clinical Evaluation Booklet</p> <p>Clinical Demonstration</p> <p>UNIT EXAM</p>

CARE OF THE PATIENT WITH AN INTEGUMENTARY/SENSORY DISORDER

<p style="text-align: center;">OBJECTIVES</p> <p>SENSORY</p>	<p style="text-align: center;">THEORETICAL CONTENT</p>	<p style="text-align: center;">LEARNING ACTIVITIES</p>	<p style="text-align: center;">EVALUATION</p>
<p>Upon completion of this unit, the student will be able to:</p> <p>7. List the major sense organs and define their function.</p> <p>8. Describe the changes in the sensory system that occur throughout the lifespan.</p> <p>9. Identify the purposes and procedures of diagnostic tests of the eye and ear throughout the lifespan.</p> <p>10. Identify nursing interventions associated with medical-surgical treatment of the eye and ear throughout the lifespan.</p> <p>11. Identify drugs commonly used to treat disorders of the eye and ear.</p> <p>12. Integrate nutritional management.</p>	<p><u>Maternity and Pediatric</u> Chapter 23 – pages 537 - 546</p>	<p>Care of Visually and Hearing-Impaired Patient on Clinical Unit</p> <p>Class Discussion</p> <p>Study Guide</p>	<p>Clinical Performance</p> <p>Clinical Evaluation Booklet</p> <p>Clinical Demonstration</p> <p>UNIT EXAM</p>

THE PERSON WITH AN ENDOCRINE DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize the principles of structure and function of the endocrine system. 2. Identify important terms in relationship to the endocrine system throughout the lifespan. 3. Describe diagnostic tests and related nursing care. 4. Discuss disorders of overproduction and underproduction of hormones, treatments and nursing care throughout the lifespan. 5. Integrate nutritional/pharmacologic management. 6. Identify specific terms related to diabetes related to diabetes mellitus throughout the lifespan. 7. Explain the interrelationship of diet, exercise, and medication in the disease control throughout the lifespan. 	<p>Reading Readings:</p> <p><u>Foundations and Adult Health Nursing,</u> Chapter 51</p> <p><u>Maternity and Pediatrics</u> Chapter 31</p> <p>Lecture</p>	<p>Study Guide</p> <p>Care of the Patient with an Endocrine Disorder</p> <p>Time Life Film – Diabetes</p> <p>Discussion in Post Conference</p> <p>Medcom Videos</p> <p>Class Discussion Participation</p> <p>ATI Activities</p>	<p>Group Presentation in Class</p> <p>Clinical Assessment Paper</p> <p>Clinical Performance</p> <p>Patient History Forms</p> <p>UNIT EXAM</p>

THE PERSON WITH AN ENDOCRINE DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>8. Differentiate among the signs and symptoms for complications of diabetes mellitus.</p> <p>9. Describe methods that encourage self-care and health promotion for activities of daily living throughout the lifespan.</p> <p>10. Identify community resources to aid in care of adult/child.</p>			

CARE OF THE PATIENT WITH A UROLOGIC DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Utilize the principles of structure and function of the urinary tract. 2. Identify causes of urinary diseases and disorders. 3. Recognize abnormal indications of urinary output. 4. Apply knowledge, for cause of diagnostic procedures and nursing responsibilities of evaluation and care. 5. Apply knowledge of therapeutic procedures and nursing responsibilities. 6. Identify common diseases and disorders of the urinary system. 7. Identify operative modalities of the urinary system and nursing interventions. 8. Integrate nutritional and drug management. 9. Integrate patient teaching. 	<p>Required Readings: <u>Foundations and Adult Health Nursing</u>, Chapter 50</p> <p><u>Maternal and Pediatric</u>, Chapter 29</p> <p>Lecture</p> <p>MEDIA:</p> <p>Peritoneal Dialysis VC 6999</p> <p>Hemodialysis VC 7000</p> <p>VC 10016 – Acute and Chronic Renal Failure</p>	<p>Care of a Patient with a Urological Deficit</p> <p>Class Discussion</p> <p>Study Guide</p> <p>Study Questions</p> <p>Chapter Key Terms</p> <p>Computer Lab</p> <p>ATI Activities</p>	<p>Clinical Performance</p> <p>Clinical Evaluation Booklet</p> <p>Clinical Demonstration</p> <p>UNIT EXAM</p>

CARE OF THE PATIENT WITH AN IMMUNE DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between natural and acquired immunity. 2. Review the mechanisms of immune response. 3. Compare and contrast humoral and cell-mediated immunity. 4. Explain the concepts of immunocompetency, immunodeficiency, and autoimmunity. 5. Discuss five factors that influence the development of hypersensitivity. 6. Identify the clinical manifestations of anaphylaxis. 7. Discuss the two types of latex allergies and recommendations for preventing allergic reactions to latex in the workplace. 8. Discuss the causation of autoimmune disorders; explain plasmapheresis in the treatment of autoimmune diseases. 	<p>Required Readings</p> <p>Foundations and Adult Health Nursing - Chapter 55</p>	<p>Care of Patients with Immune Problems</p> <p>Lecture</p> <p>Study Guide</p> <p>Post-conference discussions</p> <p>ATI Activities</p>	<p>Clinical Performance</p> <p>Clinical Evaluation Booklet</p> <p>Clinical Demonstration</p> <p>UNIT EXAM</p>

Urology Unit Key Terms

Match the following

- | | |
|---|--|
| _____ 1. Renin | A. Urine output of <400 ml/24 hrs |
| _____ 2. Antidiuretic hormone | B. A swooshing sound heard over an AV shunt |
| _____ 3. Nephron | C. A substance from the lungs that helps convert Angiotensin I into Angiotensin II |
| _____ 4. Erythropoietin | D. Pain in the prostate |
| _____ 5. Glomerulonephritis | E. A peptide from the liver |
| _____ 6. Pyelonephritis | F. A buildup of excessive amounts of nitrogenous substances in the blood |
| _____ 7. Arteriovenous fistula | G. A substance that causes damage to the kidney |
| _____ 8. Thrill | H. Generalized edema |
| _____ 9. Bruit | I. Blood in the urine |
| _____ 10. Oliguria | J. The area of the thoracic spine where the rib meets the vertebra |
| _____ 11. Azotemia | K. Urine output of <100 ml/24 hrs |
| _____ 12. Angiotensin converting enzyme | L. An enzyme secreted from kidneys that aids in BP control. BP helps determine GFR |
| _____ 13. Angiotensinogen | M. A hormone from the pituitary gland that increases water reabsorption |
| _____ 14. Anasarca | N. Inflammation of the structures of the kidneys |
| _____ 15. Hematuria | O. Decreased strength or energy |
| _____ 16. Dysuria | P. Helps bone marrow produce red blood cells |
| _____ 17. Anuria | Q. An access for hemodialysis |
| _____ 18. Pyuria | R. A pulsation felt over an AV fistula |
| _____ 19. Asthenia | S. Painful or difficult urination |
| _____ 20. Nephrotoxic | T. The functional unit of the kidney |
| _____ 21. Prostatodynia | U. Inflammation of the glomeruli |
| _____ 22. Costovertebral angle | V. Pus in the urine |

Match the following

- | | |
|---------------------|---------------------------------|
| _____ 23. Diuril | A. Does not remove potassium |
| _____ 24. Aldactone | B. Osmotic |
| _____ 25. Diamox | C. Carbonic anhydrase inhibitor |
| _____ 26. Lasix | D. Thiazide |
| _____ 27. Mannitol | E. Most potent diuretic |

Match the following lab values

- | | |
|--------------------------------|------------------|
| _____ 28. BUN | A. 4.6-8 |
| _____ 29. Serum Creatinine | B. 0.5-1.2 mg/dl |
| _____ 30. Creatinine clearance | C. 90-140 ml/min |
| _____ 31. PSA | D. <4.0 ng/ml |
| _____ 32. pH of Urine | E. 10-20 mg/dl |

Immunity Unit Key Terms

Match the following

- | | |
|---|--|
| ___ 1. Immunity | A. substance recognized by body as foreign and that can trigger an immune response. |
| ___ 2. Innate/natural immunity | B. originate in red bone marrow and processed in the thymus. They attack and destroy antigens (cell-mediated immunity). |
| ___ 3. Adaptive/acquired immunity | C. mechanism of acquired immunity characterized by dominant role of T cells which are activated by antigen. |
| ___ 4. Antigen | D. responds to antigens and is mediated by B cells. |
| ___ 5. Lymphokines | E. an antigen that causes symptoms of allergy and can produce hypersensitivity reaction in body but may not be harmful. |
| ___ 6. B cells | F. body's first line of defense that provides physical, mechanical, and chemical barriers to invading pathogens and protects against external environment. |
| ___ 7. T cells | G. process by which resistance to an infectious disease is induced or increased. |
| ___ 8. Allergen | H. provides a specific reaction to each invading antigen and has unique ability to remember antigen that caused the attack. |
| ___ 9. Cellular immunity/
Cell-mediated immunity | I. large granular lymphocytes. |
| ___ 10. Immunization | J. quality of being insusceptible to or unaffected by a particular disease or condition. |
| ___ 11. Humoral immunity | K. processed in red bone marrow and produce antibodies to destroy specific foreign antigens. (humoral immunity) |
| ___ 12. Natural killer cells/NK | L. attract macrophages to site of infection or inflammation and prepares them for attack. |

VNSG 2410

**NURSING IN HEALTH
and ILLNESS III**

SYLLABUS

VOCATIONAL NURSING

TEXARKANACOLLEGE

TEXARKANA, TEXAS

COURSE NAME: Nursing in Health and Illness III
COURSE NUMBER: VNSG 2410
CREDIT HOURS: 4 LECTURE 3
LAB: 1 TOTAL CONTACT HRS: 96

VNSG 2410 Nursing in Health and Illness III

COURSE DESCRIPTION:

Continuation of Nursing in Health and Illness II. Further study of common medical-surgical health problems of the adult and pediatric patient including concepts of mental health. Incorporates knowledge necessary to make the transition from student to graduate vacation nurse.

END-OF-COURSE OUTCOMES:

The student will compare and contrast normal physiology of body systems to pathologic variations in the patient with common medical-surgical health problems; compare and contrast diagnostic evaluation and treatment of the adult/pediatric patient with common medical-surgical health problems; incorporate nutrition, drug therapy, and nursing interventions in developing plans of care to meet the needs of the patient experiencing common medical-surgical health problems; utilize the nursing process in caring for patients with common medical-surgical health problems; identify mental illness, treatment of common abnormal patterns of behavior, and related nursing interventions.

KEY CONCEPTS AND GENERAL COURSE PLAN:

This course provides a continuation of medical-surgical nursing. Systems include: musculoskeletal, cardiac, peripheral vascular, neurological, respiratory, digestive, liver/gallbladder/pancreas and mental disorders.

Nutrition, nursing process, pharmacology, and pediatrics are incorporated throughout the course.

STUDENT LEARNING OUTCOMES for VNSG 2410

Upon completion of this course, the student will be able to:

1. Describe the physiological norms of body systems across the lifespan.
2. Discuss the nursing care of individuals with pathological conditions across the lifespan.
3. Describe nursing care of individuals undergoing surgical treatment for pathological conditions.
4. Utilize the nursing process in caring for individuals with common medical/surgical conditions.
5. Develop a nursing plan of care for individuals with common medical/surgical conditions.
6. Describe pharmacological, nutritional, and nursing interventions aimed at the treatment of common medical/surgical conditions.
7. Perform patient teaching for common medical/surgical conditions.

I. INTRODUCTION

The faculty of the Vocational Nursing Section of the Health Sciences Division of Texarkana College adheres to the belief that the process of learning involves a dual role: instructor and student. The instructor provides and manages an environment conducive to the learning process. This concept also requires that the student assumes responsibility for the instructional process and contributes in a direct and positive manner to the learning sequence.

II. PRE-REQUISITES/CO-REQUISITES

PRE-REQUISITES: American Heart Association Basic Life Support, BIOL 2301, BIOL 2302, BIOL 2101, BIOL 2102, VNSG 1304, VNSG 1400, VNSG 1402, and VNSG 1561.

Pre-requisite/Co-requisite Courses: VNSG 1509 and VNSG 2462.

“Prerequisites and co-requisites depend on the date of entry into the VN Program (January or August start date).”

III. COURSE REQUIREMENTS

Attendance is essential due to the content presented and the necessity of meeting objectives within a limited period. If a lecture is missed, you are responsible for the material covered (this includes lecture, material given in handouts, filmstrips or films). For successful completion of the course, a minimum overall average of C (75%) must be achieved on written examinations and course work.

There will be 4 absences allowed in this course. Exceeding the allowance will result in failure to meet course objectives and the student will be unable to continue in the course. The grade for the course will be recorded as "F".

IV. TEACHING METHODS

Faculty will use a variety of teaching strategies to present content. This includes, but is not limited to, recorded PowerPoints, online and face-to-face lecture, online resources such as Swift River, YouTube, ATI, MedCom and many other learning tools.

Textbooks are required per the Required Textbook listing on page 11.

V. EVALUATION

VNSG 12410 is divided into seven units. A unit exam is given for each unit. Several chapters may be included on the same exam. A comprehensive final exam will be given at the completion of the course. If a student misses an exam, arrangements to take a make-up exam must be made the day the student returns to class. Make-up exams will be fill-in-the-blank, multiple choice, select all that apply and any other type questions the instructor feels appropriate to evaluate student learning. It is the responsibility of the student to meet with the instructor to arrange a time to take the make-up exam. The Health Science Division puts tremendous effort into effectively assessing and measuring student learning outcomes.

Course averages are based on the following scale:

- | | | |
|----|---------------------------|-----|
| 1. | Average of all unit exams | 70% |
| 2. | Final | 20% |
| 3. | Homework/Quizzes/ATI | 10% |

Grading Scale:

A = 90-100 B = 81-89 C = 75-80 D = 65-74 Below 65 = F

The student must receive a passing grade (C or better) in this course to be able to continue in the Vocational Nursing Program.

CARE OF THE PATIENT WITH A NEUROLOGICAL DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Indicate knowledge of the basic anatomy and physiology of the nervous system. 2. Demonstrate methods of determining neurological status. 3. Describe neurological diagnostic procedures their related nursing care. 4. Identify the characteristics of major neurological conditions and their nursing interventions throughout the lifespan. 5. Identify operative modalities of the neurological system and nursing interventions. 6. Integrate nutritional/drug management. 7. Integrate patient teaching, health promotion, and discharge planning. 	<p>Required Readings:</p> <p><u>Foundations and Adult Health Nursing</u> – Chapter 54</p> <p><u>Maternity and Pediatric Nursing</u> Chapter 23 – Pages 546 - 569</p> <p>Lecture</p> <p>MEDIA:</p> <p>VC 10023 – Neurological Signs and Symptoms</p> <p>VC 6129 – The Brain</p> <p>VC 2949- Acute Neurological Care: Head Injury</p> <p>VC 2950- Acute Neurological Care: Spinal Cord Injury</p>	<p>ATI Activities</p> <p>Care of a Patient with a Neurological Deficit</p> <p>Class Discussion</p> <p>Study Questions</p> <p>Chapter Key Terms Glasgow Coma Scale</p> <p>Interactive Neuro Assessment - ATL</p>	<p>Return Demonstration of Neuro Check</p> <p>Clinical Assessment Skills</p> <p>Neurological Assessment Sheet</p>

CARE OF THE PATIENT WITH A MUSCULOSKELETAL DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the students will be able to:</p> <ol style="list-style-type: none"> 1. Utilize the principles of structure and function of the musculoskeletal system. 2. Utilize principles of body mechanics and correct body alignment. 3. Recognize indications of neurovascular impairment. 4. Assess the types of orthopedic pain and measures to employ for relief. 5. Apply knowledge of care, use and maintenance of orthopedic beds, frames, traction apparatus, casts, splints, braces and supportive devices. 	<p>Required Reading:</p> <p><u>Foundations and Adult Health Nursing</u> - Ch. 44</p> <p><u>Introduction to Maternity & Pediatric Nursing</u>- Ch. 24</p>	<p>Lecture</p> <p>Class Discussion</p> <p>Care of Orthopedic patient in the clinical setting</p> <p>Study Guides</p> <p>Speaker</p> <p>Medcom Videos</p> <p>ATI Activities</p>	<p>CEB</p> <p>Clinical performance</p> <p>Unit Exam</p>

CARE OF THE PATIENT WITH A MUSCULOSKELETAL DISORDER (CONT)

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>6. Identify common musculoskeletal disorders and infections that occur throughout the lifespan.</p> <p>7. Identify tests that are performed for musculoskeletal disorders.</p> <p>8. Differentiate the various types and management of fractures throughout the lifespan for neuromuscular conditions</p> <p>9. Identify surgical modalities and nursing interventions.</p> <p>10. Integrate nutritional/ drug management.</p> <p>11. Identify and discuss cultural and ethnic considerations.</p>			

CARE OF THE PATIENT WITH A MENTAL/PSYCHIATRIC/ADDICTIVE DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define mental illness 2. List the five axes of DSM-IV-TR used to examine and treat mental illnesses. 3. Identify major categories of psychiatric disorders across the lifespan. 4. Describe general care and treatment methods for patients experiencing mental health problems. 5. Identify nursing interventions for patients with psychiatric disorders. 	<p>Required Reading:</p> <p><u>Foundations and Adult Health Nursing</u></p> <p>Chapters 35 and 36</p> <p><u>Introduction to Maternity & Pediatric Nursing</u> - Ch. 33</p>	<p>Lecture</p> <p>Class Discussion</p> <p>Study Guides</p> <p>Define terms</p> <p>ATI Activities</p>	<p>CEBS</p>

CARE OF THE PATIENT WITH A MENTAL/PSYCHIATRIC/ADDICTIVE DISORDER (CONTINUED)

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>6. Describe the warning signs of suicide and the nursing responsibilities.</p> <p>7. Differentiate among the different types of substance abuse personalities and the nursing care required.</p> <p>8. Identify types of drugs of abuse.</p> <p>9. Describe steps taken to help the chemically impaired nurse.</p> <p>10. List psychopharmacology agents, their uses and side effects, any co-agents.</p>			<p>UNIT EXAM</p>

CARE OF THE PATIENT WITH A RESPIRATORY DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> Utilize knowledge of normal anatomy and physiology in discussing the disorders of the respiratory system. Identify abnormal types of respiration. Identify diagnostic tests used to evaluate respiratory conditions and nursing care R/T these procedures and throughout the lifespan. Identify common disorders and obstruction of the upper airway and their management throughout the lifespan. Identify common respiratory disorders and infections throughout the lifespan. 	<p>Required Readings:</p> <p><u>Foundations and Adult Health Nursing</u> - Chapter 49</p> <p><u>Maternity and Pediatric</u> - Chapter 25</p> <p>MEDIA: Trach Care, VC 6 Closed Drainage Water Seal Chest Tubes VC 1081 Lung Sounds (Skills lab)</p> <p>TB or Not TB: Prevention and Treatment VC 4615</p> <p>Lecture</p>	<p>Trach Care/Suctioning</p> <p>Demonstrations: Oxygen Therapy Incentive Spirometry Chest Tube/ Pleurevac/Thoraclex</p> <p>Clinical Rotation</p> <p>Computer Lab programs</p>	<p>CEBS</p> <p>Clinical performance</p> <p>Clinical Discussions</p> <p>Unit Exam</p>

CARE OF THE PATIENT WITH A RESPIRATORY DISORDER (CONTINUED)

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>6. Integrate nutritional/ pharmacologic interventions in the care of the respiratory tract patient throughout the lifespan.</p> <p>7. Relate methods of health promotion, social and rehabilitation of the patient with a respiratory disorder.</p>	<p>MEDIA Airway Management: Chest Tubes, VC</p>	<p>Normal and Abnormal Breath Sounds, VC-45</p> <p>Care of Patient with Laryngectomy VC 82</p> <p>Overview of Asthma, VC 86</p> <p>So, You Have Asthma Too! (Pedi) VC 85</p> <p>DISCUSSION IN POST CONFERENCE</p>	

CARE OF THE PATIENT WITH A CARDIOVASCULAR/ PERIPHERAL VASCULAR DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>After completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. List predisposing factors to coronary artery disease and cardiovascular disorders through the lifespan. 2. Discuss the role of the nurse in diagnostic tests that evaluate cardiovascular function. 3. Compare etiology, signs and symptoms, and nursing management of the most common cardiovascular disorders throughout the lifespan. 4. Integrate patient teaching, health promotion and discharge planning. 5. Describe nursing responsibilities related to pre and post-op phases for patient undergoing cardiac surgery. 6. Integrate nutritional and pharmacological management. 	<p>Required Readings: <u>Foundations and Adult Health Nursing</u>, Chapter 48 <u>Maternity and Pediatric</u>, Leifer, Ch. 26 Lecture</p>	<p>Care of patients with a Cardiovascular Disorder</p> <p>Class Discussion</p> <p>Study Guide</p> <p>Computer Lab programs</p> <p>Speakers</p> <p>Medcom Videos</p>	<p>Clinical Performance</p> <p>Unit Exams</p>

CARE OF THE PATIENT WITH GASTROINTESTINAL/ACCESSORY ORGAN DISORDER

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> List the components of the alimentary canal (digestive tract) and identify the accessory organs of digestion. Discuss the function of each digestive organ and accessory organ throughout the lifespan. Identify nursing interventions for diagnostic examinations for patients with disorders of the gastrointestinal tract. Identify common diseases and nursing diagnoses for the patient with disorders of the gastrointestinal tract. Describe the medical management of and nursing interventions for the patient with disorders of the gastrointestinal tract throughout the lifespan. 	<p>Required Readings:</p> <p><u>Foundations and Adult Health Nursing</u></p> <p>Chapters 45 and 46</p> <p>Chapter 19 Tube Feeding, pg. 557 – 569</p> <p>Chapter 22 Inserting and Maintaining NG Tubes, pg. 373 - 382</p> <p><u>Maternity and Pediatric</u></p> <p>Chapter 28</p>	<p>Class Discussion</p> <p>Care of Patient with Disorders of GI Tract on Clinical Unit</p> <p>NG tube Insertion Skill Check-off</p> <p>Discussion and Presentation in Post-Conference</p> <p>ATI Activities</p>	<p>CEBS</p> <p>Clinical performance</p> <p>Clinical Discussions</p> <p>Unit Exam</p>

CARE OF THE PATIENT WITH A GASTROINTESTINAL/ACCESSORY ORGAN DISORDER (CONTINUED)

OBJECTIVES	THEORETICAL CONTENT	LEARNING ACTIVITIES	EVALUATION
<p>6. State purpose of various pharmacological and nutritional interventions for GI disorders.</p> <p>7. Identify methods of patient teaching and discharge planning throughout the lifespan.</p> <p>8. State the nursing interventions for pre-op and post-op care of the patient with GI surgery throughout the lifespan.</p>		<p>Computer Program</p>	

VNSG 2462

**Clinical – Licensed
Practical/Vocational Nursing**

SYLLABUS

VOCATIONAL NURSING

TEXARKANACOLLEGE

TEXARKANA, TEXAS

COURSE NAME: Clinical Vocational/Practical Nurse
COURSE NUMBER: VNSG 2462
CREDIT HOURS: 4 **LECTURE** 0
LAB: 0 **TOTAL CONTACT HRS:** 256 - 320

COURSE DESCRIPTION:

A health-related work based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.

END-OF-COURSE OUTCOMES:

As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business/industry; and demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

KEY CONCEPTS AND GENERAL COURSE PLAN:

This course provides clinical experience for application of skills related to assessment, planning, implementation, interpersonal skills, evaluation, professional behavior and ethics, and safety.

COURSE LEARNING OUTCOMES

At the completion of the course, the student will be able to:

1. Contribute to the development of a database for the patient.
2. Develop a plan of care based on database using appropriate rationale.
3. Implement the plan of care to meet the patient's psychosocial and physiological needs.
4. Exhibit effective written, verbal/nonverbal communication.
5. Participate in patient's evaluation process.
6. Demonstrate professional growth.
7. Practice techniques that promote physiological and psychological safety.

VNSG 2462

STUDENT LEARNING OUTCOMES

Upon completion of this course, the student will be able to:

1. Demonstrate performance of acquired skills with exhibition of increased confidence.
2. Administer medications with instructor or designated nursing staff utilizing theory, clinical experience, and reference material to demonstrate competency.
3. Prepare and implement a daily plan of care for assigned patients.
4. Define and discuss patient diagnoses, treatment plan, lab, and diagnostic test results as related to patient care.
5. The student will work with the healthcare team to provide the patient with competent care.
6. Integrate long-term goals into the nursing care plan.
7. Complete the steps of the Nursing Process.
8. Discuss care of assigned patients during post conference.

Evaluation of Clinicals:

The student will be evaluated daily according to the Clinical Objectives. Performance will be graded according to the numerical scale as attached. At the end of the course, the student will be given the earned grade according to the numerical grading scale. Students who fail any clinical course due to unsafe clinical practice are not eligible for re-entry into the Vocational Nursing Program. The student must receive a passing grade of C or better in order to continue and progress in the program.

Students are reminded that they are not to chart medications under someone else's name in the computer, nor are you to let someone else chart under your name. This is against facility policy.

**TEXARKANA COLLEGE
VOCATIONAL NURSING
OBJECTIVES FOR CLINICAL EVALUATION BOOKLET- VNSG 2462 and VNSG 2463**

1. ASSESSMENT: Contributes to the development of a data base that includes the following:

- 1) Collects information from the patient, family, healthcare team and chart.
- 2) Determines the patient's ability to perform or participate in ADL's.
- 3) Identifies basic health related needs of patients.
- 4) Uses references to define the disease process.
- 5) States reasons for use of a therapeutic/modified diet.
- 6) Identifies actions and side effects/adverse effects of medications, and main nursing interventions for medications. Follows all patient rights.
- 7) Identifies four or five actual or potential problems and /or nursing diagnosis.
- 8) Records head-to-toe assessment legibly, accurately, and in a timely manner.
- 9) Reports pertinent information to clinical instructor and/or appropriate staff member.
- 10) Assists in identifying priorities and judgments for basic care of multiple patients.

MEANS OF EVALUATION: Patient history form; patient chart; oral reporting and discussion by student; post-conference participation by student.

2. PLANNING: Develops a plan of care based on appropriate rationale through the following:

- 11) Formulates one or more goals for problem identified during data gathering.
- 12) Selects three or more nursing actions for each problem identified.
- 13) Establishes priorities of care.
- 14) Communicates with the patient, family, and/or healthcare team in planning care.
- 15) Considers the psychosocial needs of the patient when planning care.
- 16) Contributes to the plan for health teaching with members of the healthcare team.
- 17) Assists in the discharge planning of selected patients.
- 18) Assists in identifying community resources that can assist in meeting patient needs.
- 19) Reports pertinent information related to the plan of care to the clinical instructor and/or appropriate staff member.
- 20) Accurately records the nursing plan of care.
- 21) Uses time management effectively to meet patient needs.

MEANS OF EVALUATION: Oral reporting and discussion by student, post-conference participation by student.

3. IMPLEMENTATION: Implements the plan of care to meet the patient's physiological needs by the following:

- 22) Makes observations related to the patient's diagnosis, treatment, and observes and communicates patient's Bill of Rights.
- 23) Provides organized care in an efficient manner.
- 24) Displays behavior that reflects belief in patient's dignity.
- 25) Implements nursing actions within the student's capabilities.
- 26) Implements aspects of an established teaching plan within the student's capabilities.
- 27) Involves patient/family in the care when appropriate.
- 28) Performs nursing skills with competence.
- 29) Assists the patient/family to understand the plan of care.
- 30) Reports pertinent information related to nursing measures to clinical instructor and/or staff members.
- 31) Records observations and nursing measures appropriately and in a timely manner.
- 32) Accurately records the patient's medications on the Medication Administration Record.
- 33) Assists in plans of care for multiple patients.

MEANS OF EVALUATION: Procedure checklist; discussion with the patient, family, and staff; direct supervision of student and chart review.

4. INTERPERSONAL RELATIONS: Exhibits effective written, verbal/nonverbal communication skills by the following:

- 34) Uses correct terminology and correct spelling.
- 35) Presents oral and/or required written documentation that is accurate, on time, organized and grammatically correct.
- 36) Deliberately interacts with others using therapeutic communication skills.
- 37) Identifies roles and works with other healthcare professionals.
- 38) Spends time with patients rather than personnel and peers.
- 39) Selects appropriate topics of conversation with patients and staff.
- 40) Uses language the patient/family understands.
- 41) Answers the unit telephone and/or patient call lights promptly and correctly.
- 42) Reports on and off duty accurately, including in the case of absenteeism.
- 43) Distinguishes professional from social behaviors and the appropriate setting for each.
- 44) Is assistive when called upon.

MEANS OF EVALUATION: Direct observation of student and feedback from patients and staff.

5. EVALUATION: With assistance, the student will participate in the evaluation process by the following:

- 45) Evaluates own ability to implement the plan of care.
- 46) Reports patients' response to nursing care provided.
- 47) Evaluates patient's and family's response to nursing interventions and revises care appropriately.
- 48) Accurately describes and records the patient's response to therapy and/or care.
- 49) Revises nursing care as needed with changes documented in the patient's chart.
- 50) Evaluates own effectiveness with communication skills.
- 51) Assists in evaluating the patient's learning outcomes using structured patient education tools.
- 52) Participates in discussions relating to evaluation of patient care with members of the health care team.

MEANS OF EVALUATION: Discussion with patient/family, student and staff; review of patient chart; and patient education tools.

6. PROFESSIONAL and ETHICAL BEHAVIOR: The student will demonstrate professional and ethical behaviors by the following:

- 53) Functions well in the role of the advanced vocational nursing student.
- *54) Reports mistakes honestly and promptly to the staff and faculty even if the mistake would have been otherwise unnoticed.
- 55) Accepts responsibility for his/her own behavior.
- 56) Adheres to the dress code for clinical sites and on-campus activities.
- 57) Performs in a consistently dependable manner.
- 58) Accepts feedback and guidance in learning.
- 59) Meets attendance requirements and is punctual in arrival.
- 60) Seeks learning opportunities after assigned learning objectives are under control.
- 61) Follows directions. Asks question for clarity, not for argumentativeness.
- *62) Adheres to ethical standards as outlined in THE CODE OF ETHICS FOR NURSES.
- *63) Maintains classroom and clinical information with strict confidentiality.
- 64) Adapts positively to stressful situations.
- 65) Respects the property of others. No stealing or borrowing of articles from patients, staff or peers.
- 66) Refrains from exploitation of others to achieve personal aims.
- 67) Refuses any fee or tips, and limits other considerations from patient/family.
- *68) Adheres to the policies of Texarkana College and external agencies.

MEANS OF EVALUATION: Direct observation of student; discussion with student, clinical staff and/or peers.

7. SAFETY: The student will practice techniques that promote physiological and psychological safety through the following:

- *69) Performs nursing measures safely.
- *70) Alters the physical environment to promote safety.
- *71) Implements nursing actions designed to prevent complications.
- *72) Reports changes in the patient's condition to the clinical instructor or appropriate staff person.
- *73) Records changes in the patient's condition in a timely manner.
- *74) Refrains from statements or behaviors that jeopardize a patient's emotional safety.
- *75) Recognizes when care is beyond his/her ability and seeks assistance.
- *76) Assesses, plans and communicates care in a timely manner.

MEANS OF EVALUATION: Review of patient chart and nursing care plan; direct observation of student; discussion with patient, family, staff, and/or student

* **CRITICAL CLINICAL BEHAVIORS:** The failure to meet any ONE of these objectives will result in an unsatisfactory rating for that category, which constitutes an unsatisfactory clinical day. In addition, actions or omissions of actions by the student which place the patient's life or welfare in danger may result in referral the Professional Conduct Committee and/or initiation of Level III of the evaluation process.

The Vocational Nursing Student does NOT:

Perform any central line procedures or give medications by central line, including PICC lines.
Administer any specialty medications (Dopamine, Nitroglycerine, Chemo, Potassium, etc.)
Administer medications by IV push
Never give medications alone. Must always have a licensed nurse with them.
Remove vaginal packs
Perform vaginal or rectal examinations

Call the instructor for procedures that require supervision. These skills are not to be done without a licensed person. CNAs/UAPs are not qualified to go with the student. The student may, under direct supervision of the instructor or their designee:

Administer medications
Perform catheterizations
Remove drains from wounds (J.P., Penrose, etc)
Remove sutures and staples
Perform trach care
Perform bladder irrigations
Flush saline locks
Change sterile dressings
Perform any sterile procedures
Perform blood draws
Start IV's
Hang primary IV solutions
Administer antibiotics by IV piggy back
Insert NG tubes

In effect: 08/1998
Updated: 11/2020

The Clinical Evaluation Booklet Supplement (CEB-S) identifies the specific clinical objectives and cues in each of the seven categories for determination of a clinical grade.

1. Each student will be evaluated each clinical day on the basis of the 7 categories.
2. A scale of 1-5 will be used:
 - 5 – independent
 - 4 – supervised
 - 3 – assisted
 - 2 – marginal
 - 1 – dependent
3. The maximum score each day is 35.
4. Clinical grade will be based on total points divided by the number of days present in clinical and the major care plan grade.
5. Absences: If you do not call in per the policy, you will have points deducted from the Professional Conduct and Interpersonal Relations categories for the next day. An absence that is called in correctly will not be counted against the student.
6. The grading scale will be:
 - 31.5-35 = A (90-100)
 - 28.4-31.4 = B (81-89)
 - 26.3-28.3 = C (75-80)
 - 22.8-26.2 = D (65-74)
 - Below 22.8 = F (<65)

Students must achieve a grade of 26.3 or higher to be successful in the course. Any grade less than this will result in failure.

7. If a student's grade is marginal or failing, the student will not be assigned to an alternate experience from the assigned clinical unit.

As learning is additive, the student is expected to learn from any errors in judgment or practice and to continuously improve clinical abilities. The student is expected to perform clinical skills based on content from previous courses in the curriculum and from the current nursing course.

The clinical instructor will give verbal feedback to the student regarding clinical performance. Written feedback is documented in the Clinical Evaluation Booklet (CEB) for each clinical day. While the student has access to the evaluation information for each clinical day, a conference may be initiated by the student or instructor, if clarification is necessary. Failure to show progression in any of the seven categories of evaluation each clinical day may result in the student being placed in a level of evaluation and progression as outlined in the Clinical Evaluation Process.

Criteria for Clinical Evaluation

Scale	Scale Label	Professional Standards	Quality of Performance	Assistance
Definition of the Criteria		Display of knowledge base, therapeutic and interpersonal skills, values, and attitudes that characterize the nursing profession, are safe for the public, and reflect the philosophy of the program. Can be applied to behavior in three domains: Cognitive, Affective, and Psychomotor.	Based upon degrees of skill development which encompass the use of time, space, equipment, and the utilization or expenditure of energy	The type and amount of instructor assistance or cues needed to demonstrate the behavior
5	Independent	Safe and Accurate in Effect and Affect Each Time	Proficient; Coordinated; Confident; Occasional Expenditure of Excess Energy Within an Expedient Time Period	Without Supporting Cues
4	Supervised	Safe and Accurate in Effect and Affect Each Time	Efficient; Coordinated; Confident; Some Expenditure of Excess Energy Within an Expedient Time Period	Occasional Supporting Cues
3	Did not meet one objective in a category	Safe and Accurate in Effect and Affect Each Time	Skillful in Parts of Behavior; Inefficient; Uncoordinated. Expend Excess Energy Within a Delayed Time Period	Frequent Verbal and Occasional Physical Directive Cues in Addition to Supportive Cues
2	Did not meet two objectives in a category	Safe and Accurate in Effect and Affect Each Time	Unskilled; Inefficient; Expend Considerable Excess Energy Within a Prolonged Time Period	Continuous Verbal and Frequent Physical Cues
1	Did not meet 3 or more objectives in a category	Unsafe- Unable to Demonstrate Behavior	Unable to Demonstrate Procedure/Behavior; Lacks Confidence, Coordination, Efficiency	Continuous Verbal and Physical Cues

Effect- Achieve the intended purpose of the behavior

Affect- Manner in which the behavior is performed and the demeanor of the student

The CEB is designed for the student to record a self-evaluation of the day's activities. It is a legal document that can be copied by lawyers. This is not the proper place to make negative comments regarding Texarkana College, the clinical agency, nurses, other students and/or your instructor. It is also not the place to write personal feelings. Improper documentation will place the student on a learning contract.

Clinical learning activities are designed to take theoretical knowledge and apply that knowledge into nursing practice. These activities may take place in a medical facility, or they may be assignments utilizing online activities, case studies, research articles, or a multitude of other learning resources. Instructors may adjust assignments to meet the needs of the students and/or the community. Students are expected to work with instructors and other healthcare members/ancillary personnel in order to achieve the best education possible.

VNSG 2462

Student's Name

Record of Clinical Experiences, Skills, and Evaluation

Date	Student Comments	Faculty Comments

Important Guidelines for Weekly Medical/Surgical Care Plans

Each instructor will inform students of the expectations for the day. Required paperwork is at the discretion of each instructor.

The student's name should be written on the top of each sheet of paper

Care plan should include:

1. Assessment
2. Concept map
3. MAR
4. Lab sheet
5. Problem list with 5 problems identified in priority order
6. Write nursing diagnoses per instructor directions with only one dx per sheet of paper.
Try to write "actual" (current) problems at this time. Use "risk for" only when the problem could be a priority, or you have difficulty finding actual problems.

The "related to" portion of the nursing diagnosis seems to be very difficult for students. Focus on using words for this part of the diagnosis statement that the nursing interventions may be able to change.

Subjective and Objective data are required to "prove" why the patient issue exists. If patient is non-verbal, this should be written for the clinical instructor, so we will not think the information was omitted. If subjective information was given by a family member, write this on the care plan as well.

No rationales required on weekly care plans unless the instructor feels the student needs to increase understanding of why interventions are being done.

7. The goal statement should be measurable (are numbers included in the statement?), should reflect a patient behavior- “the patient (patient) will...” and tell us when we expect to see the patient reach the goal. For example: will the patient have a bowel movement over the **next 8 hours** or in the **next three days**? If the evidence of the goal is not written within the statement, then the student should add “AEB” to clarify what behavior the nurse will see as evidence of the goal being met. (Read this paragraph a few times until it makes sense to you!)

For example: It may say Fluid volume deficit related to chronic illness. We cannot change the fact that the pt. has a chronic illness, but we can perhaps change **the effects** of the illness on the patient. If you cannot find other words that fit, then using the phrase **the effects** will be acceptable.

Fluid volume deficit related to inadequate oral intake (we can help by increasing oral intake).

Pain (acute) related to surgical incision AEB C/S or
Pain (acute) related to surgical incision AEB CABG

The important point is to learn what the problem is related to...the etiology (cause) of the problem. We recommended that you try to simplify at this time...less words-better understanding.

8. At least 3 interventions required on each diagnosis. These should tell “**how often**” and “**when**” the student nurse will do the interventions. This is one of the most common mistakes made by students. It makes a big difference whether you are going to check vital signs “q 2 hours” as opposed to “q 24 hours”. It makes a difference (and should coincide with the Dr.’s order) whether you are going to change a dressing twice a day or every third day. Please include **how often** you are going to do a particular nursing action.
9. Evaluation for weekly care plans but will be expected per instructor request.

Patient History:

Pathophysiology

Diagnostic tests with results

Diagnosis

Physician Orders and Treatments
Not med orders - They are on MAR

Signs and Symptoms for this diagnosis
(These are not patient specific)
**Please put an * beside the S&S
exhibited by your patient**

Complete Blood Count and Comprehensive Metabolic Panel Results

Student's Name: _____

Patient's Room #: _____

Lab	Patient Results	Normal Value	Indications
WBC		5,000 – 10,000/mm ³	
RBC		4 – 6 million/mm ³	
Hgb		Women – 12 – 16 g/dL Men – 14 – 18 g/dL	
Hct		Women – 37 – 47% Men – 42 – 52%	
Plts		150,000 – 400,000/mm ³	
Sodium		135 – 145 mEq/L	
Potassium		3.5 – 5 mEq/L	
Chloride		96 – 106 mEq/L	
Carbon dioxide		22 to 28 mEq/L	
BUN		10 – 20 mg/dL	
Creatinine		0.5 – 1.2 mg/dL	
Glucose		70 – 110 mg/dL	
Calcium		4.5 – 5.5 mEq/L or 8.5 – 10.5 mg/dL	
Total protein		6 – 8.3 grams/dL	
Albumin		3.5 – 5 grams/dL	
Alk Phos		30 – 120 units/L	
AST		0 – 35 units/L	
ALT		4 – 36 units/L	
Total bilirubin		0.3 – 1.2 mg/dL	

TEXARKANA COLLEGE
VOCATIONAL NURSING PROGRAM
PROBLEM LIST

Place your problems in the appropriate NANDA format (Nursing diagnosis with "Related To" statement)

1. _____

2. _____

3. _____

4. _____

5. _____

Texarkana College

Vocational Nursing Program

I have read the second semester syllabus for the Texarkana College Vocational Nursing program. All questions have been answered to my satisfaction. I agree to abide by the requirements and rules in the syllabus and the policies of the VN program. I also acknowledge the policies of Texarkana College and agree to follow all rules, regulations, and policies of the college. Failure to comply with these rules, regulations, and policies may result in removal from the VN program and/or from all courses at the college.

Printed Name: _____

Signature: _____

Date: _____