



VOCATIONAL NURSING

**VNSG 1304, VNSG 1400,
VNSG 1402 and VNSG 1461**

1st Semester SYLLABUS

AND

CLINICAL PACKET

HEALTH SCIENCES DIVISION

TEXARKANA COLLEGE

TEXARKANA, TEXAS

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TC 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.
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

TEXARKANA COLLEGE

VOCATIONAL NURSING AWARDS

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

1. **ACADEMIC EXCELLENCE AWARD** - This award is presented to the student who has achieved a GPA of 3.5 or higher in all vocational nursing courses. It does not include any other courses.
2. **ATTENDANCE AWARD** - presented to the student(s) who have perfect attendance in the classroom and clinical settings. 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** - presented to the student who has been and will be a positive role model for the vocational nursing profession. The selection of this student is based upon faculty nominations and then voted on by faculty.

Student Resources

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.

At Texarkana College we support and provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns, depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The college offers services to assist you with addressing these or ANY other concerns you may be experiencing. Students can seek confidential mental health services from the resources listed below:

On Campus Counselor

Luretha Loudermill -903-823-3143
tc.counselor@texarkanacollege.edu

Suicide Hotline Number

1-800-273-8255 (TALK)

Suicide and Crisis Lifeline-

Call or text 988

The 988 Suicide and Crisis Lifeline – previously known as the National Suicide Prevention Lifeline – is a national network of more than 200 crisis centers that helps thousands of people overcome crisis situations every day. These centers are supported by local and state sources as well as the

Department of Health and Human Services’ Substance Abuse and Mental Health Services Administration

(SAMHSA). As of July 16, 2022, all calls and text messages to “988” route to a 988 Suicide and Crisis

Lifeline call center.

The 988 Suicide and Crisis Lifeline provides 24/7, confidential support to people in suicidal crisis or mental health-related distress (<https://www.fcc.gov/sites/default/files/988-fact-sheet.pdf>).

REQUIRED RESOURCES

1. Ackley, B. J. & Ladwig, G. B., (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 (2022), Introduction to Maternity and Pediatric Nursing, 9th Edition, Elsevier, St. Louis, Missouri. *(Not needed until summer semester.)*
5. Morris, Deborah (2022), Calculate with Confidence, 8th Edition, Elsevier, St. Louis, Missouri.
6. Sanoski, Cynthia A. & Vallerand, A. H., (2021), Davis's Drug Guide for Nurses, 18th Edition, F.A. Davis, Philadelphia, PA.
7. Texarkana College, 2022-2023 Health Science Division Student Handbook, Texarkana College, Texarkana, Texas, Online.
8. Texarkana College Vocational Nursing Syllabi Class 134, Online.
9. Vocational Nursing Skills Packet. **Purchased only through Texarkana College Bookstore.

OPTIONAL TEXTBOOKS:

1. Leifer, Gloria (2019), *Study Guide for Introduction to Maternity and Pediatric Nursing*, 9th Edition, Elsevier, St. Louis, Missouri. *
2. Van Leeuwen, A. M. & Bladh, M. L., (2019). *Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications*, 8th Edition, F. A. Davis, Philadelphia, PA.
3. Venes, D. (Ed.) (2017). *Taber's Cyclopedic Medical Dictionary*, 23rd Edition, F.A. Davis, Philadelphia, PA.

* **These two textbooks must be purchased. They cannot be rented. Students will be required to write in these books, and possibly tear out pages to submit to instructor.**

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

Computer Requirement Policy:

Students are required to have a computer with Internet access for classes. The computer must be an actual computer – smart phones, iPads, Androids, Chromebooks, etc., are not acceptable substitutes because they lack software compatibility necessary to complete all assignments and tests. Financial costs for the necessary equipment and internet access are the responsibility of the student.

Students needing to purchase a computer may do so through the Texarkana College Bookstore. Systems purchased through the bookstore meet or exceed all requirements, are competitively priced, and may be purchased using financial aid funds. If the system is purchased through another source, it is the student's responsibility to ensure the system meets all requirements.

Computer systems requirements:

- Webcam, microphone, and speakers or headphones
- Windows 10 or a recent version of Mac OS (minimum Sierra). Windows 10 S mode is not supported
- Hardware capable of running Microsoft Teams (free download) and supports multi-media playback
- Support for Chrome or Microsoft Edge – Note: Firefox, Safari, or other browsers will not work
- Able to run Microsoft Office which will be provided free to TC students
- Adobe Reader or another PDF viewer
- Antivirus software such as Windows Defender or another 3rd party anti-virus solution
- The Respondus Lockdown browser may be used for taking tests; therefore, the system must be capable of running this software. Most newer systems that meet other specifications should work.

Students should regularly backup content to prevent loss of coursework due to hardware failure. Backup copies of documents and other coursework may be placed on OneDrive cloud storage. OneDrive is included free of charge for all TC students.

A list of Internet service providers can be found on the TC website at:

<https://www.texarkanacollege.edu/coronavirus/>.

**TEXARKANA COLLEGE
VOCATIONAL NURSING PROGRAM
ATTENDANCE POLICY**

THEORY/ON-CAMPUS LAB ATTENDANCE POLICY:

Class and on-campus lab attendance is essential. Attendance is based on the policies stated in the Texarkana College Student Handbook (Absentee Policy). Refer to the individual course syllabi for the course attendance requirements. Students are expected to regularly attend all classes for which they are registered. Responsibility for work missed because of illness, school business, or other circumstances is placed on the student. The student is responsible for contacting the instructor to make arrangements for missed work. Poor class attendance may result in a student being dropped from a course by an instructor with a grade of an “F.”

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.

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

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

TARDY POLICY FOR CLASS AND CLINICAL:

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

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

CLASSROOM/CLINICAL ABSENCES: The number of absences allowed per course is:

**VNSG 1304 - 4
VNSG 1400 - 4
VNSG 1402 - 4
VNSG 1461 - 3**

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

OBJECTIVES OF ON CAMPUS LABS:

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

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

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

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

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

On Campus Lab Evaluation

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

TEXARKANA COLLEGE VOCATIONAL NURSING

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
5. Individualistic

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

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

CLINICAL EVALUATION PROCESS

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

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

The Clinical Evaluation Booklet (CEB) identifies the specific clinical objectives in each of the seven categories. Students are graded on each clinical day according to these objectives. Failure to attain at least 75% will result in an unsatisfactory day.

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

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

In the interest of patient safety, all written clinical assignments are to be turned in as requested by clinical instructors. Any assignment that is not submitted on time or is submitted incomplete will result in a deduction of clinical points in the following applicable categories: Assessment, Planning, Implementation, Interpersonal Relations, Evaluation, Professional Behavior, and/or Safety. A pattern of incomplete or late assignments will result in the student being counseled as outlined in the Clinical Evaluation Process.

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 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.

PROFESSIONAL CONDUCT

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 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.

ACADEMIC DISHONESTY STATEMENT

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

- NOTE:
1. Actions on campus or in the clinical lab that violate 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.

In effect: 8/98

Change: 6/98

Change: 6/10

ATI Resources for Student Success

Throughout the course the student will be responsible for completing ATI assessments and modules as assigned by the instructors.

What is ATI?

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

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

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

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.

Traditional/Hybrid Classroom Etiquette and Testing Guidelines

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 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 should 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.
 - a. 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.
 - b. 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.
 - b. 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.
 - c. An exam can be stopped at any time if the instructor needs to chat with a student.
2. Any significant ‘flagging’ will be discussed with the student. Habits and patterns that are flagged include:
 - a. Taking eyes off the computer screen repeatedly, such as reading the screen then looking to the side or downward.
 - b. Moving out of the camera view.

- c. Having more than one person in the room.
 - d. Frequent “clicking out of the browser” logged by ATI.
 - e. Covering your mouth with hands, clothing or blankets.
3. Cell phones, Smart watches, or other resources such as textbooks or notes may not be used in the testing environment.
 4. 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.
 5. Testing protocols and locations may be changed due to mandated restrictions and/or social distancing.

Effective 8/21

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 pan 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.

Student Printed Name

Student Signature

Date

VNSG 1304
FOUNDATIONS OF NURSING

SYLLABUS

VOCATIONAL NURSING

TEXARKANACOLLEGE

TEXARKANA, TEXAS

CCOURSE NAME: Foundations of Nursing
COURSE NUMBER: VNSG 1304
CREDIT HRS. 3 LECTURE: 3
LAB: 0 TOTAL CONTACT HOURS: 48

COURSE DESCRIPTION:

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

END-OF-COURSE OUTCOMES:

Identify roles and legal, ethical, and professional responsibilities of a vocational nurse as a member of the health care team in a variety of health care settings; identify characteristics of a therapeutic nurse/patient relationship; examine positive mental health practices emphasizing cultural and spiritual diversity; relate the history of nursing to the present day; and recognize the components of the nursing process related to primary nursing interventions.

KEY CONCEPTS AND GENERAL COURSE PLAN:

This is a foundational course emphasizing the historical aspects of nursing and the legal and ethical responsibilities of the licensed vocational nurse. Content includes roles of the practice nurse, standards of care, holistic healthcare, cost-effectiveness, transcultural nursing and an introduction to the nursing process. The basics of therapeutic communication and the mental health continuum are also included. Students must have concurrent enrollment in VNSG 1400, 1402, and 1461.

VNSG 1304

STUDENT 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 this course of study, the student will be able to:

1. Identify pertinent history and trends in nursing practice. (DEC I)
2. Identify the necessary professional characteristics needed to become a vocational nurse. (DEC I)
3. Describe the basic physiologic and psychosocial needs of all individuals. (DEC II, DEC III)
4. Apply the steps of the nursing process as related to patient care. (DEC II, DEC III)
5. Use effective verbal and nonverbal communication with patients, families and co-workers. (DEC II, DEC IV)
6. Define mental health and describe the mental health continuum. (DEC II)
7. Identify legal and ethical issues related to nursing. (DEC I, DEC II, DEC III, DEC IV)

VNSG 1304 FOUNDATIONS OF NURSING

I. INTRODUCTION

The faculty of the Vocational Nursing program in the Health Sciences Division of Texarkana College adheres to the belief that the process of learning involves a dual role of the nursing educator and the student. The nursing educator will facilitate the learning environment. The student WILL assume the responsibility for achieving the learning outcomes and is expected to actively contribute in a direct and positive manner to the learning experience.

II. COURSE PRE-REQUISITES:

American Heart Association BLS, Computer Course, BIOL 2401, and BIOL 2402

Concurrent enrollment in VNSG 1400, 1402, and 1461

III. TEACHING METHODS

- Lecture/discussion
- Reading assignments/Independent Study
- Demonstrations/return demonstrations
- Audiovisual and e-Learning resources
- Written assignments
- Group projects/activities

IV. EVALUATION

The Health Sciences Division puts tremendous effort into effectively assessing and measuring student learning outcomes. The following is how final grades are computed for each course taken throughout the program. VNSG 1304 is divided into three units with an exam given at the end of each unit. Several chapters may be included in a unit exam. A comprehensive final exam is given at the conclusion of the course.

If an exam is missed, the student is responsible for contacting the instructor to make up the missed exam the day the student returns to class. All Make-Up Unit Exams will be 25 questions.

| | |
|------------------------|-----|
| Unit exams | 70% |
| Final | 20% |
| Homework, Quizzes, ATI | 10% |

Grading Scale:

- A = 90-100
- B = 81-89
- C = 75-80
- D = 65-74
- F = 64 or less

THE STUDENT MUST EARN A PASSING GRADE (75 OR BETTER) IN ORDER TO CONTINUE IN THE VOCATIONAL NURSING PROGRAM.

Quizzes and Homework

If a student is absent on the day a quiz is given, there will be no make-up quiz administered and the student will not receive a grade for the assignment.

Grading will be as follows for each course:

- No grade will be given for missed quizzes or in-class assignments due to absences.
- No late assignments will be accepted.
- Homework assignments are due at assigned time/date regardless of student absence (upload or email as instructed).
- No grades will be dropped in any course.

Grades for homework, quizzes, ATI, or 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 challenge their grade. No grade challenges are allowed after that time.

V. **ATTENDANCE**

Attendance is essential due to the content presented and the necessity of meeting objectives within a limited time frame. If a lecture is missed, the student is responsible for the material covered. The student is responsible for contacting the instructor the same day the student returns to class or sooner to discuss making up any late work.

Professional development is measured by the student's attendance throughout the entire Vocational Nursing program. Late arrivals impact the learning environment for the instructor and other students. If the student is not present at the scheduled start of class, the student is marked absent. If the student arrives less than 15 minutes late, the student is counted tardy but it is the student's responsibility to notify the instructor during the first break the time of arrival or the marked absence will stand.

Four absences are allowed in this course.

| VNSG 1304 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|--|--|
| <p>Unit 1 Evolution, Law, Ethics, and Communication Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Relate institutional philosophy and defined policies and procedures for delivery of nursing care. 2. Identify persons who contributed to the history of nursing. 3. Relate historical knowledge of educational programs and schools leading to licensure. 4. Discuss factors pertaining to licensure in nursing. 5. Define and differentiate the roles of the practical and registered nurse. 6. Identify the different components of the Health Care Delivery Systems. 7. Relate basic characteristics, trends, and issues of health care delivery. 8. Relate knowledge of ways to implement cost-effective strategies in the health care delivery system. 9. Identify at least two standards of practice for LVNs | <p>TC Health Sciences Student Handbook</p> <p>Readings:</p> <p>Foundations textbook Chapters 1 and 2</p> | <p>Define and Apply Terms Appropriately</p> <p>Class Discussions</p> <p>Role Play</p> <p>You Tube Videos</p> <p>Small Group Activities</p> <p>Study Guide</p> <p>Worksheets</p> <p>ATI Resources</p> | <p>Homework</p> <p>Quizzes</p> <p>Class Participation</p> <p>Unit Exam</p> |

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|---|-------------------------------|------------------------------------|--|
| <p>10. Identify important provisions of Nurse Practice Act and functions of State Board of Nursing.</p> <p>11. Relate knowledge of legal and ethical issues related to nursing.</p> <p>12. Relate knowledge of the Patient’s Bill of Rights.</p> <p>Therapeutic Communication</p> <p>13. Define therapeutic communication and discuss the basic components of therapeutic communication.</p> <p>14. Recognize the differences among passive, assertive, and aggressive communication techniques.</p> <p>15. Describe and utilize verbal and/or nonverbal therapeutic communication techniques.</p> <p>16. Identify factors that can affect communication.</p> <p>17. Discuss potential barriers to communication.</p> <p>18. Apply the nursing process to patients with impaired verbal communication.</p> <p>19. Apply therapeutic communication techniques to patients with special communication needs.</p> | <p>Foundations: Chapter 4</p> | <p>Assigned Digital Resources:</p> | |
|---|-------------------------------|------------------------------------|--|

| VNSG 1304 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|---|---|--|---|
| <p>Unit 2: Cultural and Ethnic Considerations; Mental Health</p> <p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Relate knowledge of common health practices and behaviors related to transcultural nursing. 2. Relate knowledge of the various cultural responses to alterations in health status. 3. Identify, discuss, and implement self-care strategies to prevent mental health disturbances. 4. Define mental health and describe the mental health continuum. 5. Identify and discuss specific behaviors associated with incivility and workplace violence and how to contribute to the establishment of a safe culture in healthcare environments. | <p>Readings:</p> <p>Foundations, Chapters 6 and 34</p> <p>Incivility in Healthcare: How We Can Change the Culture (rn.com)</p> <p>incivility-bullying-and-workplace-violence--ana-position-statement.pdf (nursingworld.org)</p> | <p>Active Learning Groups</p> <p>Assigned Digital Resources</p> <p>ATI Resources</p> <p>Web-based Interactive Case Study (Ryerson)</p> <p>Speaker: L. Loudermill, TC counselor</p> <p>CDC Occupational Violence Course:</p> <p>Workplace Violence Prevention for Nurses NIOSH CDC</p> | <p>Unit Exam</p> <p>Quizzes</p> <p>Certificate of completion: https://www.cdc.gov/TCEOnline</p> <p>Advance organizer (handout/Moodle)</p> |

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| <p>6. List the defining characteristics and behaviors of persons who are mentally healthy and those who are mentally ill.</p> <p>7. Describe the factors that influence an individual's response to change.</p> <p>8. Identify factors that contribute to the development of emotional problems or mental illness.</p> <p>9. Identify barriers to health adaptation, social determinants of health, and the role of social justice in healthcare.</p> <p>10. Identify major components of a nursing assessment that focuses on mental health status.</p> <p>11. Identify basic nursing interventions for those experiencing illness.</p> | <p>CDC: Social Determinants of Health Social Determinants of Health - Healthy People 2030 health.gov</p> <p>Tools for Putting SDOH into Action Social Determinants of Health CDC</p> <p>CDC Programs Addressing SDOH Social Determinants of Health CDC</p> <p>Treating Suicidal Patients during COVID-19 Suicide Prevention Resource Center (sprc.org)</p> <p>Psychiatric-Mental Health Nurse Essential Competencies for Assessment and Management of Individuals at Risk for Suicide APNA</p> | | |
|--|---|--|--|

| VNSG 1304 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|---|---|--|
| <p>Unit 3: Nursing Process</p> <p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Define nursing process. 2. Define and relate critical thinking to the nursing process. 3. Relate knowledge to each step in the nursing process. 4. Identify actual and potential health care needs of the patient based on assessment data. 5. Relate knowledge for setting priorities in planning and providing care for patients. 6. Identify appropriate goals based on patient needs. 7. Identify development stages and common situational variables affecting learning, such as stress, pain, and fear. | <p>Foundations, Chapter 5</p> <p>Mosby's Guide to Nursing Diagnosis</p> | <p>Group Care Plan Assignment</p> <p>Worksheets</p> <p>Care Plan Scenarios</p> <p>Study Guide</p> | <p>Group Care Plans</p> <p>Quizzes</p> <p>Class Participation</p> <p>Unit Exam</p> |

| | | | |
|--|--|--|--|
| <p>8. Relate knowledge of basic physiological, psychological, and spiritual aspects of common nursing interventions to meet basic needs.</p> <p>9. Identify the relationship and obvious conflicts between the nursing plan of care, the therapeutic regimen, and the plans of other health care professionals.</p> <p>10. List the steps in evaluating care</p> | | | |
|--|--|--|--|

WEEKLY OVERVIEW AND STUDY PLANNER

| MONTH: | | WEEK OF: | | | | |
|--------|---------|-------------|----------|---|--------------|--------------|
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY | SUNDAY |
| | | | | | | |
| COURSE | | ASSIGNMENTS | DUE | BOOK OR RESOURCE | | CHAPTER/PAGE |
| 1304 | | | | <div style="border: 1px solid black; padding: 10px; width: 80px; margin: auto;"> READING SCHEDULE </div> | | |
| 1402 | | | | | | |
| 1400 | | | | LABS | EXAMS | DATE |
| 1461 | | | | | | |

*** Make copies of this page to help manage your time, tasks, and responsibilities

VNSG 1400

NURSING IN HEALTH AND ILLNESS I

SYLLABUS

VOCATIONAL NURSING

TEXARKANACOLLEGE

TEXARKANA, TEXAS

COURSE NAME: Nursing in Health and Illness I
COURSE NUMBER: VNSG 1400
CREDIT HOURS: 4 LECTURE: 3
LAB: 2 TOTAL CONTACT HOURS: 80

COURSE DESCRIPTION:

Introduction to general principles of growth and development, primary health care needs of the patient across the lifespan, and therapeutic nursing interventions.

END-OF-COURSE OUTCOMES:

The student will recognize the uniqueness of the gerontologic patient related to physical, mental, and emotional changes associated with the aging process; describe the psychosocial, growth and development, and physiological needs of patients across the life span; identify common and overt and actual and potential primary health care needs of the patient; identify the basic interventions to support the patient and family during life stages including death and dying; identify pharmacological agents and related nursing interventions; and demonstrate competency in dosage calculations.

KEY CONCEPTS AND GENERAL COURSE PLAN:

This course is an introduction to general principles of growth and development and primary health care needs of the adult patient including gerontology. Physical, mental, and emotional aspects of dealing with death and dying are incorporated. Introductions to pharmacology and nutrition are provided. Emergency care of patients and care of patients with AIDS are also provided.

Students must be concurrently enrolled in VNSG 1304, VNSG 1402 and VNSG 1461.

VNSG 1400

STUDENT 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 this course of study, the student will be able to:

1. Differentiate the developmental tasks from early adulthood through older adulthood. (DEC II)
2. Describe specific nursing measures related to safety, comfort, nutrition and sexuality of the elderly. (DECs I, II)
3. Discuss changing attitudes toward death, living will, DNR, criteria for determination of death. (DEC II)
4. Describe nursing interventions and care of dying patient (child, adult, and family). (DECs II, III, IV)
5. Apply concepts related to safe administration of medications. (DEC II)
6. Identify pharmacological agents and related nursing interventions, while demonstrating competency in dosage calculations. (DECs II, III)
7. Identify essential nutrients, functions, sources, and deficiencies while incorporating nutritional needs into the patients' plans of care. (DECs II, III)
8. Identify needs of patients with AIDS. (DEC II)
9. Identify signs and symptoms and appropriate nursing interventions for various types of emergencies. (DECs II, III, IV)

I. INTRODUCTION

The faculty of the Vocational Nursing program in the Health Sciences Division of Texarkana College adheres to the belief that the process of learning involves a dual role of the nursing educator and the student. The nursing educator will facilitate the learning environment. The student WILL assume the responsibility for achieving the learning outcomes and is expected to actively contribute in a direct and positive manner to the learning experience.

II. COURSE PREREQUISITES:

American Heart BCLS, Computer Course, BIOL 2401, and BIOL 2402

Concurrent enrollment in VNSG 1304, 1402, and 1461

III. TEACHING METHODS

- * Lecture/discussion
- * Reading assignments
- * Independent study
- * Demonstrations/return demonstrations
- * Audiovisual and e-Learning resources
- * Written assignments
- * Group projects/activities

IV. EVALUATION

The Health Sciences Division puts tremendous effort into effectively assessing and measuring student learning outcomes. The following is how final grades are computed for each course taken throughout the program. VNSG 1400 is divided into five units with an exam given at the end of each unit. Several chapters may be included in a unit exam. A comprehensive final exam is given at the conclusion of the course. If an exam is missed, the student is responsible for contacting the instructor to make up the missed exam the day the student returns to class. All Make-Up Unit Exams will be 25 questions.

| | |
|------------------------|-----|
| Unit exams | 70% |
| Final | 20% |
| Homework, Quizzes, ATI | 10% |

Grading Scale:

- A = 90-100
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If a student is absent on the day a quiz is given, there will be no make-up quiz administered and the student will not receive a grade for the assignment.

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V. ATTENDANCE

Due to the content presented and the necessity of meeting objectives within a limited time frame, **four** absences in VNSG 1400 may occur. If a lecture is missed, the student is responsible for the material covered. Late arrivals impact upon the learning environment for the instructor and other students. VN students are expected to arrive in a timely fashion, in preparation for the start of class. If a student arrives after the scheduled start of class and up to 15 minutes late, the student is counted tardy. It is the student's responsibility to notify the instructor during the first break of the time of arrival to avoid being marked absent. If the student is more than 15 minutes late, the student is counted absent.

| VNSG 1400 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|---|--|--|------------------|
| <p>Unit 1: Adult Lifespan, Death and Dying</p> <ol style="list-style-type: none"> 1. Describe Erikson’s stages of development from early adulthood through late adulthood. 2. Differentiate the types of family patterns, their functions in society, and the stressors that commonly affect families. 3. Describe the aging process and how older adults differ from younger adults in response to illness, medications, and hospitalizations. 4. Relate implications of increasing number of older people in U.S. and identify community resources available to help assist in care of older adults. 5. Identify and discuss nursing measures to promote health of the older adult as it relates to nutrition, activities of daily living, safety concerns and communication. 6. Describe the stages of dying and various methods of determining when death is imminent. | <p>Readings, Foundations text:</p> <p>Chapter 24 – Lifespan (partial chapter)</p> <p>Chapter 25 – Death/Dying</p> <p>Chapter 33 – Older Adult (whole chapter)</p> <p>Chapter 38 – Long Term Care (partial chapter)</p> <p>Chapter 40 - Hospice</p> | <p>PowerPoint</p> <p>Define Terms</p> <p>Class Participation</p> <p>Small Groups, Active Learning</p> <p>Guest Speaker</p> | <p>Unit Exam</p> |

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| <p>7. Identify expected behavior in the dying patient and suggest nursing intervention that will provide needed support.</p> <p>8. Describe the role of the nurse in providing care of the dying patient; including postmortem care.</p> <p>9. Describe stages of grief and identify needs of the grieving family.</p> <p>10. Discuss the philosophy of hospice care and criteria of admission.</p> <p>11. Identify the roles of the LVN and other members of the multidisciplinary team.</p> <p>12. Discuss pharmacologic and nonpharmacological measures that are implemented as part of the plan of care for the hospice patient.</p> <p>13. Describe the different types of long-term care settings and services provided.</p> | | | |
| | | | |

| <p style="text-align: center;">VNSG 1400 OBJECTIVES</p> | <p style="text-align: center;">THEORETICAL CONTENT</p> | <p style="text-align: center;">LEARNING ACTIVITIES</p> | <p style="text-align: center;">EVALUATION</p> |
|--|--|--|--|
| <p>Unit 2: Oral Medication Administration</p> <p>Upon completion of this unit, the student will be able to apply knowledge across the lifespan and will be able to:</p> <ol style="list-style-type: none"> 1. Define pharmacology and related terms/abbreviations. 2. Demonstrate competency in dosage calculation. 3. Describe each phase of drug action. 4. List and describe the types, components, and guidelines of medication orders. 5. Describe the types of medication orders (prn, routine, etc.) and give the order of priority. 6. State the six rights of proper drug administration. 7. List the forms in which drugs are prepared and provide examples of each. 8. List the routes of medication administration and describe factors to consider in choosing these routes. | <p>Readings:</p> <p><i>Calculate with Confidence</i>, Chapters 10-13, and 17</p> <p><i>Foundations</i>, Chapter 17</p> <p>Study Guide</p> <p>Syllabus Pharmacology Lab Sheets, pages 50-52</p> | <p>Lecture</p> <p>Define Terms</p> <p>Drug Sheet Preparation</p> <p>Oral Medication Skills Lab</p> <p>Foundations Study Guide</p> <p>Small Group Activities</p> <p>ATI Modules</p> <p>Swift River Assignments</p> <p>Practice Exercises, Calculate with Confidence</p> | <p>Quizzes</p> <p>Unit Exam</p> <p>Oral Medication Skills Lab * See On-Campus Lab policy.</p> <p>Medication Administration Skill Check-off</p> |

| VNSG 1400 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|---|--|--|--|
| <p>9. Describe the time schedule that may be used for routine medications in healthcare facilities.</p> <p>10. List medication guidelines and safety precautions in the administration of medications.</p> <p>11. Describe and demonstration safe administration of oral medications.</p> <p>12. Describe the general procedure for reporting an adverse drug reaction.</p> <p>13. Discuss and identify the classification, drug action, therapeutic effect, interactions, and adverse effects of digoxin, furosemide, potassium, and warfarin.</p> <p>14. Discuss the DEA's role in scheduling controlled substances and give examples from each category.</p> | <p>Readings:</p> <p><i>Calculate with Confidence</i>, Chapters 10-13, and 17</p> <p><i>Foundations</i>, Chapter 17</p> <p>Study Guide</p> <p>Syllabus Pharmacology Lab Sheets, pages 50-52</p> | <p>Lecture</p> <p>Define Terms</p> <p>Drug Sheet Preparation</p> <p>Oral Medication Skills Lab</p> <p>Foundations Study Guide</p> <p>Small Group Activities</p> <p>ATI Modules</p> <p>Swift River Assignments</p> <p>Practice Exercises, Calculate with Confidence</p> | <p>Quizzes</p> <p>Unit Exam</p> <p>Oral Medication Skills Lab * See On-Campus Lab policy.</p> <p>Medication Administration Skill Check-off</p> |

| VNSG 1400 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|---|--|--|---|
| <p>Unit 3: Parenteral Medication Administration</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of the six rights of medication administration as related to the delivery of parenteral medications. 2. Describe the anatomy of a syringe and needle, including the parts that remain sterile. 3. Describe the syringes/needles that are most frequently used for giving an injection. 4. Demonstrate competency withdrawing medication from vials and ampules with dexterity. 5. Discuss how to prevent needle stick injuries in the health care settings. 6. Identify the advantages and disadvantages of parenteral drug administration. 7. List the basic guidelines for administering an injection. 8. Discuss why it is important to assess a patient prior to the administration of an injection. 9. Demonstrate competency in land-marking and administering subcutaneous, intramuscular, and intradermal injections. | <p><i>Calculate with Confidence</i>, Chapters 18-20</p> <p>VN Skills Bag</p> <p>Syllabus Pharmacology Lab Sheets</p> | <p>Practice Problems</p> <p>https://quizizz.com/</p> <p>Faculty Demonstration</p> <p>Student Skill Practice</p> | <p>Unit Exam</p> <p>Injection Skills Lab *See On-Campus Lab policy</p> <p>Syllabus lab sheets</p> |

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| <p>10. Describe the classifications of insulin and the different types of insulin.</p> <p>11. Identify the actions, uses, dosage, route, interactions, adverse reactions, nursing implications, and patient education for insulin.</p> <p>12. Describe the classification and indication of heparin and enoxaparin (Lovenox).</p> <p>13. Identify the actions, uses, dosage, route, interactions, adverse reactions, nursing implications, and patient education for heparin.</p> <p>.</p> | | | |
|--|--|--|--|

| VNSG 1400 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|---|---|--|--|
| <p>Unit Four: Nutrition</p> <p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. List essential nutrients, functions, sources, and deficiencies. 2. Discuss nutrient needs throughout the life cycle. 3. List the roles of the nurse in promoting nutrition. 4. Identify foods high in iron content. 5. Describe the body's need for water. 6. Discuss the MyPlate food guide. 7. Discuss dietary guidelines for Americans. 8. Describe key vitamins and minerals, sources, and their role in health. | <p>Readings:</p> <p><i>Foundations and Adult Health Nursing</i>, Chapter 19</p> <p>https://www.dietaryguidelines.gov/</p> <p>https://www.myplate.gov/</p> | <p>Classroom Discussion</p> <p>Nutritional Scenarios</p> <p>Analysis of Meals/Snacks</p> <p>Worksheets</p> <p>Study Guide</p> <p>Meal Planning Exercise</p> <p>Internet Searches</p> | <p>Homework</p> <p>Quizzes</p> <p>Class Participation</p> <p>Unit Exam</p> |

| VNSG 1400 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|------------------------|------------|
| <p>9. Review common medications and their effects on nutrition.</p> <p>10. Write a meal plan that is low calorie, low fat and includes all food categories.</p> <p>11. Identify sociocultural aspects of nutrition and their influences on patients' eating habits.</p> <p>12. Identify common modified diets, listing foods included and examples of physical disorders for which they are prescribed.</p> <p>13. Discuss food safety and food borne illnesses.</p> <p>14. Explain how the nurse can increase kilocalories and protein in a client's diet.</p> <p>15. Distinguish between the three most common eating disorders.</p> | <p>Readings:</p> <p><i>Foundations and Adult Health Nursing</i>, Ch. 19</p> <p>https://medlineplus.gov/nutrition.html</p> | | |

| VNSG 1400 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|----------------------------|-------------------|
| <p>16. Define enteral and parenteral nutrition and conditions where nutritional support may be indicated.</p> <p>17. List diet treatment in diabetes.</p> <p>18. Define BMI (body mass index).</p> | <p>Skill 19.1 Skill 19.2</p> <p>Chapter 51, p. 1723-1742</p> | | |

| VNSG 1400 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|---|--|
| <p>Unit 5: Emergency Care; HIV and AIDS</p> <p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none">1. Discuss the Good Samaritan Laws.2. Discuss the importance of assessing the safety of an emergency scene and describe, in order, the steps for assessing a person in an emergency.3. Describe the actions for different types of emergencies in adults and children.4. Define sudden death.5. Describe and recognize proper techniques of Basic Life Support as per the American Heart Association. <p>HIV and AIDS:</p> <ol style="list-style-type: none">6. Discuss HIV/AIDS, its diagnosis, clinical manifestations and current medical management.7. List 2-3 nursing diagnoses utilized in the HIV-AIDS patient.8. Discuss the broad range of nursing interventions needed to care for the patient with HIV/AIDS including teaching needs | <p>Readings:</p> <p><i>Foundations and Adult Health Nursing, Chapter 16</i></p> <p>Readings:</p> <p>Chapter 56</p> <p>CDC Statistics: https://www.cdc.gov/hiv/statistics/overview/index.html</p> <p>ATI Supplemental Study Guides</p> | <p>Class Discussion</p> <p>ER Lab-ER Scenarios</p> <p>Role Play</p> <p>Small Group Work</p> <p>Case Studies</p> <p>Independent Viewing of Selected Resources</p> <p>Breakout Sessions</p> <p>Study Guide</p> <p>Jeopardy Review</p> <p>NCLEX Practice Questions</p> | <p>Unit Exam</p> <p>Quizzes</p> <p>Class Participation</p> |

PHARMACOLOGY 1 ORAL ADMINISTRATION

| STATION 1 | STATION 2 | STATION 3 |
|--|---|---|
| <p>Verification of Physician Orders and Medication Administration Record (MAR)</p> <p>Student may write on MAR. Corrections may be made on the MAR. Student will determine whether orders and MAR is correct and congruent.</p> <p>Student must also determine what medications are to be give based on lab, orders, dose, & allergies.</p> <p>Failure to correctly verify the MAR, orders or determine which medications need to be given or held will result in 2nd attempt.</p> <p>Instructor will then determine which medication you will be administering.</p> | <p>Taking Medication from Storage Area</p> <p>Student will withdraw medication from medication cart. Must perform two checks. Third checks may be done at cart or in the room if medication is a unit dose.</p> <p>Student may have to perform calculations based on what the order states versus what is available on medication cart.</p> <p>Failure to perform appropriate calculation if indicated or determine the correct dose of medication from the medication cart will result in second attempt.</p> | <p>Administering Medication to the Client</p> <p>Student will administer medication at this station. Student must utilize appropriate nursing implications in administering medication.</p> <p>Student will identify allergies. Monitor VS if indicated and perform patient teaching if indicated by instructor.</p> <p>Failure to monitor appropriate VS, explain the indication of the medication, failure to identify patient or allergies will result in a second attempt.</p> |

Pharmacology Oral Medication Skills of Proficiency Check-off Sheet

Student Name _____

| Station 1: Verification of physician orders and medication administration record | Satisfactory | Unsatisfactory |
|---|---------------------|-----------------------|
| Determines whether orders and MAR is correct and congruent. | | |
| Determines what medications are to be given or held based on lab, orders, dose, & allergies. | | |
| Station 2: Taking medication from storage area | | |
| Withdraws medication from medication cart correctly, performs three checks;(if giving unit dose; third check may be at bedside) | | |
| Accurately performs calculations based on what the order states versus what is available on medication cart (if applicable) | | |
| Station 3: Administering medication to the client | | |
| Administers medication utilizing appropriate nursing implications (ID patient, hygiene, VS, Allergies, Indications, Patient Teaching etc....) | | |

PASS _____

REDO _____

ADDITIONAL COMMENTS _____

Skill Validator Signature _____

PHARMACOLOGY I ORAL MEDICATION DRUG INFORMATION

| Generic name: furosemide | Generic name: warfarin | Generic name: potassium chloride (tablets, capsules, & liquid | Generic name: digoxin |
|--|--|--|--|
| Brand names: Lasix | Brand names: Coumadin | Brand names: Micro K-capsules K Dur-tablets K-lyte-effervescent tablet | Brand names: Lanoxin, Digox, Digitek, Lanoxicaps |
| Laboratory Value Associated with medication: | Laboratory Value Associated with medication: | Laboratory Value Associated with medication: | Laboratory Value Associated with medication: |
| Therapeutic Effects/Action: | Therapeutic Effects/Action: | Therapeutic Effects/Action: | Therapeutic Effects/Action: |
| Nursing Implications: | Nursing Implications: | Nursing Implications: | Nursing Implications: |
| Pertinent Patient Teaching: | Pertinent Patient Teaching: | Pertinent Patient Teaching: | Pertinent Patient Teaching: |

Seven Rights of Medication Administration

1. Right Medication
2. Right Patient (2 forms of identification)
3. Right Dosage (Verify to ensure therapeutic dose-min. 3 checks)
4. Right Route (Ensure that the drug is given via the route in the medication order and route is appropriate for that medication).
5. Right Time (Appropriate time frame per policy and if administered with or without food).
6. Right Reason (Why? What is it indicated for? What do we expect would be the outcome of receiving medication?)
7. Right Documentation

Texarkana College Skills Check List

Student Name: _____

Date: _____

| Procedure: Drawing Up Combined Insulin | | | |
|--|------------|----------|----------|
| Critical Elements | N/A | S | U |
| 1. States hand hygiene done | | | |
| 2. Checks insulin sliding scale order | | | |
| 3. Verbalizes correct dose of Regular insulin to be given | | | |
| 4. Verbalizes Correct dose of NPH insulin to be given | | | |
| 5. Wipe top of both vials with alcohol (separate swabs) | | | |
| 6. Inject correct amount of air into NPH vial | | | |
| 7. Inject correct amount of air into Regular Insulin vial | | | |
| 8. Withdraw appropriate amount of Regular insulin (first) | | | |
| 9. Withdraw appropriate amount of NPH insulin (Rotates vial prior to withdrawing dose) | | | |
| 10. Follows aseptic technique during process | | | |
| 11. Has performed three checks (medication with MAR) | | | |

N/A: not applicable, S: satisfactory, U: unsatisfactory

Pass _____

Redo _____

Comments _____

Skill Validator Signature: _____

Texarkana College
Skills Check List

Student Name _____

| Procedure: Intramuscular Landmarks | | | |
|--|------------|----------|----------|
| Critical Elements | N/A | S | U |
| Vastus Lateralis Site | | | |
| 1. Verbalizes and demonstrates correct anatomical landmarks. | | | |
| Ventrogluteal Site | | | |
| 2. Verbalizes and demonstrates correct anatomical landmarks. | | | |
| Deltoid | | | |
| 3. Verbalizes and demonstrates correct anatomical landmarks. | | | |
| Procedure: Intradermal, Intramuscular and Subcutaneous Technique | | | |
| Critical Elements | | | |
| Intradermal Technique | | | |
| 1. Verbalizes correct sites and demonstrates correct technique. | | | |
| 2. Verbalizes the medication given for TB screening and amount; (<i>PPD 0.1 ml</i>). | | | |
| Intramuscular Technique | | | |
| 3. Demonstrates correct technique. | | | |
| Subcutaneous Technique | | | |
| 4. Verbalizes sites to administer anticoagulants and insulin. | | | |
| 5. Demonstrates appropriate technique for administering insulin. | | | |

N/A: not applicable, S: satisfactory, U: unsatisfactory

Pass _____

Redo _____

Comments _____

Skill Validator Signature: _____

VNSG 1402
Applied Nursing Skills

SYLLABUS

VOCATIONAL NURSING

TEXARKANA COLLEGE

TEXARKANA, TEXAS

COURSE NAME: Applied Nursing Skills
COURSE NUMBER: VNSG 1402
CREDIT HRS: 4 **LECTURE:** 3
LAB: 2 **CONTACT HOURS:** 80

COURSE DESCRIPTION:

Introduction to and application of primary nursing skills. Emphasis on utilization of the nursing process and related scientific principles.

END OF COURSE OUTCOMES:

Describe the underlining principles of selected nursing skills and their relationship to health status; demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identifying the nursing process used to solve basic patient care problems across the life span utilizing appropriate medical terminology.

KEY CONCEPTS AND GENERAL COURSE PLAN:

This course is an introductory course in the application of primary nursing skills. Content will include standard precautions, principles of nosocomial infections, difference between medical and surgical asepsis, and preventing spread of disease by knowledge of the chain of infection. The content will also include general principles and skills in care of the hospital patient, personal care including skills in aseptic technique, vital signs, data collection, therapeutic measures, wound care, prevention of illness and disease, basic microbiology including various characteristics of microorganism natural defenses of the body, and types of immunity.

Students must have concurrent enrollment in VNSG 1304, VNSG 1400 and VNSG 1461.

VNSG 1402
STUDENT 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 this course of study, the student will be able to:

1. Apply medical-surgical asepsis and infection prevention and control. (DEC II: provider of patient-centered care; DEC III: patient safety advocate)
2. Discuss and describe the immune system and its purposes. (DEC IV: member of the healthcare team)
3. Describe the basic physiologic and psychosocial needs of all individuals. (DEC II: provider of patient-centered care; DEC III: patient safety advocate)
4. State the meaning, pronunciation, spelling, abbreviations, and symbols of medically related terms and documentation. (DEC I: member of the profession)
5. Demonstrate beginning vital sign assessment skills including recognition of deviation from normal. (DEC II: provider of patient-centered care; DEC III patient safety advocate)
6. Apply principles of patient care documentation. (DEC II: provider of patient-centered care)
7. Demonstrate fundamental nursing skills in personal care, bed making, specimen collection, and therapeutic measures. (DEC II: provider of patient-centered care)
8. Demonstrate the correct procedure for insertion of indwelling catheter utilizing sterile technique. (DEC 2: provider of patient-centered care; DEC III: patient safety advocate)
9. Outline nursing interventions to control pain, promote rest, and prevent sleep deprivation for patients throughout the lifespan. (DEC II: provider of patient-centered care; DEC III: patient safety advocate)
10. Identify the nurse's responsibilities for admission, transfer and discharge of a patient in the healthcare setting. (DEC IV: member of the healthcare team)
11. Relate specific safety considerations to the developmental age and needs of patients across the lifespan. (DEC III: patient safety advocate)

VNSG 1402
APPLIED NURSING SKILLS I SYLLABUS

I. INTRODUCTION

The faculty of the Vocational Nursing program in the Health Sciences Division of Texarkana College adheres to the belief that the process of learning involves a dual role of the nursing educator and the student. The nursing educator will facilitate the learning environment; the student **WILL** assume the responsibility for achieving the learning outcomes and is expected to actively contribute in a direct and positive manner to the learning experience.

II. PRE-REQUISITES

American Heart Association BLS, Computer Course, BIOL 2401, and BIOL 2402

Concurrent enrollment in VNSG 1304, 1400, and 1461

III. TEACHING METHODS

- Lecture/discussion
- Reading assignments/Independent Study
- Group Projects/Activities
- Demonstrations/return demonstrations
- Audiovisual and e-Learning resources
- Written assignments

IV. EVALUATION

The Health Sciences Division puts tremendous effort into effectively assessing and measuring student learning outcomes. The following is how final grades are computed for each course taken throughout the program. VNSG 1402 is divided into five units with an exam given at the end of each unit. Several chapters may be included in a unit exam. A comprehensive final exam is given at the conclusion of the course. If an exam is missed, the student is responsible for contacting the instructor to make up the missed exam the day the student returns to class. All Make-Up Unit Exams will be 25 questions.

| | |
|------------------------|-----|
| Unit exams | 70% |
| Final | 20% |
| Homework, Quizzes, ATI | 10% |

Grading Scale:

- A = 90-100
- B = 81-89
- C = 75-80
- D = 65-74
- F = 64 or less

THE STUDENT MUST EARN A PASSING GRADE (75 OR BETTER) IN ORDER TO CONTINUE IN THE VOCATIONAL NURSING PROGRAM.

Quizzes and Homework

If a student is absent on the day a quiz is given, there will be no make-up quiz administered and the student will not receive a grade for the assignment.

Grading will be as follows for each course:

- No grade will be given for missed quizzes or in-class assignments due to absences.
- No late assignments will be accepted.
- Homework assignments are due at assigned time/date regardless of student absence (upload or email as instructed).
- No grades will be dropped in any course.

Grades for homework, quizzes, ATI or 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 challenge their grade. No grade challenges are allowed after that time.

V. ATTENDANCE

Due to the content presented and the necessity of meeting objectives within a limited time frame, **four** absences in VNSG 1402 may occur. If a lecture is missed, the student is responsible for the material covered. Late arrivals impact upon the learning environment for the instructor and other students. VN students are expected to arrive in a timely fashion, in preparation for the start of class. If a student arrives after the scheduled start of class and up to 15 minutes late, the student is counted tardy. It is the student's responsibility to notify the instructor during the first break of the time of arrival to avoid being marked absent. If the student is more than 15 minutes late, the student is counted absent.

| VNSG 1402 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|---|---|---|---|
| <p>Unit 1: Care and Safety of the Hospitalized Patient</p> <p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. State the principles of body mechanics and discuss how they relate to the nurse and the patient. 2. Demonstrate appropriate body mechanics while moving, lifting, turning and transferring a patient. 3. Discuss and demonstrate the various ways of positioning of a patient. 4. Explain range of motion and demonstrate the safe application of knowledge. 5. Discuss the complication of immobility and nursing interventions to prevent them. 6. Discuss the safe hospital environment and summarize safety precaution that can be implemented to prevent accidents. 7. Relate OSHA guidelines for violence protection programs in the workplace. 8. Summarize safety precautions that can be implemented to prevent falls. | <p>Readings:</p> <p><i>Foundations</i>, Chapter 8 Box 8.1</p> <p>Box 8.2</p> <p>Skill 8.1</p> <p><i>Foundations</i>, Chapter 10</p> <p>Box 10.7</p> | <p>Lecture</p> <p>Define Terms</p> <p>Study Guide</p> <p>Small Group Activities</p> <p>Practice Labs</p> <p>Skills Checks</p> | <p>Unit Exam</p> <p>Skills Lab (Personal Care)</p> <p>Return Demonstration, ROM Exercises</p> |

| VNSG 1402 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|--|-------------------|
| <p>9. Describe the application of safety reminder devices. Detail measures to create a restraint-free environment.</p> <p>10. Discuss the principles of fire safety (PASS and RACE).</p> <p>11. Discuss the role of the nurse in disaster planning.</p> <p>12. Identify the safe feeding practices for the dependent patient across the lifespan.</p> <p>13. Identify the role of the nurse in the documentation of intake and output for the hospitalized patient. Demonstrate accuracy with measuring urine and emptying a Foley catheter.</p> <p>14. Identify guidelines for admission, transfer, and discharge of a patient.</p> <p>15. Describe common patient reactions to hospitalization and identify nursing interventions.</p> <p>16. Identify the nurse's role when a patient chooses to leave the hospital against medical advice.</p> <p>17. Describe and demonstrate how to make an occupied and unoccupied bed.</p> | <p>Skill 10.1, p. 238</p> <p>p. 247</p> <p><i>Foundations:</i> p. 545-Long-Term Care p. 565-Feeding the Patient</p> <p>p. 484- Intake and Output Skill 18.1</p> <p>Foundations, Chapter 11</p> <p>Foundations, Chapter 9</p> | <p>Experimental Learning Assignment</p> <p>Feeding Lab</p> | |

| VNSG 1402 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--------------------------------|--------------------------------|-------------------|
| <p>18. State the principles of medical asepsis and Body mechanics related to bed making.</p> <p>19. Relate knowledge to the principles in planning and providing personal hygiene.</p> <p>20. Demonstrate complete bed bath and backrub, relating principles of professionalism and privacy skills.</p> <p>21. Initiate basic nursing measures to foster psychosocial well-being through appropriate sensory stimulation and promotion of integrity and autonomy.</p> <p>22. Demonstrate proper technique with a bedpan.</p> <p>23. Identify factors that influence patient's personal hygiene.</p> <p>24. Describe cultural and ethnic considerations involved with personal hygiene.</p> | | | |

| VNSG 1402 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|---|---|
| <p>Unit 2: Disease Control and Prevention/Immunity</p> <p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between pathogenic and nonpathogenic organisms and identify conditions necessary for growth of microorganisms. 2. Discuss the stages of an infectious process and how to break the chain of infection. 3. Identify basic characteristics, concepts, and processes related to transmission of communicable diseases including factors affecting immunologic defense mechanisms. 4. Discuss the functions and purposes of the immune system. 5. Differentiate between innate and adaptive Immunity. 6. Differentiate and discuss humoral and cell-mediated immunity. | <p>Readings:</p> <p><i>Foundations</i>, Chapter 7, 55</p> <p>Selected Digital Viewing of Skills Demonstrations</p> | <p>Class Participation</p> <p>Define Key Terms</p> <p>Study Guide/Critical Thinking Questions</p> <p>Case Study</p> <p>Speaker (pending)</p> | <p>Unit Exam</p> <p>Quizzes</p> <p>Skills Lab: Sterile Gloving</p> <p>Unit Exam</p> |

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| <p>7. Identify and discuss immunocompetence, immunodeficiency, immunosuppression, and immunocompromise.</p> <p>8. Discuss factors that influence hypersensitivity and clinical manifestations of anaphylaxis with emphasis on blood transfusion reactions and latex allergies.</p> <p>9. Discuss common autoimmune disorders and treatments including plasmapheresis, corticosteroids, anti-inflammatories and immunosuppressants.</p> <p>10. Differentiate between medical and surgical asepsis.</p> <p>11. Define nosocomial infection and identify examples of nursing care measures that help prevent infections.</p> <p>12. Relate knowledge of correct application and removal (donning/doffing) of personal protective equipment (PPE).</p> <p>13. Relate knowledge of standard and transmission-based precautions.</p> | | | |
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| <p>14. Identify fundamental principles of disease prevention from health promotion to health restoration.</p> <p>15. Relate knowledge of normal defense mechanisms against infection.</p> <p>16. Identify and discuss seven principles of sterile technique.</p> <p>17. Identify and discuss major global health issues: global health security, global health protection, immunization, travelers' health, HIV/TB/Covid, malaria and parasitic diseases, biological weapons, and food/water-borne illnesses.</p> <p>18. Discuss and identify the establishment and maintenance of public health infrastructure, community emergency management and response to public health crises.</p> | <p>CDC: CDC - Global Health</p> <p>Global Health Reports, Fact Sheets, and Resources CDC</p> <p>Immunization Services Texarkana, TX - Official Website</p> <p>Global Health Newsroom B-Roll CDC</p> <p>Emergency Management Texarkana, TX - Official Website</p> <p>BE INFORMED Texarkana Arkansas Emergency Management (texarkanaemergencymanagement.org)</p> | | |
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| VNSG 1402 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|--|--|
| <p>Unit 3: Vital Signs, Pain, Sleep and Rest Upon completion of this unit, the student will be able to apply knowledge across the lifespan and will be able to:</p> <ol style="list-style-type: none"> 1. Accurately assess and document temperature, pulse, respirations, blood pressure, and pain. 2. Identify and utilize correct sites for assessing apical, carotid, and radial pulses. 3. Demonstrate the ability to accurately count and describe respirations. 4. Identify the anatomical structures involved in maintaining blood pressure, the significance of the “approximate systolic pressure,” and how to calculate pulse pressure and pulse deficit. 5. State the normal limits of each vital sign across the lifespan and the physiological mechanisms that regulate vital signs. 6. Identify several factors that affect vital signs and appropriate nursing interventions for abnormal vital signs readings. | <p>Readings: <i>Foundations</i>, Chapters 12, 21, and 31 (pp.940-943)</p> | <p>Lecture Define Terms Foundations Study Guide Small Group Activities On Campus Lab</p> | <p>Unit Exam Vital Signs Skills Lab-Pass/Fail Skills checklist in syllabus See “On Campus Lab” Evaluation Policy Quizzes</p> |

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| <p>7. Demonstrate how to assess and document the height and weight of clients across the lifespan utilizing standard and metric tools.</p> <p>8. Differentiate between acute and chronic pain, identify possible causes of pain, and discuss pharmacological and non-pharmacological interventions utilized in pain control.</p> <p>9. Explain the relationship of the gate control theory in selecting appropriate interventions for pain relief.</p> <p>10. Identify subjective and objective data in pain assessment. Explain the assessment of pain as a fifth vital sign, demonstrating documentation of pain scale reading.</p> <p>11. Describe and identify the differences between sleep and rest and nursing interventions to promote sleep and rest.</p> <p>12. List six S/S of sleep deprivation and associated therapeutic interventions.</p> | | | |
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| VNSG 1402 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|--|--|---|---|
| <p>Unit Four: Medical Terminology, Data Collection, Documentation, Specimen Collection and Elimination</p> <p>Upon completion of this unit, the student will be able to:</p> <ol style="list-style-type: none"> 1. Identify common abbreviations and medical terms. 2. Demonstrate understanding of the basic components of medical terminology including how new words are formed. 3. List purposes of written records. 4. Describe various formats for organizing and documenting patient care. 5. State important legal aspects of chart ownership. 6. Explain the relationship of nursing care plan to care documentation and patient care reimbursement. 7. Describe the basic guidelines for and mechanics of charting. 8. Discuss the use of computers for record keeping and documentation in health care facilities. | <p>Readings: Foundations Text</p> <p>Documentation: Chapter 3</p> <p>Assessment: Chapter 13</p> <p>Specimen Collection: Ch. 23</p> <p>Elimination/Ostomies/Enemas: Ch. 15</p> <p>Syllabus: Data Collection Tool, Terminology Resources</p> | <p>Small Group Discussions</p> <p>Computer Lab</p> <p>Foundations Study Guide</p> <p>Simulation Lab</p> <p>Medline Plus Website – Medical Terminology Tutorial</p> <p>YouTube Videos</p> <p>ATI Resources</p> | <p>Head to Toe Assessments</p> <p>Quizzes</p> <p>Unit Exam</p> <p>Performance in clinical setting</p> |

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| <p>9. Explain the importance of good communication among healthcare professionals.</p> <p>10. Compare and contrast the origins of disease.</p> <p>11. Discuss risk factors for disease.</p> <p>12. Describe and demonstrate steps in basic nursing observation and interviewing while collecting a nursing history.</p> <p>13. Identify signs and symptoms of disease conditions.</p> <p>14. Identify the duties of the nurse when assisting with a physical examination of an adult or a child.</p> <p>15. Describe and demonstrate methods for completing a physical exam using a structured data collection tool.</p> <p>16. Differentiate between positions utilized for physical examination.</p> <p>17. Explain considerations in assessments of older adults.</p> <p>18. Discuss patient education for diagnostic testing and specimen collection.</p> <p>19. Identify the role of the nurse when performing a procedure for specimen collection.</p> | | | |
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| <p>20. Differentiate between patterns of urinary and bowel elimination.</p> <p>21. Recall reasons for and principles associated with administering Enemas to children and adults.</p> <p>22. Identify nursing actions in performing colostomy care.</p> | | | |
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| VNSG 1402 OBJECTIVES | THEORETICAL CONTENT | LEARNING ACTIVITIES | EVALUATION |
|---|---|---|---|
| <p>Unit 5: Therapeutic Measures</p> <p>Upon completion of this unit, the student will be able to apply knowledge across the lifespan and will be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between complementary and alternative therapies. 2. Explain why a thorough assessment of a patient's health is important prior to using complementary and alternative therapies. 3. Describe several complementary and alternative therapies. 4. Describe the stages and possible complications of wound healing. 5. Discuss the use of drains, staples, and sutures. 6. Demonstrate the application of sterile dressing and a wet-to-dry dressing. 7. Discuss the application of bandages and binders. | <p>Readings: Foundations Text CAM: Chapter 20</p> <p>Wound Care: Chapter 22</p> <p>IV/Blood Transfusion: Chapter 18, pp. 513-525</p> <p>Oxygenation: Chapter 14</p> <p>Catheters: Chapter 15, pp. 364-369 Skills 15.1, 15.2, 15.4</p> <p>Syllabus: Skills Check Lists</p> | <p>Wound Care Lab: Application of Dressings and Bandaging</p> <p>ATI Skills 2.0 – Urinary Catheter Care</p> <p>F.A. Davis</p> <p>Small Group Practice in Lab</p> <p>Med-Surg Case Study: Oxygenation, IV, Alternative Therapies, and Wound Care</p> | <p>Unit Exam</p> <p>Quizzes</p> <p>Skills Check Lab: Urinary Catheter</p> |

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| <p>8. Explain the purpose and the precautions of hot and cold therapy.</p> <p>9. Describe the role of the SVN and the LVN during IV therapy and blood administration.</p> <p>10. Discuss nursing interventions for the patient receiving oxygen.</p> <p>11. Describe and demonstrate procedure for female/male catheterization.</p> <p>12. Describe care of the patient with an indwelling catheter.</p> | | | |
|--|--|--|--|

TEXARKANA COLLEGE
 VOCATIONAL NURSING PROGRAM
 VNSG 1402
 SPELLING STUDY GUIDE

| | | |
|------------------|----------------|-------------|
| Abnormal | Decrease | offensive |
| Adequate | Discard | partial |
| Administer | Distention | productive |
| Anticipation | Emaciated | painful |
| Application | Enlarged | rigid |
| Artificial | Effective | regular |
| Asymptomatic | Elimination | redness |
| Appetite | Faint | relaxation |
| Alert | Foul | restriction |
| Acute | Generalized | stuttering |
| Benign | Hot | sediment |
| Bruised | Identification | significant |
| blood-tinged | Include | sluggish |
| Burning | Increase | symptomatic |
| Copious | Infection | systemic |
| Colorless | Irritability | shock |
| Chronic | Intense | tolerated |
| Cloudy | Irregular | throbbing |
| Complication | Mental | toxic |
| Contraindication | massive | void |

ABBREVIATIONS THAT ARE UNSAFE TO USE

Apothecary symbols-dram, minim-easily misread

AU-both ears, misread as OU – spell out

Drug Names (AZT, CPZ, HCL, MS...) use complete names

mg – microgram misread as milligram ug.

OD – once daily, misread for right eye

U – units misread for 4 or zero – use unit

cc – cubic centimeters – use ml

zero after the decimal point (1.0) – misread as 10 – do not use (just use 1_

0 zero before the decimal (.5 mg) – misread as 5 mg. Always use zero before decimal (0.5 mg)

IU – international unit, misread as IV. Spell out units

TEXARKANA COLLEGE
 VOCATIONAL NURSING PROGRAM
 VNSG 1402 ABBREVIATIONS

| | | | |
|-----------------|--|----------------|---------------------------------|
| A | | D | |
| a | before | DAT | diet as tolerated |
| aa | of each | dc | discontinue |
| ABD | abdominal or abdomen | D/C* | discharge |
| ABG | arterial blood gases | DM | diabetes mellitus |
| ac | before meals | DNR | do not resuscitate |
| ADH | antidiuretic hormone | Dx | diagnosis |
| ADHD | attention deficit hyperactivity disorder | E | |
| ad lib | freely, as desired | ECG | electrocardiogram |
| AED | automatic external defibrillator | ECHO | echocardiogram |
| AIDS | acquired immunodeficiency syndrome | EENT | ear, eyes, nose, and throat |
| AKA | above the knee amputation | EGD | esophageal gastric duodenoscopy |
| APAP | acetaminophen | EEG | electroencephalogram |
| ASA | aspirin | eg | for example |
| ASAP | as soon as possible | et | and |
| B | | ET | endotracheal tube |
| BM | bowel movement | F | |
| BMR | basic metabolic rate | f | female |
| BMP | basic metabolic panel | ^o F | degrees Fahrenheit |
| BK | below the knee | Fe | iron |
| bpm | beats per minute | FT | feeding tube |
| BP | blood pressure | FUO | fever of unknown origin |
| BRP | bathroom privileges | Fx | fracture |
| BS | blood sugar, bowel sounds | G | |
| BSA | body surface area | g | gram |
| BUN | blood urea nitrogen | gr | grain |
| C | | GI | gastrointestinal |
| c | with | GT | gastric tube |
| Ca ⁺ | calcium | GTT | glucose tolerance test |
| CA | cancer | gtt | drop |
| C&S | culture and sensitivity | | |
| CBC | complete blood count | | |
| CC | chief complaint | | |
| CHF | congestive heart failure | | |
| CMP | comprehensive metabolic panel | | |
| CNS | central nervous system | | |
| c/o | complains of | | |
| CV | cardiovascular | | |
| CVA | cerebral vascular accident | | |
| CXR | chest x-ray | | |

TEXARKANA COLLEGE
 VOCATIONAL NURSING PROGRAM
 VNSG 1402 ABBREVIATIONS

| | | | |
|----------------|------------------------------|----------------|--|
| H | | M | |
| h | hour | MAE | moves all extremities |
| HA | headache | MAR | medication administration record |
| Hct | hematocrit | MDI | metered dose inhaler |
| Hgb | hemoglobin | mEq | milliequivalent |
| HIV | human immunodeficiency virus | mcg | microgram |
| HOH | hard of hearing | mg | milligram |
| H&P | history and physical | MI | myocardial infarction |
| HR | heart rate | ml | milliliter |
| hs | hour of sleep | mm | millimeter |
| HTN | hypertension | mm Hg | millimeters of mercury |
| hx | history | MRSA | methicillin resistant Staphylococcus aureus |
| | | MVA | motor vehicle accident |
| I | | N | |
| I&O | intake and output | NaCl | sodium chloride |
| ID | intra dermal | NAD | no acute distress |
| ie | that is | ng | nasogastric |
| IM | intramuscular | NKA | no known allergies |
| IV | intravenous | NKDA | no known drug allergies |
| IVPB | intravenous piggyback | NPO | nothing by mouth |
| | | NS | normal saline |
| J | | N/V | nausea and vomiting |
| J-P | Jackson-Pratt drain | O | |
| JVD | jugular vein distention | O ₂ | oxygen |
| | | OOB | out of bed |
| K | | OR | operating room |
| K ⁺ | potassium | ORIF | open reduction with internal fixation |
| KcL | potassium chloride | OT | occupational therapy |
| kg | kilogram | OTC | over the counter |
| KUB | kidney, ureters, bladder | oz | ounce |
| KVO | keep vein open | | |
| L | | | |
| (Lt) | left | | |
| L | left, liter | | |
| lb | pound | | |
| LFT | liver function test | | |
| LE | lower extremity | | |
| LLL | left lower lobe | | |
| LLQ | left lower quadrant | | |
| LOC | level of consciousness | | |
| LP | lumbar puncture | | |
| LR | Lactated Ringer's | | |
| LUL | left upper lobe | | |
| LUQ | left upper quadrant | | |
| LV | left ventricle | | |

TEXARKANA COLLEGE
 VOCATIONAL NURSING PROGRAM
 VNSG 1402 ABBREVIATIONS

| | |
|--|---|
| <p>P</p> <p>p after</p> <p>PAR post anesthesia recovery</p> <p>pc after meals</p> <p>PERRL pupils equal round reactive to light</p> <p>PO by mouth</p> <p>PQRST provoke, quality, radiation, severity, time</p> <p>PR through the rectum</p> <p>PRN as needed</p> <p>PT prothrombin</p> <p>PTT partial thromboplastin time</p> <p>Q</p> <p>q every</p> <p>qt quart</p> <p>R</p> <p>RBC red blood cell</p> <p>RICE rest, ice, compression, elevation</p> <p>RL Ringer's lactate</p> <p>RLL right lower lobe</p> <p>RLQ right lower quadrant</p> <p>RML right middle lobe</p> <p>RUQ right upper quadrant</p> <p>R/O rule out</p> <p>ROM range of motion</p> <p>(rt) right</p> <p>RT respiratory therapy</p> <p>R/T related to</p> <p>S</p> <p>s without</p> <p>SC/ SQ* subcutaneous</p> <p>SL sublingual</p> <p>SOS once, if necessary</p> <p>SQ subcutaneous</p> <p>s&s signs and symptoms</p> <p>ss* one half</p> <p>STAT immediately</p> | <p>T</p> <p>T temperature</p> <p>tbs tablespoon</p> <p>T&C type and cross match</p> <p>TEE transesophageal echocardiogram</p> <p>TENS transcutaneous electrical nerve stimulator</p> <p>TIA transient ischemic attack</p> <p>TKO to keep open</p> <p>TPR temperature, pulse, respiration</p> <p>tsp teaspoon</p> <p>U</p> <p>UA urinalysis</p> <p>UTI urinary tract infection</p> <p>V</p> <p>V/S vital signs</p> <p>W</p> <p>WA while awake</p> <p>WBC white blood count</p> <p>WNL within normal limits</p> <p>wt weight</p> <p>SYMBOLS</p> <p>@ at</p> <p># number</p> <p>% percent</p> <p>& and</p> <p>> greater than</p> <p>< less than</p> |
| <p>* Abbreviations to avoid</p> | <p>**Place a small line over c, p, s, a, and s</p> |

SUFFIXES

A suffix is added to the end of a word to change its meaning. Suffixes indicate, among other things, surgical procedures, specialties, specialist, and conditions.

| | | |
|-----------|--|---------------|
| -ia | Condition | Paraplegia |
| -ac | Pertaining to | Cardiac |
| -ad | Toward | Caudad |
| -algia | Pain | Cephalalgia |
| -blast | Immature | Leukoblast |
| -centesis | Surgical puncture | Amniocentesis |
| -cyte | Cell | Leukocyte |
| -dynia | Pain | Cephalodynia |
| -ectomy | Surgical removal | Appendectomy |
| -emia | Blood condition | Hyperglycemia |
| -er | One who | Radiographer |
| -gram | Record or picture | Cardiogram |
| -pathy | Disease | Adenopathy |
| -itis | Inflammation of | Pericarditis |
| -plasty | Surgical repair | Rhinoplasty |
| -scopy | The process of viewing with a scope | Colonoscopy |
| -rrhage | Bursting forth | Hemorrhage |
| -uria | Pertaining to urine | Hematuria |
| -oma | Tumor | Lipoma |
| -pnea | breathing | Dyspnea |
| -otomy | Cutting | Lapraotomy |

**ROOT WORDS
WITH COMBINING VOWEL =COMBINING FORM**

| | |
|-------------|-------------|
| Aden/o | Gland |
| Arteri/o | Artery |
| Arthr/o | Joint |
| Bronch/o | Bronchus |
| Carcin/o | Cancer |
| Cardi/o | Heart |
| Cerebr/o | Cerebrum |
| Cholecyst/o | Gallbladder |
| Col/o | Colon |
| Crani/o | Skull |
| Cyst/o | Bladder |
| Cyt/o | Cell |
| Derm/o | Skin |
| Encephal/o | Brain |
| Enter/o | Intestines |
| Gastr/o | Stomach |
| Hem/o | Blood |
| Hepat/o | Liver |
| Hyster/o | Uterus |
| mast/o | Breast |
| My/o | muscle |
| Neur/o | nerve |
| Nephr/o | kidney |
| Oste/o | bone |
| Ot/o | ear |
| Phleb/o | vein |
| Pneum/o | lung |
| Proct/o | rectum |
| Rhin/o | nose |
| Ur/o | urine |

Prefixes

A prefix is attached to a word to change its meaning. Commonly, the prefix expresses numbers, measurement, position, direction, negatives, & color.

| | | |
|---------|------------------|---------------|
| Bi- | Two, double | Bicuspid |
| Hemi- | Half | Hemiplegia |
| Milli- | One-thousandth | Milliliter |
| Mono- | One, single | Monocyte |
| Semi- | Half | Semiconscious |
| Hyper- | Excessive | Hyperlipemia |
| Poly- | Many | Multipara |
| a- | Without | Apnea |
| Ab- | Away from | Abduct |
| Ad- | Towards | Adduct |
| Ecto- | Outside | Ectopic |
| Endo- | Within | Endocervical |
| Ex- | Out | Extract |
| Hypo- | Less than, under | Hypoglossal |
| Inter- | Between | Intercostals |
| Infra- | Below | Infrapatellar |
| Peri- | Around | Perianal |
| Pre- | In front, before | Precordial |
| Sub- | Under | Sublingual |
| Trans- | Across, | Transurethral |
| Alb- | White | Albino |
| Dis- | To undo | Discharge |
| Contra- | Against | Contraceptive |
| Tachy- | Rapid | Tachycardia |
| Supra- | Above, over | suprapubic |

Texarkana College
 Vocational Nursing Program
 Vital Sign Check-Off

1st Attempt

| Student Documentation | Instructor/Simulator Documentation |
|-----------------------|------------------------------------|
| Pulse | Pulse |
| Respirations | Respirations |
| Blood Pressure | Blood Pressure |

Pass/Redo Instructor & Comments _____

2nd Attempt

| Student Documentation | Instructor/Simulator Documentation |
|-----------------------|------------------------------------|
| Pulse | Pulse |
| Respirations | Respirations |
| Blood Pressure | Blood Pressure |

Pass/Redo Instructor & Comments _____

3rd Attempt

| Student Documentation | Instructor/Simulator Documentation |
|-----------------------|------------------------------------|
| Pulse | Pulse |
| Respirations | Respirations |
| Blood Pressure | Blood Pressure |

Pass/Redo Instructor & Comments _____

Student Name: _____ Date: _____

| Procedure: Inserting a Retention Catheter (Male) | | | |
|---|------------|----------|----------|
| Critical Elements | N/A | S | U |
| 1. Gathers supplies. States hand hygiene done, ID patient, check allergies. Explain procedure. | | | |
| 2. Position patient supine with thighs slightly abducted. Perform perineal care if needed. | | | |
| 3. Open package using sterile technique. Use outer plastic wrap for trash. | | | |
| 4. Remove sterile absorbent pad, and position on top of patient's thighs. Position by holding corners of pad only. | | | |
| 5. Don sterile gloves. | | | |
| 6. Position fenestrated drape over the client to expose the genitalia. | | | |
| 7. Prepare contents for cleaning. | | | |
| 8. Open lubricant and lubricate catheter tip, replace catheter in the tray. | | | |
| 9. Hold penis upright at a 90-degree angle with non-dominant hand. (If patient not circumcised, retract foreskin with non-dominant hand). | | | |
| 10. Prep meatus/glans using circular motion. Cleanse three times using a new swab each time. Discard swabs in/on trash. | | | |
| 11. Insert catheter all the way to the Y-port. Grasp catheter with non-dominant hand to maintain position of catheter. | | | |
| 12. Inflate balloon. Remove and discard empty syringe. | | | |
| 13. Retract the catheter until resistance is felt. | | | |
| 14. Place bag at side of bed ensuring drainage tube clamped. | | | |
| 15. Secure catheter with catheter holder or tape. | | | |
| 16. Clean patient. Discard disposable trash in appropriate container. | | | |
| 17. Reposition client for comfort; put bed in LOW position with upper side rails up, call light in reach. | | | |
| 18. Perform hand hygiene. | | | |
| 19. Chart. | | | |

N/A: not applicable, S: satisfactory, U: unsatisfactory

Pass Redo (Circle one)

Instructor's Comments: _____

Instructor's Signature: _____

Student Name: _____ **Date:** _____

| Procedure: Inserting a Retention Catheter (Female) | | | |
|---|------------|----------|----------|
| Critical Elements | N/A | S | U |
| 1. Gathers supplies. States hand hygiene done, ID patient, check allergies. Explain procedure. | | | |
| 2. Position patient in dorsal recumbent with knees/thighs abducted. Perform perineal care and visualize the meatus. | | | |
| 3. Open package using sterile technique. Use outer plastic wrap for trash. | | | |
| 4. Remove sterile absorbent pad, and position under patient's buttocks. Position by holding corners of pad only. | | | |
| 5. Don sterile gloves. | | | |
| 6. Position fenestrated drape over the client, exposing the genitalia (optional). | | | |
| 7. Prepare package contents for cleaning. | | | |
| 8. Open lubricant and lubricate catheter tip, keeping catheter in the tray. | | | |
| 9. With nondominant hand, spread labia minora so that meatus is visualized. | | | |
| 10. Prep meatus. Cleanse three times from top to bottom using a new swab each time. Discard swabs in/on trash. First wipe farthest away; second wipe closest to you. Last wipe down center over meatus. | | | |
| 11. With dominant, sterile gloved hand, insert catheter. When urine flow is established, insert catheter 1 ½ inches further. Grasp catheter with nondominant hand to maintain position of catheter. | | | |
| 12. Inflate balloon. Remove and discard empty syringe. | | | |
| 13. Retract the catheter until resistance is felt. | | | |
| 14. Place bag at side of bed ensuring drainage tube clamped. | | | |
| 15. Secure catheter with catheter holder or tape. | | | |
| 16. Clean patient. Discard disposable trash in appropriate container. | | | |
| 17. Reposition client for comfort; put bed in LOW position with upper side rails up, call light in reach. | | | |
| 18. Perform hand hygiene. | | | |
| 19. Chart. | | | |

N/A: not applicable, S: satisfactory, U: unsatisfactory

Pass Redo (Circle)

Instructor's Comments: _____

Instructor's Signature: _____

Normal Lab Values

Please make a copy of this and place it in your notebook you will be taking to clinical and begin learning these normal values and what they mean. Your instructors will be quizzing you on them periodically during post-conference. These are only a small number of actual labs your patient may have!

Complete Blood Count (CBC):

WBC: 5,000-10,000

RBC: 4 million-6 million

Hgb: Females 12-16; Males 14-18

Hct: Females 37-47%; Males 42-52%

Plt: 150,000-400,000

Chemistry (found in BMP or CMP):

Na (sodium): 135-145 mEq/liter

K⁺ (potassium): 3.5-5 mEq/liter

Chl (chloride): 96-106 mEq/liter

Ca (Calcium): 4.0-5.0 mEq/liter **OR** 9-11 mg/deciliter

Mg (magnesium): 1.5-2.5 mEq/liter

Glu (glucose): 70-110

BUN: 10-20

Cr (creatinine): 0.5-1.2

Alb (albumin): 3.5-5

BNP (B-type natriuretic peptide): desired level < 100 pg/mL. Greater than 100 could indicate heart failure – the higher the number, the more severe the HF.

VNSG 1461

CLINICAL-PRACTICAL NURSE

VOCATIONAL NURSING

TEXARKANA COLLEGE

TEXARKANA, TEXAS

COURSE NAME: Clinical-Practical Nurse
COURSE NUMBER: VNSG 1461
CREDIT HOURS: 4 **LECTURE:** 0
LAB: 0 **TOTAL CONTACT HOURS:** 256

COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work-based experience, and direct patient/patient care, generally at a clinical site. Clinical experience will also be acquired through virtual simulation. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.

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, ethics, and safety. Students must be concurrently enrolled in VNSG 1304, 1400 and 1402.

Student Learning Outcomes

VNSG 1461: Clinical

All Texarkana College Vocational Nursing Clinical Learning Outcomes are based on the *Differentiated Essential Competencies* (DEC) set forth by the Texas Board of Nursing (TBON) for graduates of vocational nursing education programs:

DEC I: Member of the profession

DEC II: Provider of patient-centered care

DEC III: Patient safety advocate

DEC IV: Member of the healthcare team

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

1. Continue skill demonstration with exhibition of increased confidence. (DECs II, II, IV)
2. Safely administer medications with instructor or designated supervision utilizing theory, clinical experience, and reference material. (DECs II, III)
3. Contribute to the plan of care through assessment and identification of patient care priorities. (DECs II, III, IV)
4. Utilize the nursing process in caring for individuals with common medical/surgical conditions. (DECs II, IV)
5. Discuss patient medical diagnoses, treatment plans, lab results, and imaging studies as related to patient care. (DECs II, III, IV)
6. Implement the plan of care to meet the psychosocial and physiological needs of patients. (DECs II, III, IV)
7. Demonstrate effective written and verbal/nonverbal communication. (DEC IV)
8. Consistently demonstrate professional growth and ethical behaviors. (DECs I, II, III, IV)
9. Practice techniques that promote physiological and psychological safety. (DECs II, III)
10. Participate in post conference. (DEC IV)

I. COURSE REQUIREMENTS

Attendance is essential due to the content presented and the necessity of meeting objectives within a limited time frame. Absences result in lost clinical experiences. For this reason, the expectation is that the student will attend every day. For emergencies, there are three (3) absences allowed. If the student misses more than 3 clinicals the student will be withdrawn from the program.

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

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

II. TEACHING METHODS

1. Modeling/Precetorship
2. Feedback
3. Case Studies
4. Simulation/V-Clinical
5. Pre& Post-conference Discussions
6. Distance/Remote Learning Activities
7. Role Play

The Clinical Evaluation Booklet (CEB) identifies the clinical objectives evaluated in each of the seven categories.

Students are graded on each clinical day according to these objectives. Failure to attain at least 75% or failing to achieve an objective that is classified as a critical value will result in an unsatisfactory day.

Dosage Calculation Competency Exam

A dosage calculation exam will be administered during the first semester prior to students performing medication administration in the clinical setting. **A minimum grade of 80% must be attained to progress in the program.**

If the student does not pass the first exam, the student must retake a second test within the week.

If the student does not pass the second exam, they must see an instructor for remediation assignments.

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.

The Dosage Calculation exam grade will be counted as a grade in VNSG 1461. This grade will be determined by averaging the scores of all exams taken.

VNSG 1461

Student's Name

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

1. Each student will be evaluated each clinical day based on seven categories: Assessment, Planning, Implementation, Interpersonal Relations, Evaluation, Professional and Ethical Behavior, and Safety
2. A scale of 1-5 will be used:
 - 5 – independent
 - 4 – supervised
 - 3 – assisted
 - 2 – marginal
 - 1 – dependent
3. The maximum score each day is 35.
4. Clinical grade will be based on total points divided by the number of days present in clinical.
5. Instructors may assign clinical homework, quizzes, or other daily clinical grades in addition to the evaluation of clinical performance.
6. Clinical days falling on holidays will be indicated by ‘H’ on the grading sheet; clinical days for orientation and/or on campus labs may be indicated by an ‘S’ for satisfactory performance or a ‘U’ for unsatisfactory performance on the grading sheet.
7. Absences: If you do not call in per the policy, you will have points deducted from the Professional and Ethical Behaviors/Interpersonal Relations categories for the next day. An absence that is called in correctly will accrue an absence without additional points deducted. If you call in by 055, you will accrue an absence.
8. It is an unsuccessful day if you do not meet an objective that is a critical (*) or if you do not achieve a grade of 75 or higher (>26.1)
9. The grading scale will be:
 - 31.3-35 = A
 - 28.2-31.2 = B
 - 26.1-28.1 = C
 - 22.6-26.0 = D
 - Below 22.6 = FStudents must achieve a grade of 26.1 or higher to be successful in the course. Any grade less than this will result in failure.

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

**TEXARKANA COLLEGE
VOCATIONAL NURSING**

CLINICAL EVALUATION

Clinical evaluation in the Vocational Nursing Program at Texarkana College reflects the program philosophy that 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
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 booklet (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 opportunities, 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 and Ethical Behavior
7. Safety

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

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

In the interest of patient safety, all written clinical assignments are to be turned in as requested by clinical instructors. Any assignment that is not submitted on time or is submitted incomplete will result in a deduction of clinical points in the following applicable categories: Assessment, Planning, Implementation, Interpersonal Relations, Evaluation, Professional and Ethical Behavior, and/or Safety. A clinical grade of <75% (<26.1) will result in an unsatisfactory clinical day. A pattern of incomplete or late assignments will result in the student being counseled as outlined in the Clinical Evaluation Process.

Electronic CEBs may be initiated by clinical instructors – more information will be provided on how to complete and submit CEBs electronically.

LEVELS OF EVALUATION AND PROGRESSION

Level I:

Student errors in judgment or practice in the clinical setting will be addressed by the instructor. If, in the professional judgment of the clinical instructor and upon documentation in the CEB, these errors do not significantly compromise patient safety, jeopardize clinical environment relationships, or deviate from scope of vocational nursing practice, the student will be allowed to continue in the nursing course. If the stated clinical objectives are met, the student will earn “Satisfactory” as an end of course clinical grade. A satisfactory clinical grade and a minimum of 75 (C) course grade are necessary for progression to the next quarter or graduation.

Level II:

If, in the professional judgment of the clinical instructor and upon documentation in the CEB, the student repeatedly requires assistance to meet clinical objectives, a written learning contract may be developed. This action indicates that the student is placed on “WARNING”. If the student demonstrates that self-correction has occurred, the student will be allowed to continue in the nursing course. If the stated clinical objectives are met, the student will earn “Satisfactory” as an end of course clinical grade in the first quarter. A satisfactory or passing clinical grade and a minimum of 75 (C) course grade are necessary for progression to the next quarter or graduation.

Level III:

When, in the professional judgment of the clinical instructor and upon documentation in the CEB, the student's clinical performance does significantly compromise patient safety, jeopardize clinical environment relationships, or deviate from scope of vocational nursing practice, another level for progression and evaluation is indicated. Based upon the seriousness in nature and/or frequency of the clinical error(s), the student is in danger of not passing the clinical portion of the course. The student, therefore, is placed on "WARNING". To confirm the student's competence, the instructor may initiate one or more of the following strategies:

1. Implement direct, one-on-one observation of the student's clinical performance,
2. Implement direct, one-on-one observation of the clinical performance by another designated member of the faculty, and/or
3. Implement a review of the student's performance in consultation with other members of the teaching team, the vocational nursing program coordinator, and the division chair for a professional consensus.

If the student's performance is determined to be "Satisfactory" at the end of any of these three strategies implemented by the faculty, the student will be allowed to continue in the nursing course. If the stated clinical objectives are met, the student will earn "Satisfactory" as an end of course clinical grade. A satisfactory clinical grade and a minimum of 75 (C) course grade are necessary for progression to the next quarter or program completion.

If the student's performance remains "Unsatisfactory" following implementation of any two of these three previous strategies, the student will:

1. not be allowed to continue in the nursing course.
2. earn "Unsatisfactory" as a clinical grade for the course.
3. not be allowed to progress to the next quarter or program completion.

Having earned a clinical failure, an "F" will be recorded as the final nursing course grade regardless of the grades in the theory portion of the course.

- NOTE:
1. Actions on campus or in the clinical lab that violate 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 Occupations Division and will be kept in the student's file.

**TEXARKANA COLLEGE
VOCATIONAL NURSING
GRADING 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 report from staff, completing nursing assessments, collecting data and researching information pertaining to client care.
2. **Planning: Ability to plan care for assigned clients.** 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.
4. **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.
5. **Evaluation: Ability to effectively evaluate care of assigned clients.** Includes assessing client's response to nursing interventions performed, client teaching, and evaluating student's ability to care for assigned clients.
6. **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.
7. **Safety: Exhibits ability to give safe, competent care to assigned clients.** 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 a licensed staff member after approval by the instructor.

**Texarkana College
Health Sciences Division
Vocational Nursing Skills Checklist**

Name: _____

Demonstrate the proper procedure for the following:

| Procedure | Date | Satisfactory | Needs Practice | Comments |
|--|------|--------------|----------------|----------|
| 1. Ambulation | | | | |
| Dangle | | | | |
| Transfer from bed to chair | | | | |
| Ambulate with assistance | | | | |
| Ambulate with IV pump/tubes | | | | |
| 2. Anti-embolism stockings | | | | |
| Proper measurement | | | | |
| Below the knee application | | | | |
| Thigh high application | | | | |
| 3. Application of heat | | | | |
| Warm, moist heat | | | | |
| Thermal heating unit | | | | |
| 4. Application of cold | | | | |
| Ice pack/Polar Care | | | | |
| Cooling blanket | | | | |
| 5. Bath | | | | |
| Assist with Sponge bath | | | | |
| Complete bed bath | | | | |
| Set-up Shower | | | | |
| 6. Bladder Scan | | | | |
| 7. Catheters | | | | |
| Discontinue Foley | | | | |
| Empty Foley | | | | |
| In and Out Female | | | | |
| In and Out Male | | | | |
| Insert Female | | | | |
| Insert Male | | | | |
| 8. Chest tubes: Monitor | | | | |
| 9. Colostomy care | | | | |
| Change appliance | | | | |
| Change bag | | | | |
| Empty | | | | |
| 10. Dialysis Access- Thrill/Bruit | | | | |
| 11. Doppler Pulses | | | | |
| 12. Enema | | | | |
| Type: | | | | |
| Type: | | | | |

| Procedure | Date | Satisfactory | Needs Practice | Comments |
|--------------------------------------|------|--------------|----------------|----------|
| 13. Feeding | | | | |
| Assist/Set-up | | | | |
| Tube feeding | | | | |
| 14. Gastrocult | | | | |
| 15. Glucose monitoring | | | | |
| 16. Hemocult | | | | |
| 17. Incentive Spirometer | | | | |
| 18. I&O | | | | |
| Intake- Oral | | | | |
| Intake-PEG/NG | | | | |
| Drainage from JP/Hemovac/Other | | | | |
| Measure/Record Urine volume | | | | |
| 19. Linen change | | | | |
| Bed occupied | | | | |
| Bed unoccupied | | | | |
| 20. Medication administration | | | | |
| Documentation | | | | |
| Ear drops | | | | |
| Eye drops | | | | |
| IM | | | | |
| Inhaler | | | | |
| Intradermal | | | | |
| Narcotic book sign out | | | | |
| Nasal spray | | | | |
| NG tube | | | | |
| Oral | | | | |
| Patch | | | | |
| PEG tube | | | | |
| Pyxis medication removal | | | | |
| Rectal | | | | |
| Subcutaneous | | | | |
| Topical | | | | |
| 21. Mouth care | | | | |
| Routine | | | | |
| Dentures | | | | |
| 22. Moving patient | | | | |
| From stretcher to bed | | | | |
| Up in bed with lift sheet | | | | |
| Transfer to chair/BSC | | | | |
| 23. Neurochecks | | | | |
| 24. NG tube | | | | |
| Discontinue | | | | |
| Insertion | | | | |
| Record intake | | | | |
| Record drainage | | | | |
| Verify placement | | | | |
| 25. Oxygen | | | | |
| Cannula | | | | |
| Mask | | | | |
| Set-up wall unit | | | | |

| Procedure | Date | Satisfactory | Needs Practice | Comments |
|--|------|--------------|----------------|----------|
| 26. Portable Pulse Ox | | | | |
| 27. Passive Range of Motion | | | | |
| 28. Positioning | | | | |
| Pillows/Back rest | | | | |
| Turn to side-lying position | | | | |
| 29. Post-mortem care | | | | |
| 30. Restraints | | | | |
| Documentation | | | | |
| Application | | | | |
| 31. Safety | | | | |
| Bed Alarm | | | | |
| Additional Safety Device | | | | |
| 32. SCD's/Plexi-pulse application | | | | |
| 33. Shampoo | | | | |
| Bed patient | | | | |
| Shampoo cap | | | | |
| 34. Shave | | | | |
| Preoperative | | | | |
| Routine male | | | | |
| 35. Specimen Collection | | | | |
| Midstream voided urine | | | | |
| Sputum | | | | |
| Stool | | | | |
| Urine from indwelling catheter | | | | |
| Urine from In & Out Cath | | | | |
| Wound culture | | | | |
| Label specimen and send to lab | | | | |
| 36. Suction | | | | |
| Change canister | | | | |
| Set-up Wall Suction | | | | |
| Oral – Yankauer/Catheter | | | | |
| 37. Tracheostomy | | | | |
| Suctioning | | | | |
| Trach care | | | | |
| 38. Standard Precautions | | | | |
| Glove | | | | |
| Gown | | | | |
| Handwashing | | | | |
| Mask | | | | |
| Surgical scrub | | | | |

| Procedure | Date | Satisfactory | Needs Practice | Comments |
|--------------------------------------|------|--------------|----------------|----------|
| 39. Venipuncture | | | | |
| Care of a patient with IV pump | | | | |
| Discontinue Saline Lock | | | | |
| Discontinue IV | | | | |
| Drawing and labeling blood | | | | |
| Starting an IV | | | | |
| Hanging IV fluid | | | | |
| Hanging IV Antibiotics | | | | |
| Labeling blood at bedside | | | | |
| Sending blood specimen to lab | | | | |
| 40. Vital signs | | | | |
| Apical pulse | | | | |
| Dinamap | | | | |
| Manual blood pressure | | | | |
| Radial pulse | | | | |
| Respirations | | | | |
| Temperature- Axillary | | | | |
| Temperature- Oral | | | | |
| Temperature- Tympanic | | | | |
| Temperature-Temporal | | | | |
| 41. Wound care | | | | |
| Drain tube removal: | | | | |
| Sitz | | | | |
| Staple removal | | | | |
| Suture removal | | | | |
| Dressing Change | | | | |
| Type: | | | | |
| Type: | | | | |
| 42. Labor and Delivery | | | | |
| Assist with fetal heart monitoring | | | | |
| Immediate Post-delivery care | | | | |
| Observe vaginal delivery | | | | |
| Observe C/S delivery | | | | |
| Shave Prep | | | | |
| 43. Nursery | | | | |
| Bathe newborn | | | | |
| Feed and burp | | | | |
| Vital Signs | | | | |
| 44. Doppler Fetal Heart tones | | | | |
| 45. Postpartum | | | | |
| Check C/S incision | | | | |
| Check fundus | | | | |
| Pericare | | | | |

| Procedure | Date | Satisfactory | Needs Practice | Comments |
|------------------|------|--------------|----------------|----------|
| 46. Other | | | | |
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Instructor Signature Initials

Instructor Signature Initials

Instructor Signature Initials

Instructor Signature Initials

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VOCATIONAL NURSE – HISTORY DATA COLLECTION TOOL

GENERAL INFORMATION Admission Date: _____ Code Status: _____

Age: _____ Race: _____ Gender: _____ Allergies: _____

Background information (marital status, family members, occupation, education, religion, etc.)

HISTORY OF CURRENT ILLNESS

If in Hospital: Chief Complaint (“*What made you come to the hospital?*”)

If in Long Term Care: (“*What led to LTC placement?*”)

Admitting Diagnosis and Other Medical Diagnoses (*Look at the History and Physical – H&P*)

Diagnostic Tests: *Provide date of test and summary of results (Impression)*

Abnormal Lab Results: *Provide date of test, lab values and note if high or low*

PATIENT HISTORY: (*Y for yes, N for No*): Hypertension _____ Heart Disease _____

Lung Disease _____ Cancer _____ Diabetes _____ Stroke _____ Kidney Disease _____

Stomach/Colon Problems _____ Hypothyroidism _____ Seizures _____ Other _____

PERSONAL HABITS/PATTERNS OF LIVING (*When at home*)

Rest/Sleep: _____ Use of sleep aids: _____ Exercise: _____

Hobbies: _____ Nutrition: _____

Caffeine _____ Nicotine _____ Alcohol/Drugs: _____

W/C _____ Walker: _____ Cane _____ Assistance Level with ADLs _____

Dentures: _____ Glasses: _____ Hearing aids: _____ Other: _____

Texarkana College Vocational Nursing Program
Head to Toe Physical Assessment

| VS & GENERAL APPEARANCE | | | | | | | |
|--|--|------------------|--------------------|----------------------|-------------------------|-------------------|--------------------|
| Pt Room# | Medical DX | Date | Student Name | | | | |
| Vital Signs | T | P | R | BP | / | PulseOx | Pain /10 |
| Allergies | | | | | | | |
| General - How does the client look? | Age _____ Obese WNL | Male/Female | Body Build: Thin | Cachectic | | | |
| | Facial Expression: Anxious Happy Sad Angry | | | | | | |
| HEAD | | | | | | | |
| Level of Consciousness and Orientation | Alert | Awake | Lethargic | Drowsy | Responds to touch/voice | | |
| | Oriented x ____: Person Place Time Event | | | | | | |
| Speech | Clear | Low Volume | Garbled | Stuttering | Expressive Aphasia | Other: | |
| Eyes | Sclera: White | Red | Yellow | | | | |
| | PERRL Other: | | | | | | |
| Ears | Unaided hearing | Hard of hearing | Deaf | Hearing aid | Drainage | | |
| Oral Mucosa | Pink | Moist | No Lesions | Other: | | | |
| CHEST | | | | | | | |
| Respirations | Rhythm: Regular | Irregular | Quality: Unlabored | Labored | Deep | | |
| | Shallow Rate: | | | | | | |
| Lung Sounds | **Be sure to check all lung fields (LUL, LLL, RUL, RML, RLL)** | | | | | | |
| | Clear | LUL | RUL | LLL | RLL | RML | Anterior Posterior |
| | Wheezes location _____ Crackles location _____ | | | | | | |
| | Nasal flaring Sternal retraction Intercostal retraction | | | | | | |
| | **Do lung sounds improve with cough and deep breath? If no, report to RN | | | | | | |
| Cough | None | Nonproductive | Productive | Sputum: amount color | | | |
| Oxygen | Room Air | O2 at _____L/min | Nasal Cannula | Mask | Other: | | |
| Skin Turgor | Rebounds Quickly | | Tents | Slow Rebound | Tight/Taut | | |
| Heart Sounds | Apical Pulse Rate: | | Rhythm: Regular | Irregular | | | |
| | Quality: Strong | | Faint | Muffled | Distant | Murmur-like sound | |
| | Telemetry Rhythm: | | | | | | |
| Other (IVs, Pacemaker, Incisions/dressings, etc) | | | | | | | |
| ABDOMEN | | | | | | | |
| Look | Nondistended | Distended | Obese | Concave/Scaphoid | Masses – | | |
| | Location: | | | | | | |
| Listen: Bowel Sounds | RLQ | RUQ | LUQ | LLQ | Normoactive | Hypoactive | Hyperactive |
| | Absent | | | | | | |
| Feel | Soft | Firm | Nontender | Tender – Location: | | | |

| | |
|---|---|
| Bowel Movement | Continent Incontinent Last BM: BRP BSC Brief Pad |
| Tubes | None NG GT/PEG JT Suction: Drainage: Color _____ Amount _____ Tube Feeding: Formula _____ Rate _____ Bolus Schedule _____ |
| Ostomy | None Location Stoma Output (Color/amount) Appliance Intact: Yes No Describe surrounding skin: |
| PELVIC/BUTTOCKS/BACK | |
| Urine | Continent Incontinent Independent with toileting Color _____ Clear Cloudy Sediment Catheter: Type _____ Patent Amount in Drainage Collection Bag |
| Pressure Area | Location |
| Pressure Ulcer | Location Describe: If dressing in place – is it clean, dry and intact? |
| UPPER EXTREMITIES (Remember to compare right and left) | |
| Skin Appearance | Color: WNL Pallor Cyanosis Jaundice Erythema Temperature: Warm Hot Cool Cold Dry Moist |
| Range of Motion | RUE: LUE: |
| Pulses | RUE Radial: 1+ 2+ 3+ 4+ LUE Radial: 1+ 2+ 3+ 4+ RUE Brachial: 1+ 2+ 3+ 4+ LUE Brachial: 1+ 2+ 3+ 4+ |
| Capillary Refill | RUE: <3 sec Delayed: _____ sec LUE: <3 sec Delayed: _____ sec |
| Strength | Hand Grips: Strong Moderate Weak Equal or Unequal Explain: |
| Edema | None Present Location _____ Pitting: 1+ 2+ 3+ 4+ Non Pitting: Mild Moderate Severe |
| Other (IVs, Fistulas, Skin tears, dressings etc) | ** For All Intravenous Access (peripheral lines and central lines): Identify and describe site, assess solution/rate infusing or note saline/hep lock. |
| LOWER EXTREMITIES (Remember to compare right and left) | |
| Skin Appearance | Color: WNL Pallor Cyanosis Jaundice Erythema Temperature: Warm Hot Cool Cold Dry Moist |
| Range of Motion | RLE: LLE: |

| | | |
|---|--|---|
| Pulses | RLE Pedal: 1+ 2+ 3+ 4+ 4+ RLE Popliteal: 1+ 2+ 3+ 4+ 4+ RLE Femoral: 1+ 2+ 3+ 4+ 4+ | LLE Pedal: 1+ 2+ 3+ LLE Popliteal: 1+ 2+ 3+ LLE Femoral: 1+ 2+ 3+ |
| Capillary Refill | RLE: <3 sec Delayed: _____ sec _____ sec | LLE: <3 sec Delayed: _____ sec |
| Strength | Foot Pushes: Strong Moderate Weak Equal or Unequal Explain: | |
| Edema | None Present Location _____ Pitting: 1+ 2+ 3+ 4+ Non Pitting: Mild Moderate Severe | |
| Other (Dressings, Casts, Braces, TED hose, SCDs, etc) | | |

Student: _____ Date _____

| TREATMENT ORDERS | KEY LAB VALUES |
|--|--|
| Code Status: _____ Telemetry: _____ | WBC |
| Diet: _____ | RBC |
| Activity: _____ | H/H |
| Vital Signs: 0700 _____ Pain Level _____ 1100 _____ Pain Level _____ | PLT |
| Glucose Monitoring & Scale _____ Times: _____ | PT/INR PTT |
| Labs ordered &/pending: _____ | Na+ |
| | K+ |
| | Cl- |
| Radiology/Diagnostic Test Ordered and completed: _____ | Mg |
| | Glucose |
| | BUN |
| RT-Oxygen _____ LPM_ Breathing Treatments _____ | Creatine |
| Therapy (PT,OT,ST): _____ | Albumin |
| IV or SL _____ | Other |
| Comments | Other |
| Chemistry (found in BMP or CMP): Na (sodium): 135-145 mEq/liter K+ (potassium): 3.5-5 mEq/liter Cl (chloride): 96-106 mEq/liter Ca (Calcium): 4.0-5.0 mEq/liter OR 9-11 mg/deciliter Mg (magnesium): 1.5-2.5 mEq/liter Glu (glucose): 70-110 BUN: 10-20 Cr (creatinine): 0.5-1.2 Alb (albumin): 3.5-5 | Complete Blood Count (CBC): WBC: 5,000-10,000 RBC: 4 million-6 million Hgb: Females 12-16; Males 14-18 Hct: Females 37-47%; Males 42-52% Plt: 150,000-400,00 |

Disease Process

| RISK FACTORS | PATHOPHYSIOLOGY | DIAGNOSTIC & LABS TEST |
|------------------------------|-----------------------------|-----------------------------------|
| | | |
| NURSING INTERVENTIONS | SIGNS & SYMPTOMS | MEDICATIONS |
| | | |

MEDICATION ADMINISTRATION RECORD

Student's Name: _____

| Drug Example: Lasix (furosemide) | Dose 20 mg | Route Oral/PO | Frequency BID | Classification P: Loop diuretic T: Rid excess fluid volume U: CHF, Liver/Kidney failure | Nursing Interventions/Implications I/O, DWT, Monitor B/P and K+ Levels |
|--|----------------------|-------------------------|-------------------------|---|--|
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NURSING PROCESS CARE PLANNING SHEET

| ASSESSMENT Subjective Data (S) Objective Data (O) | NURSING DIAGNOSIS <i>(Nursing Diagnosis Handbook)</i> | PLANNING/GOAL(s) (Desired Outcome) | IMPLEMENTATION with RATIONALE(S) (Nursing Actions and why...) | EVALUATION OF PLAN |
|--|---|--|--|-----------------------------------|
| | | | | |
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TEXARKANA COLLEGE
 VOCATIONAL NURSING PROGRAM
 PROBLEM LIST

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

| | | | |
|---|-------------------------|-------------------------|-------------------------|
| Acute Pain r/t injuries from recent fall Priority-1 | Problem | Problem | Problem |
| Subjective Data: “My hip hurts really bad.” “I fell out the bed yesterday.” | Subjective Data: | Subjective Data: | Subjective Data: |
| Objective Data: Guarding L hip Crying Rated 9/10 on numeric scale Facial grimacing when turning B/P 160/110 at 0800; no history of HTN, | Objective Data: | Objective Data: | Objective Data: |

TEXARKANA COLLEGE
 VOCATIONAL NURSING PROGRAM
 PROBLEM LIST

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

| Problem | Problem | Problem | Problem Objective Data: |
|------------------|------------------|------------------|----------------------------|
| Subjective Data: | Subjective Data: | Subjective Data: | Subject Data: |
| Objective Data: | Objective Data: | Objective Data: | Objective Data: |