

VOCATIONAL NURSING

**COURSE SYLLABI AND**

**CLINICAL PACKET**

**VNSG 1509, VNSG 2510,**

**VNSG 1219 and VNSG 2462**

**HEALTH SCIENCES DIVISION**

**TEXARKANA COLLEGE**

**TEXARKANA, TEXAS**

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**TEXARKANA COLLEGE**

**VOCATIONAL NURSING**

**PROGRAM LEARNING OUTCOMES**

Learning outcomes are based on the *Differentiated Essential Competencies* set forth by the Texas Board of Nursing for graduates of vocational nursing education programs⁎⁎⁎

Upon completion of the program, the graduate has 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. (DECs I, II)

2. Observe, report, and document pertinent nursing information including alterations in patient responses to therapeutic interventions. (DECs I, II, III, IV)

3. Safely perform nursing interventions according to the vocational nurse level of practice. (DECs II, III)

4. Implement teaching plans that are based upon accepted scientific principles in order to give direct care with skill and safety. (DEC II)

5. Provide compassionate care which maintains comfort and dignity. (DECs II, III)

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. (DECs I, II, III, IV).

7. Use psychological principles to demonstrate effective interpersonal relationships with patients and others. (DECs I, II, III, IV)

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. (DEC IV)

9. Practice within legal and ethical nursing standards. (DECs I, II)

10. Acknowledge the value of continuing education and participating in lifelong learning. (DECs I, III)

⁎⁎⁎<https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf>

December 2021

**TEXARKANA COLLEGE**

VOCATIONAL NURSING AWARDS

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

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 Vocational Nursing. This student has been encouraging to her fellow students and showed dedication to the Vocational Nursing program. The selection for the Spirit of Nursing award is based upon faculty nominations and voting by faculty.

**STUDENT HANDBOOKS**

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

**ERRORS**

There is always the risk of errors being made inadvertently. 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 Texarkana College Administration.

TEXARKANA COLLEGE

VOCATIONAL NURSING PROGRAM

**WITHDRAWAL POLICY**

Theory and clinical attendance are essential. Attendance is based on the policies stated in the Texarkana College Student Handbook, the Texarkana College Health Science Student Handbook, and/or the course syllabus. Refer to the individual course syllabus for the course attendance requirements. Students are expected to regularly attend all classes for which they are registered. **The student bears all responsibility for contacting the instructor to make arrangements for missed work.**

TARDY POLICY FOR CLASS AND CLINICAL – A tardy is defined as being up to 15 minutes late or leaving up to 15 minutes early. Three (3) times to be tardy in a course will equate to one (1) absence in that course.

Exceeding absences in any course will result in the student not progressing in the program and 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 designated drop day. (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.

Any absence will be applied toward the attendance policy. No online make-up days are allowed. However, absences may be excused by the Dean of the Health Sciences Department or Administration, and any make-up days will be at their discretion.

**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.

**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 written counseling from the faculty member and a deduction of grade points in the student’s CEB (Clinical Evaluation Booklet) 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.

**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.

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 a camera, audio capabilities, and reliable internet.

**Traditional/Hybrid Classroom Etiquette and Testing Guidelines**

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 to meet attendance requirements. Attendance guidelines are listed below.

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

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

**The following guidelines will be enforced:**

1. For virtual classes or meetings, students must be logged into the Teams or Zoom classroom 5 minutes before the scheduled time. The attendance policy will be followed. Attendance will be taken at the beginning of class and may be taken anytime during assigned class time. Any student who does not respond to the instructor will be considered absent. Students 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. 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. Driving while in virtual class is not appropriate or safe. If you cannot be actively engaged in class because of other responsibilities or appointments, you will need to take an absence or tardy, whichever is appropriate for your situation.

5. You are responsible for accessing and reviewing resources (recorded Power Point lectures, handouts, or video resources when made available). Virtual and/or traditional class times 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 webcams for virtual class meetings, everyone can see all participants. Proper attire is expected. You should get up in the mornings and dress and groom as if going to class. Pajamas are not appropriate dress for an academic, professional environment and you should not be lying in bed or reclining on the sofa during class or tests. Please remove any caps, bonnets, blankets or coverings from your head and face prior to joining class and during testing.
2. Cell phones must be on silent and no texting or web surfing during class.
3. If you have connection problems, please reach out to your instructor.
4. Please secure childcare during class meetings and testing.
5. Please do not leave the classroom in the middle of a class meeting – you will be provided with regular breaks. Contact your instructor for emergencies.

**Testing Guidelines:**

1. Exams may be administered in classrooms on campus, online using Zoom or Teams and ATI, or in the computer labs on campus. For online testing, you will need either a laptop with a camera, a webcam, or an iPad.
2. For traditional on-campus testing, please report to your assigned testing room/lab 5 minutes prior to the test time. You should not bring anything into the building with you except a pen, pencil, a highlighter, and your keys. Scratch paper and calculators will be provided when needed. When you complete the exam, leave the building, and wait in your car until the time to report to class or assigned labs. There is to be no discussion of the test and students should not form groups outside the testing area to socialize.
3. For computer testing via Zoom or Teams/ATI or on-campus computer labs, please report to your assigned testing room at least 15 minutes prior to test time. Before beginning exams, students may be asked to do a complete 360-degree environmental scan of the 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.
4. During computer exams using Zoom or Teams you will be recorded utilizing both video and audio. Only those with accommodations will be allowed to mute speakers and read the questions out loud. The test proctor(s) will still be able to hear everyone.
5. An exam can be stopped at any time if the instructor needs to chat with a student.
6. Any significant ‘flagging’ will be discussed with the student. Habits and patterns that are flagged include:
7. Taking eyes off the computer screen repeatedly, such as reading the screen then looking to the side or downward.
8. Moving out of the camera view.
9. Having more than one person in the room.
10. Frequent “clicking out of the browser” logged by ATI.
11. Covering your mouth with hands, clothing or blankets.
12. Cell phones, Smart watches, or other resources such as textbooks or notes may not be used in the testing environment.
13. Students who are unsuccessful on an exam will need to schedule a meeting with their clinical instructor to review the exam. Due to test security, exams and Scantrons will not be returned to protect the integrity of the exam. Instructors may review specific questions and/or concepts with students individually or in a group setting. For test reviews, only car keys may be brought into the review environment. There are to be no technological devices including cell phones and/or Smart watches during test review.
14. Testing protocols and locations may be changed due to mandated restrictions and/or social distancing.

**TC Vocational Nursing Classroom and Testing Guidelines Acknowledgment**

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.

For on-campus testing in classrooms or labs, I understand that I may not bring anything to the testing environment other than a pencil, pen, highlighter, and my keys.

For computer tests, I understand that proctoring faculty may ask to see and/or hear for any sounds in the testing environment. I understand that audio/visual recordings will be done for all computerized exams, and faculty/test proctors must be able to see and hear me for the duration of the test. I understand that I could be asked at any time to sweep the testing area and/or desk. There should be no one else in the room with me during the entire time I am taking the exam.

If I am caught using any hardcopy information or electronic devices, including Smart watches, Smart phones extra, or discussing questions with someone else, I will receive a zero for the 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.

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Student Printed Name

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Student Signature

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Date

**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 of 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 perform a demonstration of the skill 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.

**REQUIRED RESOURCES**

1. Ladwig, et al, (2022), Mosby’s Guide to Nursing Diagnosis, 6th Edition, Elsevier, St. Louis, Missouri.

2. Cooper, K. & Gosnell, K., (2023), Foundations and Adult Health Nursing, 9th Edition,

Elsevier, St. Louis, Missouri.

3. \* Cooper, K. & Gosnell, K., (2023), Study Guide for Foundations and Adult Health

Nursing, 9th Edition, Elsevier, St. Louis, Missouri.

4. Leifer, Gloria (2019), Introduction to Maternity and Pediatric Nursing, 8th Edition,

Elsevier, St. Louis, Missouri.

5. \* Morris, Deborah (2022), Calculate with Confidence, 8th Edition, Elsevier, St. Louis,

Missouri.

6. Sanoski, Cynthia A. & Vallerand, A. H., (2020), Davis’s Drug Guide for Nurses, 17th Edition, F.A. Davis, Philadelphia, PA.

7. Texarkana College, 2020-2021 Health Science Division Student Handbook,

Texarkana College, Texarkana, Texas, Online.

8. Texarkana College Vocational Nursing Syllabi Class 131, Online.

9. \*\* Vocational Nursing Skills Kit.

**OPTIONAL TEXTBOOKS**

1. Leifer, Gloria (2019), Study Guide for Introduction to Maternity and Pediatric Nursing,

8th Edition, Elsevier, St. Louis, Missouri.

2. Venes, D. (Ed.) (2021). Taber’s Cyclopedic Medical Dictionary, 24th Edition, F.A.

Davis, Philadelphia, PA.

\* **These two must be purchased. They cannot be rented or in used condition. Students will be required to write in these books, and possibly tear out pages to turn in to instructor.**

\*\* **VN Skills Kit can only be purchased through the Texarkana College bookstore. No other kits are accepted.**

**ATI Resources for Student Success**

Throughout the course, the student will be responsible for 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 - PN 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 not fully understood as shown on an assessment.** It is intended to help the student review valuable information to be successful in courses and on the NCLEX. The student’s individual performance profile will have a listing of the topics to review. The student can remediate, using the Focused Review that has 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 2nd 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 as scheduled by the instructor. If the student does not pass the second exam, a practice exam will be given, and the student should seek assistance from an instructor for remediation. After remediation, a third exam will be given. If the student is deemed to be unsuccessful on the third attempt, the student will be withdrawn from the program.

Any questions needing to be clarified can be done at the discretion of the instructor grading the exam.

The Dosage Calculation exam grade will be recorded as a grade for VNSG 2462. This grade will be determined by averaging the scores of all exams taken.

**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 meet with faculty to review content and/or 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 start within one hour of the posted closing time. Check with the 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 classes 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 accommodation, please present it so we can discuss the accommodation 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 arrange the accommodation.

**ACADEMIC DISHONESTY STATEMENT**

Scholastic dishonesty, involving 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 also have a TC student ID badge and keep it with you at all times.

**Campus police EMERGENCY line: (903) 823-3330**

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

**Texarkana College Student Counselor: (903) 823-3143**

[**tc.counselor@texarkanacollege.edu**](mailto:tc.counselor@texarkanacollege.edu)

**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 adults 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, and urology.

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 conductive 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, VNSG 1330, VNSG 1334, VNSG 1461 and VNSG 2363.

Co-requisite Courses: VNSG 2510, VNSG 1219 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 an essential component for student success. If a lecture is missed, the student is responsible for the material covered (this includes lecture, handouts, etc.). For successful completion of the course, a minimum overall average of C (75%) must be achieved on written examinations and course work.

**Four absences** are allowed in this course for illness, emergencies or extenuating circumstances. Three times to be tardy equals one absence. 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 per the withdrawal policy.

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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 lectures, online resources such as Swift River, YouTube, ATI, and many other learning tools. Textbooks are required per the Required Textbook listing.

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 25 questions.

Course averages are based on the following scale:

1. Average of all unit exams 70%

2. Comprehensive Final Exam 20%

3. ATI Assignments/ 10%

Grading Scale:

A = 89.5 - 100 B = 80.5 - 89.49 C = 74.5 - 80.49 D = 64.5 - 74.49 Below 64.5 = F

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

UNIT 1 - VENIPUNCTURE/FLUIDS and ELECTROLYTES

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES for VENIPUNCTURE** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  1. Discuss the process for drawing blood and starting  IVs.  2. Access veins for blood draws and IV therapy.  3. Demonstrate proper technique for drawing blood and  starting an IV.  4. Practice starting an IV using aseptic technique.  5. Discuss correct document of IV insertion and  therapy.  6. Calculate IV flow rates.  7. Identify IV complications and appropriate nursing  interventions.  8. Identify body fluid compartments.  9. Discuss active and passive transport.  10. Discuss the role of specific electrolytes in  maintaining homeostasis.  11. Describe the cause and effect of deficits and  excesses of sodium, potassium, chloride, calcium,  magnesium, phosphorus, and bicarbonate.  12. Differentiate between the role of the buffers, lungs,  and kidneys in maintenance of acid-base balance.  13. Compare and contrast the four primary types of  acid-base imbalances. | **Required Reading:**  ***Foundations and Adult Health***  Chapter 18 Fluids and Electrolytes  Intravenous Therapy – parts of Chapter 18 as well as pages 473 – 474 and pages 479 – 484  Parenteral Nutrition – Pg 568  Blood specimen collection – Pages 692 - 701  ***Maternal and Pediatric Nursing***  Chapter 28, pp. 669-676  *Calculate with Confidence,* Chapters 20 and 21 | Lecture /Class Discussion  Clinical - Care of Patients with Fluid Imbalances  ATI/Swift River  Case Studies  Discussion and Presentation in Post-Conference  Study Guide  IV Skills Check-off | Clinical Care Plan  Clinical Performance  UNIT EXAM |

**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. The 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 with fluid overload. The 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. The 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”. The 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. The drop factor is 20 gtts/mL.

Rate per pump: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Drip rate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. A doctor orders 2 grams of ceftazidine (Ceptaz) in 100 ml of NS to be infused over 30 minutes. The 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 would 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

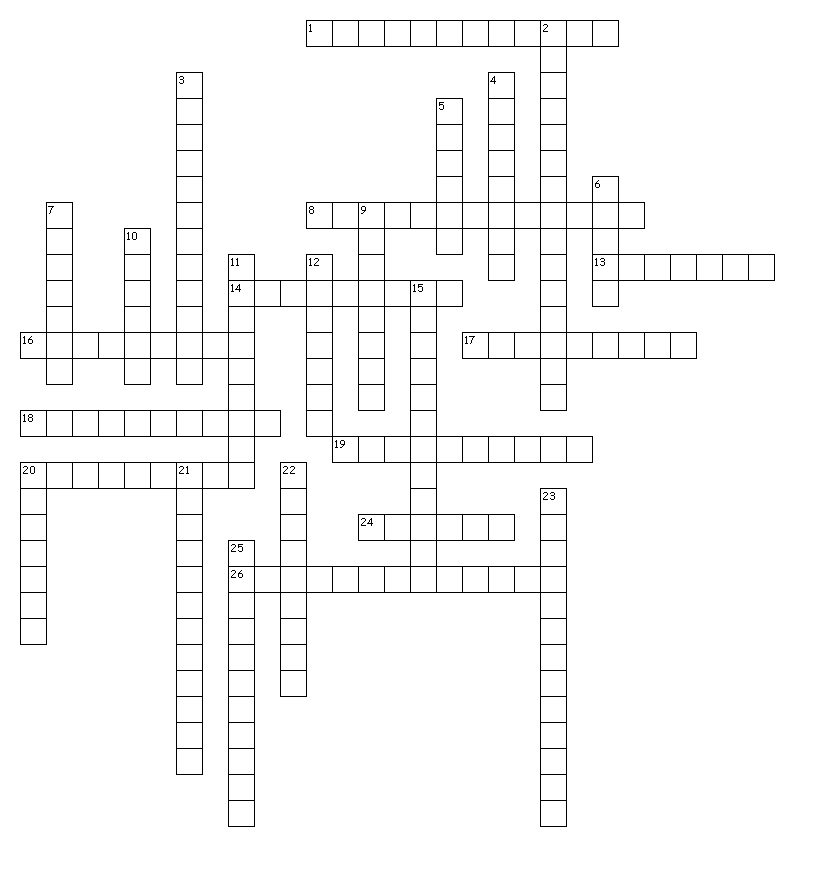
The solution is to infuse over 1 ½ hours. The tubing reads 20 gtts/mL.

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

Extracellular

Intracellular

Interstitial

Intravascular

Passive

Active

Filtration

Diffusion

Osmosis

Cations

Anions

Milliequivalent

Potassium

Magnesium

Sodium

Hyponatremia

Bicarbonate

Alkalosis

Acidosis

Hyperkalemia

Hypotonic

Hypertonic

Infiltration

Phlebitis

Thrombus

Embolus

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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

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

UNIT 2 - CARE OF THE SURGICAL PATIENT/REHABILITATION NURSING/HOME HEALTH NURSING

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  1. Discuss the purposes and classifications of surgery.  2. Discuss and identify preoperative and postoperative  nursing interventions.  3. Describe factors that influence a client’s ability to  tolerate surgical procedures across the lifespan.    4. Compare and contrast different types of anesthesia  and the postoperative nursing care that is unique to  each type.  5. Discuss and identify common and potential  complications of surgery, the assessment data and  interventions for each. | **Required Reading:**  *Foundations and Adult Health Nursing* Chapters 37, 39, 42  *Introduction to Maternity and Pediatric Nursing,* Chapter 22, pp. 532-534  **Review content:**  *Foundations and Adult Health Nursing,* Chapter 22 -Surgical Wound Care | Lecture  ATI/Swift River  Study Guide  Case Studies  **Clinical activities:**  Orientation to OR  Discussion in Post Conference  **Role Play:**  - Teach patient methods  of pain control  - Distraction  - Relaxation  - Guided Imagery | Gowning and Gloving  Aseptic Technique  Bowel Sounds  Basic Lung Sounds  **Clinical performance:**  Teach use of Incentive Spirometer  Teach post-op exercises  to surgical patient(s)  UNIT EXAM |

UNIT 2 - CARE OF THE SURGICAL PATIENT/REHABILITATION NURSING/HOME HEALTH NURSING (CONT)

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| 6. Discuss and identify nutritional needs of  the surgical client.  7. Discuss components of client teaching and  discharge planning for the surgical client  throughout the lifespan.  8. Define the philosophy and goals of  rehabilitation nursing throughout the  lifespan.  9. Discuss the members of the rehab team and  their individual roles within the team.  10. Discuss and identify physical and emotional  needs of persons with disabilities and  appropriate nursing interventions to address  these needs.  11. Discuss the integration of pharmacological  and nutritional support in the rehabilitation  setting. | *Foundations*, Chapter 39 | ATI/Swift River |  |

UNIT 2 - CARE OF THE SURGICAL PATIENT/REHABILITATION NURSING/HOME HEALTH NURSING (CONT)

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| 12. Describe the role of the LPN/LVN  in utilizing the nursing process to  deliver competent care in rehabilitation  and home health settings. | Lecture | Care of a Patient with a Disability  Post Conference Discussion  Study Guide  Class Discussion |  |

UNIT 3 - THE PERSON WITH AN ENDOCRINE DISORDER

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  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 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. | **Reading Reading:**  *Foundations and Adult Health Nursing*, Chapter 51  *Maternity and Pediatrics,*  Chapter 31  Lecture  Media:  VC 10013- DM: Pathophysiology  VC 10014- DM: Drug Therapy  VC 10045 – It’s time to learn about Diabetes  VC 10022 – Endocrine Signs and Symptoms | Study Guide  Care of the Patient with an Endocrine Disorder  Computer Programs in ATL  Time Life Film – Diabetes  Discussion in Post Conference  Class Discussion Participation  ATI Activities  On-campus activities  Homework | Group Presentation in Class  Clinical Assessment Paper  Clinical Performance  Patient History Forms  UNIT EXAM |

UNIT 3 - THE PERSON WITH AN ENDOCRINE DISORDER (CONT)

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

UNIT 4 - CARE OF THE PATIENT WITH AN INTEGUMENTARY/SENSORY DISORDER

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  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. | **Required Reading:**  *Foundations and Adult Health Nursing,*  Chapter 43  *Maternity and Pediatric,* Chapter 30    Lecture | Care of the Patient with an Integumentary Disorder  The Child with a Skin Condition  ATI Activities  Class Discussion  Study Guide | Clinical Performance  Clinical Evaluation Booklet  Clinical Demonstration  UNIT EXAM |

UNIT 4 - CARE OF THE PATIENT WITH AN INTEGUMENTARY/SENSORY DISORDER (CONT)

|  |  |  |  |
| --- | --- | --- | --- |
| **SENSORY OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  7. List the major sense organs and define  their function.  8. Describe the changes in the sensory  system that occurs throughout the lifespan.  9. Identify the purposes and procedures of  diagnostic tests of the eye and ear  throughout the lifespan.  10. Identify nursing interventions associated  with medical-surgical treatment of the eye  and ear throughout the lifespan.  11. Identify drugs commonly used to treat  disorders of the eye and ear.  12. Integrate nutritional management. | *Foundations and Adult Health Nursing,*  Chapter 53  *Maternity and Pediatric,* Chapter 23 – pages 537 - 546 | Care of the Patient with a Sensory Disorder  The Child with a Sensory Condition  Unit  Class Discussion  Study Guide | Clinical Performance  Clinical Evaluation Booklet  Clinical Demonstration  UNIT EXAM |

UNIT 5 - CARE OF THE PATIENT WITH CANCER

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  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. | **Required Reading:**  *Foundations and Adult Health Nursing*, Chapter 57 | Care of a Patient with Dx of Cancer  Class Discussion  Study Guide  Post Conference Discussion  Guest Speaker    ATI Activities | Clinical Performance  UNIT EXAM |

UNIT 5 - CARE OF THE PAIENT WITH BLOOD/LYMPH DISORDER

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| 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 with emphasis on nutritional and  pharmacological measures.  4. Compare and contrast the different types of  anemia throughout the lifespan, including  etiology, clinical manifestations, and nursing care  for patients 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. | **Required Readings:**  *Foundations and Adult Health Nursing*, Chapter 47  *Maternity and Pediatric Nursing*, Chapter 27 | ATI/Swift River  Discussion and Presentation in Post Conference  Study Guide  Class Discussion  Discussion and Presentation in Post Conference | Clinical Care Plan  Clinical Performance  UNIT EXAM |

UNIT 6 - CARE OF THE PATIENT WITH A UROLOGICAL DISORDER

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  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, including patient  teaching, nutritional management, and  pharmacological measures.  6. Identify common diseases and disorders of the  urinary system.  7. Identify operative modalities of the urinary system  and nursing interventions. | **Required Reading:**  *Foundations and Adult Health Nursing,* Chapter 50  *Maternal and Pediatric*, Chapter 29  Lecture | Care of a Patient with a Urinary Disorder  The Child with a Genitourinary Condition  Class Discussion  Study Guide  Study Questions  Chapter Key Terms  Computer Lab  ATI Activities | Clinical Performance  Clinical Evaluation Booklet  Clinical Demonstration  UNIT EXAM |

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 L. An enzyme secreted from kidneys that aids in

enzyme 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. 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

**VNSG 2510**

**NURSING IN HEALTH**

**and ILLNESS III**

**SYLLABUS**

**VOCATIONAL NURSING**

**TEXARKANACOLLEGE**

**TEXARKANA, TEXAS**

**COURSE NAME: Nursing in Health and Illness III**

**COURSE NUMBER: VNSG 2510**

**CREDIT HOURS: 5 LECTURE 5**

**LAB: 0 TOTAL CONTACT HRS: 80**

**COURSE DESCRIPTION:**

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

**COURSE OBJECTIVES**

**STUDENT LEARNING OUTCOMES**

**for VNSG 2510**

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 conductive 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.

Co-requisite Courses: VNSG 1509, VNSG 1219 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 an essential component for student success. If a lecture is missed, the student is responsible for the material covered (this includes lecture, handouts, etc). For successful completion of the course, a minimum overall average of C (75%) must be achieved on written examinations and course work.

**Four absences** are allowed in this course for illness, emergencies or extenuating circumstances. Three times to be tardy equals one absence. 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 per the withdrawal policy.

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 lectures, online resources such as Swift River, YouTube, ATI, and many other learning tools.

Textbooks are required per the Required Textbook listing.

V. EVALUATION

VNSG 2510 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 25 questions.

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 = 89.5 - 100 B = 80.5 - 89.49 C = 74.5 - 80.49 D = 64.5 - 74.49 Below 64.5 = F

The student must receive a passing grade (C or better) in this course to be able to

continue in the Vocational Nursing Program.

UNIT 1 - CARE OF THE PATIENT WITH A MENTAL/PSYCHIATRIC/ADDICTIVE DISORDER

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| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:   1. Define mental illness. 2. Define the DSM -V and its use to diagnose mental health disorders. 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.  6. Describe the warning signs of suicide  and the nurse’s responsibilities.  7. Differentiate among the different types  of substance abuse personalities and the  nursing care required. | **Required Reading:**  *Foundations and Adult Health Nursing,* Chapters 35 and 36  *Introduction to Maternity & Pediatric Nursing*, Ch. 33 | Lecture  Class Discussion  Study Guides  ATI/Swift River  Virtual Lab (Ryerson) | ATI/Swift River  Homework  UNIT EXAM |

UNIT 1 - CARE OF THE PATIENT WITH A MENTAL/PSYCHIATRIC/ADDICTIVE DISORDER (CONT)

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| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| 8. Identify the most abused drugs.  9. Describe steps taken to help the  chemically impaired nurse.  10. List psychopharmacology agents,  uses and side effects. |  |  |  |

UNIT 2 - CARE OF THE PATIENT WITH A MUSCULOSKELETAL DISORDER

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| --- | --- | --- | --- |
| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the students will be able to:   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.  6. Identify common musculoskeletal  disorders and infections that occur  throughout the lifespan.  7. Identify tests that are performed for  musculoskeletal disorders. | **Required Reading:**  *Foundations and Adult Health Nursing*, Ch. 44  *Introduction to Maternity & Pediatric Nursing,* Ch. 24 | Lecture  Class Discussion  Care of Orthopedic patient in the clinical setting  Study Guides  Speaker  ATI Activities | Clinical performance    UNIT EXAM |

UNIT 2 - CARE OF THE PATIENT WITH A MUSCULOSKELETAL DISORDER (CONT)

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| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| 8. Differentiate the various types and  management of fractures throughout the  lifespan for neuromuscular conditions  9. Identify surgical modalities and nursing  interventions.  10.Integrate nutritional/drug management.  11.Identify and discuss cultural and ethnic  considerations. |  |  |  |

UNIT 3 - CARE OF THE PATIENT WITH A RESPIRATORY DISORDER

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| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  1. Utilize knowledge of normal anatomy and  physiology in discussing the disorders of the  respiratory system.  2. Identify abnormal types of respiration.  3. Identify diagnostic tests used to evaluate  respiratory conditions and nursing care R/T  these procedures and throughout the lifespan.  4. Identify common disorders and obstruction  of the upper airway and their management  throughout the lifespan.  5. Identify common respiratory disorders and  infections throughout the lifespan.  6. Integrate nutritional/ pharmacologic  Interventions in the care of the respiratory  tract patient throughout the lifespan.  7. Relate methods of health promotion, social  and rehabilitation of the patient with a  respiratory disorder. | **Required Reading:**  *Foundations and Adult Health Nursing,* Chapter 49  *Maternity and Pediatric*, Chapter 25  Oxygenation Chapter 14  - Trach Care/Suctioning  pp. 351 - 360 | Care of the Patient with a Respiratory Disorder  The Child with a Respiratory Disorder  Lecture  Demonstrations:  Oxygen Therapy  Incentive Spirometry  ChestTube pg. 1655 - 1656  Pleur-evacThora-Klex  Clinical Rotation  Computer Lab programs  Discussion in post conference | Clinical performance  Clinical Discussions  UNIT EXAM |

UNIT 4 - CARE OF THE PATIENT WITH A CARDIOVASCULAR/ PERIPHERAL VASCULAR DISORDER

This content is divided into two units with two exams– The first unit content is Cardiac, and the second unit content is Peripheral Vascular Disorders and Pediatric Cardiology

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| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| After completion of this unit, the student will be able to:  1. Review the anatomy and physiology of the  cardiovascular system.  2. List predisposing factors to coronary artery  disease and cardiovascular disorders through  the lifespan.  3. Discuss the role of the nurse in diagnostic  tests that evaluate cardiovascular function.  4. Compare etiology, signs and symptoms, and  nursing management of the most common  cardiovascular disorders throughout the  lifespan.  5. Integrate patient teaching, health promotion  and discharge planning.  6. Describe nursing responsibilities related to  pre- and post-op phases for patient undergoing  cardiac surgery.  7. Learn the peripheral vascular system, along  with disorders, signs/symptoms, treatment,  nursing interventions, and patient teaching.  8. Integrate nutritional and pharmacological  management. | **Required Reading**:  *Foundations and Adult Health Nursing* – Chapter 48  *Maternity and Pediatric* *Nursing –* Chapter 26 | Class Discussion and Activities  Homework  Study Guide  ATI/Swift River  Speakers | Clinical Performance  UNIT EXAM |

UNIT 5 - CARE OF THE PATIENT WITH GASTROINTESTINAL/ACCESSORY ORGAN DISORDER

This content is divided into two units with one exam given. Gastrointestinal is taught the first week, and Liver, Gall Bladder and Pancreas is taught the second week.

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| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  1. List the components of the alimentary canal  (digestive tract) and identify the accessory  organs of digestion.  2. Discuss the function of each digestive organ  and accessory organ throughout the lifespan.  3. Identify nursing interventions for diagnostic  examinations for patients with disorders of  the gastrointestinal tract.  4. Identify common diseases and nursing  diagnoses for the patient with disorders of  the gastrointestinal tract.  5. Describe medical management and nursing  interventions for the patient with disorders of  the gastrointestinal tract throughout the  lifespan. | **Required Reading:**  *Foundations and Adult Health Nursing,* Chapters 45 and 46  *Maternity and Pediatric,* Chapter 28  Chapter 19 Tube Feeding, pg. 565 – 568  Chapter 15 Inserting and Maintaining NG Tubes, pg. 378 - 386 | Class Discussion  Care of the Patient with a Gastrointestinal Disorder  Care of the Patient with a Gallbladder, Liver, Biliary Tract, or Exocrine Pancreatic  The Child with a Gastrointestinal Condition  NG tube Insertion  Skill Demo and Practice  Discussion and Presentation in Post-Conference  ATI Activities  Computer Resources | CEBS  Clinical performance  Clinical Discussions  UNIT EXAM |

UNIT 5 - CARE OF THE PATIENT WITH A GASTROINTESTINAL/ACCESSORY ORGAN DISORDER (CONT)

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

UNIT 6 - CARE OF THE PATIENT WITH A NEUROLOGICAL DISORDER

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| **OBJECTIVES** | **THEORETICAL CONTENT** | **LEARNING ACTIVITIES** | **EVALUATION** |
| Upon completion of this unit, the student will be able to:  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  and 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. Discuss the nursing process as related to care  of individuals with neurological disorders.  7. Integrate patient teaching, health promotion  and discharge planning. | **Required Reading:**  *Foundations and Adult Health Nursing,* Chapter 54  *Maternity and Pediatric Nursing,* Chapter 23 – pp. 546 - 569  Lecture | Key Terms  Care of a Patient with a Neurological Deficit  Class Discussion  Study Guide  Case Study  ATI/Swift River  Glasgow Coma Scale | Return Demonstration of Neuro Check  Clinical Assessment Skills  Neurological Assessment Sheet  UNIT EXAM |

**VNSG 1219**

**PROFESSIONAL DEVELOPMENT**

**SYLLABUS**

**VOCATIONAL NURSING**

**TEXARKANA COLLEGE**

**TEXARKANA, TEXAS**

**COURSE NAME: Professional Development COURSE NUMBER: VNSG 1219 CREDIT HOURS: 2 LECTURE \_\_1 LAB: 1 TOTAL CONTACT HRS: 48**

**COURSE DESCRIPTION:**

Study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary health care team, professional organizations, and continuing education.

**END-OF-COURSE OUTCOMES:**

The student will describe the role of the licensed vocational nurse in multi-disciplinary settings inclusive of basic principles of leadership and management; discuss the role of professional organizations and regulatory agencies; and identify criteria and appropriate resources for continuing education.

**KEY CONCEPTS AND GENERAL COURSE PLAN:**

Special emphasis is placed on the role of the vocational nurse in practice with a continuation of ethical and professional role concepts.

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 conductive 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, VNSG

1461, VNSG 1330, VNSG 1334, and VNSG 2363.

Co-requisite Courses: VNSG 1509, VNSG 2510 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 an essential component for student success. If a lecture is missed, the student is responsible for the material covered (this includes lecture, handouts, etc). For successful completion of the course, a minimum overall average of C (75%) must be achieved on written examinations and course work.

**Three absences** are allowed in this course for illness, emergencies or extenuating circumstances. Three times to be tardy equals one absence. 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 per the withdrawal policy.

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.

V. EVALUATION

Resume – 20%

Ethics Presentation – 20%

ATI/Homework/Quizzes – 30%

Professional Development Exam – 30%

Grading Scale:

A = 89.5 - 100 B = 80.5 - 89.49 C = 74.5 - 80.49 D = 64.5 - 74.49 Below 64.5 = F

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

This course carries three mandatory assignments. They cannot be missed. Those are:

1. NCLEX – PN three-day review

2. Professional Development presentations

3. Comprehensive Predictor exam

The NCLEX-PN Review is a mandatory component of the curriculum. The cost of this review is divided into three equal amounts and added to the cost of each semester. If the student is unable to attend the entire review course offered by Texarkana College, the student is responsible for paying for and attending a comparable review course. The student must provide proof of attendance before release of their grades and affidavit of completion is released.

The Professional Development presentations and the Comprehensive Predictor can be either a VNSG 2462 clinical day or a theory day. However, the grade is always a portion of the VNSG 1219 course.

The ATI PN Comprehensive Exam will be administered during the 3rd semester. The student must score greater than 71.3 on the PN Comprehensive Predictor (Percentage Correct) which equates to a greater than 90% predicted probability of passing NCLEX-PN. If the required greater than 71.3% is not attained, the student will be required to complete 10 hours of remediation in the Computer lab, logged in time, prior to release of program grades. These 10 hours will be computer programs geared toward the student’s weak area and assigned by the instructors. The student will then take a second ATI – Comprehensive Predictor exam.

COURSE OBJECTIVES

STUDENT LEARNING OUTCOMES

VNSG 1219

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

1. Identify and apply ethical principles appropriate for personal and professional

growth.

2. Recognize the relationship between legal aspects and nursing ethics.

3. Compare and contrast different types of communication and how to create a

positive image.

4. Discuss the importance of and reasons for confidentiality.

5. Understand the requirements for continuing education upon licensure.

6. Clarify duties of leadership vs. management as to purpose and function.

7. Explain the interview process and how to prepare for an interview.

8. Prepare a resume with reference list for the purpose of obtaining employment as a licensed vocational nurse.

9. Explain and apply the Texas Nurse Practice Act to future nursing practice.

10. Discuss responsibility and accountability in delegation, supervision,

and collaboration of the LVN.

11. Mandatory attendance of the TC NCLEX-PN Review course.

12. Be able to utilize acquired skills and knowledge for transition from student to graduate vocational nurse.

PROFESSIONAL DEVELOPMENT

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| OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
| Upon completion of this unit, the student will be able to:  1. Define ethics and apply principles that  are appropriate to personal and  professional growth.  2. Describe the relationship between legal  aspects and nursing ethics.  3. Compare and contrast assertive,  unassertive, aggressive, and passive-  aggressive communication and how to  create a positive image.  4. Discuss the importance and reasons for  confidentiality.  5. Discuss continuing education and  certification opportunities for the  LVN/LPN.  6. Discuss nurse burnout and strategies for  prevention. | **Required Readings:**  Foundations and Adult Health Nursing,  Chapter 2 and 58 | Group Discussions  Research project/presentation  Resumé  NCLEX-PN Review Course  ATI:  • Video Case Studies PN, Teamwork and Collaboration  • Engage Fundamentals PN, Professional Nursing: Professionalism and Leadership  • Engage Fundamentals PN, Foundational Concepts of Nursing Practice: Evidence-Based Practice | Professional Development/  Leadership Presentations  Resumé  Final Exam  ATI Score Report for Assigned Modules    Class Participation |

PROFESSIONAL DEVELOPMENT (CONT)

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| **OBJECTIVES** | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
| 7. Clarify the difference between  leadership and management as  to purpose and function.  8. Discuss the responsibility and  accountability in delegation,  supervision, and collaboration of  the LVN.  9. Follow written instructions for  writing a resume.  10. Explain the interview process  and how to prepare for it.  11. Identify areas of employment in  your community.  12. Recognize the importance of an  active role in LVN nursing  organizations. |  |  |  |

PROFESSIONAL DEVELOPMENT (CONT)

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| 13. Construct a plan to prepare for  successful completion of the  NCLEX-PN.  14. Explain and apply the Texas  Vocational Nurse Act to your  future nursing practice.  15. Discuss how researching peer-       reviewed literature facilitates       service excellence in client       care and promotes professional       nursing within the healthcare       system.  16. Complete a research project/  presentation on the selected topic  assigned. |  |  |  |

**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**

**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.

TEACHING METHODS

1. Care of assigned patients
2. Written assignments
3. Research of topics

3. Post-conference

4. Patient care observation and participation in Specialty Areas with completion of learning objectives for these areas when applicable

5. Case studies

6. Simulation/Assigned activities

**CLINICAL ATTENDANCE**

Because of the importance of the clinical component, the student is expected to be present for all scheduled clinical days. However, **three absences** are allowed in this course for illness, emergencies or extenuating circumstances. Three times to be tardy equals one absence. 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 per the withdrawal policy.

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 who took the call. Failure to notify the unit at least one hour before the start of the clinical day will result in a deduction of points on the next graded clinical day. The student may also notify the instructor in person before the expected absence. Call-ins may also be accepted as specified by the instructor.

Any absence will be applied toward the attendance policy. No online make-up days are allowed. However, absences may be excused by the Dean of the Health Sciences Department or Administration, and any make-up days will be at their discretion.

**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

Students are graded each clinical day according to criteria in these seven categories. These can be found in the VNSG 2462 Grading of Daily Clinical Experience. Failure to attain at least 75% 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 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 of 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 the 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.

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING**

**GRADING OF DAILY CLINICAL EXPERIENCE**

The Texarkana College Vocational Nursing student is expected to be able to deliver care to one or more clients in a variety of clinical settings. Clinical grading will be based on the following seven broad areas:

1. Assessment: Ability to gather information to care for assigned clients. Includes obtaining client reports from staff, completing nursing assessments, collecting data and researching information pertaining to client care.
2. Planning: Ability to plan care for the client. Includes setting goals, establishing priorities of care, identifying nursing interventions, managing tasks/time, and meeting all client needs within the scope of practice for a VN student.
3. Implementation: Ability to perform and document skills. Includes documenting client care activities in a timely manner, implementation of nursing interventions in an organized and efficient manner to all assigned clients and seeking learning opportunities when assigned client care is completed.

1. Interpersonal Relations: Ability to interact with others. Includes therapeutic communication and/or collaboration with clients, family members, and healthcare team, staff, instructor and peers, accepting feedback in an appropriate, professional manner, and submitting clinical assignments and/or clinical documentation on time using correct spelling and terminology.
2. Evaluation: Ability to effectively evaluate care of client. Includes assessing client’s response to nursing interventions performed, client teaching, and evaluating student’s ability to care for assigned clients.
3. Professional and Ethical Behavior: Ability to demonstrate professional and ethical behavior. Includes being on time and prepared for the clinical day (has all necessary supplies), reporting errors or safety violations promptly, accepting responsibility for client care, maintaining client dignity and confidentiality, displaying respect and maintaining a calm demeanor in stressful situations, adhering to all policies of Texarkana College and clinical agencies including but not limited to absenteeism, dress code, lying, stealing, physical/verbal abuse or harassment.
4. Safety: Exhibits the ability to give safe, competent care to the client. Includes assisting with ADLs, performing skills correctly, safely administering medications following all client rights, promptly reporting pertinent information to appropriate staff and/or instructor, and implementation of nursing actions designed to prevent complications. Also includes not performing skills that are outside the scope of practice for a VN student.

***Means of evaluation for each area: Direct observation of student; oral report to instructor; discussion of information received in report; written and/or electronic documentation/assignments; feedback from clients, family, team members, staff, and peers; and ability to discuss client care during post-conference.***

The Vocational Nursing Student does NOT:

1. Administer any IV specialty medications (Dopamine, Nitroglycerine, Chemotherapy, Potassium bolus, etc.)

2. Administer medications by IV push

3. Flush saline locks or give medications through saline locks

4. Perform any central line procedures, including dressing changes, or give medications by central line, including PICC lines

5. Remove vaginal packs

6. Perform vaginal or rectal examinations

7. Administer medications, do tube feedings, or perform advanced skills on newborn/pediatric clients (Please check with your instructor prior to performing skills on newborn/pediatric client)

8. Give medications in Labor and Delivery

(Please discuss with instructor before administering any medications in this area)

Call the instructor for procedures that require supervision. The student may perform skills with licensed staff member after approval by the instructor.

**Grading of Daily Clinical Experience**

1. Each student will be evaluated each clinical day on the basis of the seven categories listed in the Grading of Daily Clinical Experiences.

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. The average score for a precepted/observation day is 30. Students may achieve a higher score if staff at the facility or the instructor feels the student excelled for that clinical day. Students can receive a decrease in grades for issues identified by staff or instructors.

4. Clinical grade is achieved by averaging all grades.

The grading scale is:

31.3 - 35 = A (89.5 - 100)

28.2 - 31.2 = B (80.5 - 89)

26.1 - 28.1 = C (74.5 - 80)

22.6 – 26 = D (64.5 – 74.4)

Below 22.6 = F (<64.5)

Students must achieve a grade of 26.1 (74.5) or higher to be successful in the course. Any grade less than this will result in failure.

The clinical instructor will give written and/or verbal feedback to the student regarding clinical performance. 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 | Assisted | Safe and Accurate in Effect and Affect Each Time | Skillful in Parts of Behavior; Inefficient; Uncoordinated. Expends Excess Energy Within a Delayed Time Period | Frequent Verbal and Occasional Physical Directive Cues in Addition to Supportive Cues |
| 2 | Marginal | Safe and Accurate in Effect and Affect Each Time | Unskilled; Inefficient; Expends Considerable Excess Energy Within a Prolonged Time Period | Continuous Verbal and Frequent Physical Cues |
| 1 | Dependent | 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** – The way the action is performed and the demeanor of the student

**TEXARKANA COLLEGE VOCATIONAL NURSING**

**SPECIALTY** **UNITS CRITERIA**

**GUIDELINES FOR EMERGENCY DEPARTMENT ROTATION**

**You must check in with instructor by 0630**

* + Wadley - located on the first floor.
  + CHRISTUS St. Michael - located on the third floor.

The emphasis for this experience is to observe triage nursing and emergency care. Confidentiality is to be practiced and legal implications are to be considered. You may assist by doing procedures that you are competent in doing, such as vital signs, catheterizations, administering injections, and IVs/drawing blood (once you have successfully checked off on skills with instructors) under the supervision of the Licensed Vocation/Practical nurse (LVN/LPN) or Registered Nurse (RN). **Students in the Texarkana College Vocational Nursing program do not administer IVP meds. Students are not to hang IVPB meds in the ED (Emergency Departments). T**he same level of supervision is required as any other assigned hospital experience as a student. Physical assessments may be completed with the supervision of LVN, LPN or RN. If a patient is to be transferred within the hospital (for diagnostic procedures or for admission to another area) you may assist and accompany the ED personnel with the transfer. Do not transport patients on your own. You are not to accompany patients in ambulance or helicopter transfers.

If there are periods without patients, you may help the ED personnel with stocking supplies, checking equipment, and other practices that maintain readiness for emergency care.

Grading is based on reports given to instructor and/or discussion during post-conference, ability to answer questions, required paperwork for the area, feedback from staff, and any other pertinent information gathered for the day.

* + You **will** attend post-conference with your clinical group.
  + You **will not** fill out preceptor forms for this assignment.
  + You will be graded based on the criteria for specialty units.

**GUIDELINES FOR DAY SURGERY**

**You must check in with instructor by 0630**

* + Wadley - located on the first floor.
  + CHRISTUS St. Michael - located on the third floor.

The emphasis for this experience is to assist with routine patient care, safely practice IV insertions and drawing blood (once you have successfully checked off on skills with instructors) under the supervision of the Licensed Vocational Nurse or Registered Nurse. Confidentiality is to be practiced and legal implications are to be considered. The same level of supervision is required as any other assigned hospital experience as a student.

If there are periods without patients, you may help the Day Surgery personnel with stocking supplies, checking equipment, and other practices that maintain readiness for the unit. When census in the Day Surgery has dropped to where there is nothing to assist the RN with, report to your clinical instructor on your assigned floor.

Grading is based on reports given to instructor and/or discussion during post-conference, ability to answer questions, required paperwork for the area, feedback from staff, and any other pertinent information gathered for the day.

* + You **will** attend post-conference with your clinical group.
  + You **will not** fill out preceptor forms for this assignment.
  + You will be graded based on the criteria for specialty units.

**GUIDELINES FOR THE OPERATING ROOM**

**You must check in with instructor by 0630**

* Wadley - located on the first floor.
* CHRISTUS St. Michael - located on the third floor.

The emphasis for this experience is to observe the intraoperative patient. Confidentiality is to be practiced and legal implications are to be considered. You may assist by doing procedures that you are competent in doing, such as vital signs and catheterizations (once you have successfully checked off on skills with instructors) under the supervision of the Licensed Vocational/Practical nurse or Registered Nurse. **You may not start IV’s, draw blood or administer any meds in the OR.** The same level of supervision is required as any other assigned hospital experience as a student.

When there are periods without patients, you should help the surgery personnel with setting up the room for the next surgery, stocking supplies, checking equipment, and other practices that maintain readiness for the unit. If you are dismissed from the OR by the OR staff prior to time for post-conference, report to your clinical instructor on your assigned floor.

Grading is based on reports given to instructor and/or discussion during post-conference, ability to answer questions, required paperwork for the area, feedback from staff, and any other pertinent information gathered for the day.

During your OR day, you will be required to change into surgical scrubs and perform a surgical scrub. You must still come dressed in your TC uniform for this assignment. This day will consist of standing in one position for a long period of time. You must eat something prior to being allowed to go to the OR. Since you do not know the days on which you will be assigned here, all students should eat before coming to clinicals.

* + You **will** attend post-conference with your clinical group.
  + You **will not** fill out preceptor forms for this assignment.
  + You will be graded based on the criteria for specialty units.

**GUIDELINES FOR GI Lab**

**Check in with instructor by 0630**

* Wadley - located in the same area as the Operating Room
* CHRISTUS St. Michael - located on the third floor.

The emphasis for this experience is to follow the assigned nurse. Confidentiality is to be practiced and legal implications are to be considered. You may assist by doing procedures that you are competent in doing, such as vital signs and catheterizations (once you have successfully checked off on skills with instructors) under the supervision of the Licensed Vocational/Practical nurse or Registered Nurse. Students will not administer medications in the GI lab. The same level of supervision is required as any other assigned hospital experience as a student.

Grading is based on reports given to instructor and/or discussion during post-conference, ability to answer questions, required paperwork for the area, feedback from staff, and any other pertinent information gathered for the day.

* + You **will** attend post-conference with your clinical group.
  + You **will not** fill out preceptor forms for this assignment.
  + You will be graded based on the criteria for specialty units.

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING PROGRAM**

**CLINICAL OBJECTIVES FOR GI LAB/PROCEDURES**

**This sheet is to be completed when assigned to GI lab. It is to be given to your clinical instructor at post-conference.**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What is an EGD?

2. How do patients prep for an EGD?

3. What structures are visualized during a colonoscopy?

4. How should a patient prep for a colonoscopy?

5. What other procedures are performed in the GI lab? Explain these

6. What nursing responsibilities are performed before, during and after procedures?

7. List the type of sedation used, name medications that are used, and give classification of these medications.

**GUIDELINES FOR SPECIAL PROCEDURES/NUCLEAR MED/CT/MRI**

**Check in with instructor by 0630**

The emphasis for these experiences is to observe as procedures are performed. Confidentiality is to be practiced and legal implications are to be considered. You may assist by doing procedures that you are competent in doing, such as vital signs (once you have successfully checked off on skills with instructors) under the supervision of the Licensed Vocational/Practical nurse or Registered Nurse. Students will not administer medications in these areas. The same level of supervision is required as any other assigned hospital experience as a student.

Grading is based on reports given to instructor and/or discussion during post-conference, ability to answer questions, required paperwork for the area, feedback from staff, and any other pertinent information gathered for the day.

* + You **will** attend post-conference with your clinical group.
  + You **will not** fill out preceptor forms for this assignment.
  + You will be graded based on the criteria for specialty units.

**GUIDELINES FOR DIALYSIS**

Meet your instructor by 0630 as usual. Dialysis units typically begin at various times. Wadley Regional Medical Center (WRMC) will begin room set up around 0730. Christus St. Michael (CSM) begins at 0800. Dialysis is located on the 2nd floor at WRMC and on 5 North at CSM. Your clinical instructor will assign you to assist with vital signs and patient care until it is time to go to the Dialysis Unit.

The emphasis for this experience is to observe the hemodialysis procedure. Observe the techniques utilized, the nurse’s role, and the patient’s response. Review patient’s lab results. Ask questions appropriately. Complete objectives for this clinical rotation and turn in as per the instructions given to you by your instructor.

* + You **will** attend post-conference with your clinical group.
  + You **will not** fill out preceptor forms for this assignment.
  + You will be graded based on the criteria for specialty units.

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING PROGRAM**

**CLINICAL OBJECTIVES FOR DIALYSIS ROTATION**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

**Dialysis Objectives:**

1. Identify the types of dialysis access devices and discuss each thoroughly.

2. Explain the physiologic principles of hemodialysis.

3. Discuss nursing assessment and management of the patient before, during and

after dialysis.

4. Identify the adverse effects of hemodialysis and nursing measures to prevent

them. Make sure to discuss disequilibrium syndrome.

5. Determine if dialysis affects the body’s use of medications administered prior to

dialysis.

**GUIDELINES FOR CHRISTUS ST. MICHAEL WOUND CARE**

**Check in with nurse by 0800**

* + - CHRISTUS St. Michael Wound Care
* 1801 Galleria Oaks Dr., Texarkana TX, 75503
* 903 - 614 - 4495

Please note that this clinical day does not start until 0800. When you arrive at the facility, introduce yourself and state you are a Texarkana College student present for your clinical day.

The emphasis for this experience is to follow the assigned nurse. Confidentiality is to be practiced and legal implications are to be considered. The same level of supervision is required as any other assigned hospital experience as a student. Complete objectives for this clinical rotation and turn in as per the instructions given to you by your instructor.

Grading is based on reports given to instructor and/or discussion during post-conference, ability to answer questions, required paperwork for the area, feedback from staff, and any other pertinent information gathered for the day.

* + - Leave CHRISTUS St. Michael Wound Care at 1230 for lunch
    - You willattend post-conference with your clinical group at the regularly scheduled time
    - You **DO** need preceptor forms for your wound care assignment (see next page in syllabus) It is YOUR RESPONSIBILITY to have the nurse fill out a preceptor form for you and you must fill out a form on the nurse in which you followed. If you do not complete preceptor forms, this could be reflected in your overall clinical grade.
  + You will be graded based on the criteria for specialty units.

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING PROGRAM**

**CLINICAL OBJECTIVES FOR WOUND CARE ROTATION**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

**While in this setting, the student will:**

1. Provide patient-centered nursing care using current evidence-based outcomes to patients with enterostomal/wound care needs according to the VN Scope of Practice.
2. Provide assessment of the patient’s current health status and response to therapy.
3. Use therapeutic communication skills to interact effectively with patients, family and members of the healthcare team.
4. Maintain an environment that promotes physical and psychological safety of the patient.
5. Evaluate patient responses to wound/skin therapies to promote healing.

**Questions to be answered for Wound Care**

1. What is the admission process at the Wound Care Center for patients who are to receive wound care treatment?

2. What different types of wound care treatments can patients receive?

3. What medications are commonly used for wounds?

4. What is the average length of time that patients will receive treatment for their

wounds?

5. Discuss hyperbaric oxygenation.

6. Discuss any other information you learned today.

**GUIDELINES FOR HOSPICE OF TEXARKANA INPATIENT FACILITY**

* 2407 Galleria Oaks Drive Texarkana, TX 75503
* 903 - 280 - 7021

**Arrive at Hospice of Texarkana by 0630**

The emphasis for this experience is to follow the assigned nurse. Confidentiality is to be practiced and legal implications are to be considered. You may assist by doing procedures that you are competent in doing, such as vital signs and catheterizations (once you have successfully checked off on skills with instructors) under the supervision of the Licensed Vocational/Practical nurse or Registered Nurse. Students may administer medications within their scope of practice as a VN student at hospice. The same level of supervision is required as any other assigned hospital experience as a student. Complete objectives for this clinical rotation and turn in as per the instructions given to you by your instructor.

Grading is based on reports given to instructor and/or discussion during post-conference, ability to answer questions, required paperwork for the area, feedback from staff, and any other pertinent information gathered for the day.

* Leave Hospice of Texarkana at 1230 for lunch
  + You willattend post-conference with your clinical group at the regularly scheduled time
    - You **DO** need preceptor forms for your hospice assignment. It is YOUR RESPONSIBILITY to have the nurse fill out a preceptor form for you and you must fill out a form on the nurse in which you followed. If you do not complete preceptor forms, this could be reflected in your overall clinical grade.
  + You will be graded based on the criteria for specialty units.

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING PROGRAM**

**CLINICAL OBJECTIVES FOR HOSPICE**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_

1. Discuss the role of hospice within the health care setting.
2. Discuss the role of the vocational nurse within this setting.
3. Discuss the services that the hospice team provides to both the patient and their family.
4. Provide a list of benefits and limits of care provided by the hospice team and include rationale for each.

**TEXARKANA COLLEGE**

**VOCATIONAL NURSING PROGRAM**

**EXPECTATIONS FOR ROTATION IN A**

**HEALTHCARE PROVIDER CLINIC**

**The Texarkana College Student Vocational Nurse (VN) will provide patient care, consistent with the medical plan of care. Patient care encompasses the following:**

1. Assist with the admission process of each patient. This will include but is not limited to: height and weight, vital signs, update of patient history and the reason for the visit.
2. Receiving report on each patient.
3. Conduct a physical assessment with preceptor, including but not limited to, listening to heart, lung, and bowel sounds, pulses, checking incisions, and other factors per individual patient.
4. Evaluate laboratory results, x-rays, and/or other diagnostic tests pertinent to the care of a patient by a licensed vocational/practical nurse.
5. Assisting with patient transport to other departments for testing if necessary.
6. Observing administration of medications prescribed by healthcare providers.
7. Assist with the process of referrals.
8. Complies with HIPAA (Health Insurance Portability and Accountability) guidelines.
9. Observes the referral & pre-authorization processes for medications and procedures to other healthcare providers, home health referrals, obtaining equipment, and consulting dietary personnel.
10. Teaching patients about medications and disease processes.
11. Completing paperwork assigned by the instructor.
12. Utilize therapeutic communication techniques in order to facilitate the patient’s optimum level of wellness.
13. Administers CPR (Cardiopulmonary Resuscitation) according to American Heart Association Standards (Basic Life Support for the Health Care Provider) to patients in cardiac arrest, on an emergency basis.
14. Interacts with healthcare provider regarding patient’s condition.
15. Follow all policies and procedures of Texarkana College and the VN program.

**Students do not give medications while in the clinic setting.**

**Texarkana College**

**Vocational Nursing Program**

**Clinical Grading of Students in Specialty Areas**

A scale of 1-5 will be used: Totally Independent - 5 Supervised – 4 Assisted – 3 Marginal – 2 Dependent - 1

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Independent | Supervised | Assisted | Marginal | Dependent |
| Assessment – Contributes to the development of a database – Asks appropriate questions |  |  |  |  |  |
| Planning – Able to discuss a plan of care based on appropriate rationale |  |  |  |  |  |
| Implementation – Implements nursing interventions to meet the patient’s psychosocial and physiological needs. |  |  |  |  |  |
| Interpersonal Relations – Exhibits effective written, verbal and nonverbal communication skills |  |  |  |  |  |
| Evaluation –Participates in the evaluation process. completes required paperwork. |  |  |  |  |  |
| Professional Behavior – Demonstrates professional growth and behavior |  |  |  |  |  |
| Safety – Practices techniques that promote physiological and psychological safety of the patient |  |  |  |  |  |

August 2022

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. Students are expected to follow the policies and procedures of the assigned facility. 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.

**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. Medication Administration Record
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.

Patient History: Pathophysiology

|  |
| --- |
| **Diagnosis** |

**Diagnostic tests with results** **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**

Room #: \_\_\_\_\_\_ **Medication Administration Record**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Patient Allergies: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| Drug – Student should give the generic name listed. Trade name can be added | Dose | Route | Frequency | Classification | Nursing Interventions |
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**Students should not use antihypertensive or antibiotic as a classification.**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Patient’s Room #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| Lab | Patient Results | Normal Value | Indications |
| WBC |  | 5,000 – 10,000/mm3 |  |
| RBC |  | 4 – 6 million/mm3 |  |
| Hgb |  | Women – 12 – 14 g/dL  Men – 14 – 18 g/dL |  |
| Hct |  | Women – 37 – 47%  Men – 42 – 52% |  |
| Plts |  | 150,000 – 400,000/mm3 |  |
| Sodium |  | 135 – 145 mEq/L |  |
| Potassium |  | 3.5 – 5 mEq/L |  |
| Chloride |  | 96 – 106 mEq/L |  |
| Carbon dioxide (Venous) |  | 22 to 28 mEq/L |  |
| BUN |  | 10 – 20 mg/dL |  |
| Creatinine |  | 0.5 – 1.2 mg/dL |  |
| Glucose |  | 70 – 110 mg/dL |  |
| Calcium |  | 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 |  |

Students Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Room #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| Lab | Patient Results | Normal Value | Indications |
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**TEXARKANA COLLEGE**

**VOCATIONAL NURSING PROGRAM**

**PROBLEM LIST**

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

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Nursing Care Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| Nursing Diagnosis | Goal | Interventions | Evaluation |
| Subjective Data:  Objective Data: |  |  |  |

Texarkana College

Vocational Nursing Program

I have read the second semester syllabus for the Texarkana College (TC) 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 follow these rules, regulations, and policies may result in removal from the VN program and/or from all future courses at TC.

Printed Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_