CISCO COLLEGE
Abilene Educational Center
SYLLABUS
FOR
Spring 2016
VNSG -1423 BASIC Nursing and Skills
(4 credit hours)
Comprehensive Exam—May 9, 2016

INSTRUCTOR: Cheryl Adams, RN, BSN
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E-mail: cheryl.adams@cisco.edu
OFFICE HOURS: Variable, by appointment

COURSE DESCRIPTION:

A foundation course of basic nursing skills will be presented. The student will be prepared to provide direct patient care to hospitalized adults. Topics include basic nursing skills, documentation, and utilization of the nursing process as the foundation for all nursing interventions. Emphasis will be on the nurse role in promoting health, its restoration, and mastery of entry level nursing skills and competencies for a variety of health care settings.

TIME ALLOTMENT: First Semester Credit: 4 Semester Hours
Lecture Hours: 3 hours per week
Laboratory Hours: 6 hours per week

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

The student will demonstrate competency in basic nursing skills; identify the steps in the nursing process and how each relates to nursing care; and discuss the delivery of basic nursing skills in a variety of health care settings, and to successfully complete the vocational nursing program course of study leading to candidacy for the NCLEX-PN exam. This knowledge is based on the Differentiated Essential Competencies of Graduates of Texas Nursing Programs. The Differentiated Essential Competencies are identified.

COURSE OBJECTIVES:

Theory Objectives:
Upon completion of the course the student will:
1. Utilize the nursing process to provide basic nursing interventions.

2. Recognize given nursing diagnoses useful for identifying common patient needs, indicators for the diagnoses, and common interventions.

3. Perform satisfactorily selected nursing skills, stating the underlying principle involved, and its relation to patient health status.

4. Communicate within the health care system.

5. Establish a caring relationship with patients and families using interpersonal processes.

6. Describe the role of the vocational nurse as a member of the nursing team including functions, legal and ethical considerations, and patient advocate.

PREREQUISITES:

Co-requisite: Clinical I  VNSG - 1160
Co-requisite: Foundations of Nursing VNSG-1304

COURSE STRUCTURE:

Hours to be available on student calendar first day of school.
8:00-10:00 Monday and 8:30-11:30/1:30-4:30 Tuesday (Lab)

EXIT COMPETENCIES:

At the end of this course the student will have these skills:

1. Apply basic nursing skills to clients in the health care setting.

2. Identify and promote an environment of psychological and physical safety.

3. Identify and perform the logical sequence of an assessment.

4. Identify the professional responsibilities of a vocational nurse as a member of the health care team.

5. Apply knowledge and demonstrate safety in performing basic nursing skills and procedures.
REQUIRED TEXTBOOKS AND MATERIALS: List provided with acceptance to the program

RECOMMENDED OPTIONAL MATERIALS AND RESOURCES:

There are several appropriate filmstrips, videos and computer-assisted instruction programs available, which will be listed with appropriate units.

COURSE REQUIREMENTS:

1. Participation in discussion.
2. Completion of all assigned projects.
3. All examinations must be taken; no exams may be omitted nor grades dropped.
4. Satisfactory completion of Practicum.

EVALUATION METHODS INCLUDING GRADING:

The final grade for the course will be based upon the average of the unit grades, HESI exam, and Comprehensive final as stated below:

There is a Comprehensive Exam given at the end of the course for the sole purpose of demonstrating that the student has acquired the basic knowledge required for a safe and effective practice. This will reflect the student’s level of progression in the program. This examination score will be used in conjunction with the average of unit exams and the HESI exam to determine the numerical average achieved in the course.

Summary of criteria for assignment of letter grade for the course:

1. The method for determining course grades will be based on course exams, a comprehensive final, plus a standardized HESI exam.
2. There are six (6) unit exams which will be counted as 65% of your total grade.
3. The Final Examination will be counted as 30% of your grade.
4. The HESI exam will count for 5% of your grade.
5. The course letter grade will be determined as stated above in accordance to the nursing school grading scale of:

- A 90 – 100
- B 80 – 89
- C 75 – 79
- D 74 or below

**ATTENDANCE POLICY:**

1. No more than 3 classroom absences.
2. Tardy three times will equal one absence. Tardy is defined as being more than 15 minutes late for class.

**POLICY ON MAKE-UP WORK AND RE-TESTS:**

All examinations must be taken; no exams may be omitted nor grades dropped. If a student is absent for an exam, the exam must be taken no later than the following Friday. The time frame will be determined by the Instructor.

**SEMESTER SCHEDULE:**

Calendar will be provided the first class day of each semester. This schedule will be flexible to ensure learning enhancement opportunities are captured.

**ACADEMIC INTEGRITY**

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

**STUDENT CONDUCT**

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, **students are prohibited from using cell phones** or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in
the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook.

CHANGES TO THE SYLLABUS

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

STUDENTS WITH SPECIAL NEEDS

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies. Attached is a sheet defining the SCANS OBJECTIVE codes associated with specific work skills each student demonstrates in order to successfully accomplish each objective.

THE DIFFERENTIATED ESSENTIAL COMPETENCIES:

The Differentiated Essential Competencies have been fully integrated throughout the curriculum for the VN student. The Differentiated Essential Competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Board of Nurse Examiners. (See attached)

SCANS Competencies Identified in VNSG 1423

Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td>1.1 Manages time by following course schedule.</td>
<td>2.1 Participates as a Member of a Team: Completes in class group activities cooperatively with others.</td>
<td>3.1 Acquires and evaluates information in class and through reading assignments.</td>
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<td>3.3 Uses Computers to Process Information by organizing and</td>
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<table>
<thead>
<tr>
<th>Technology</th>
<th>Basic Skills</th>
<th>Thinking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1 Selects Technology:</strong></td>
<td><strong>6.1 Reading:</strong> Carefully</td>
<td><strong>7.1 Creative Thinking:</strong></td>
</tr>
<tr>
<td>Utilizes tools and machines including</td>
<td>assimilates materials including all reading</td>
<td>Connects theory with practice and formulates new</td>
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<td>computers and their programs in order to</td>
<td>assignments and prioritizes and interprets</td>
<td>personal goals.</td>
</tr>
<tr>
<td>complete assignments effectively.</td>
<td>information.</td>
<td><strong>7.2 Decision Making:</strong></td>
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<td></td>
<td><strong>6.2 Writing:</strong> Communicates thought, ideas and</td>
<td>Considers risks in communication channels and</td>
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<td></td>
<td>messages through the completion of written</td>
<td>determines most appropriate alternatives.</td>
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<tr>
<td></td>
<td>assignments.</td>
<td><strong>7.3 Problem Solving:</strong></td>
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<td></td>
<td><strong>6.5 Listening:</strong> Student will listen to</td>
<td>Through case studies; identifies problems that exist,</td>
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<td></td>
<td>lectures, and respond utilizing both verbal and</td>
<td>reasons for discrepancies, and implements plan of</td>
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<td></td>
<td>nonverbal communication. Student will critically</td>
<td>action for resolution of the problem.</td>
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<tr>
<td></td>
<td>analyze information presented in classroom for</td>
<td></td>
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<tr>
<td></td>
<td>clarity and accuracy.</td>
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<tr>
<td></td>
<td><strong>6.6 Speaking:</strong> Organizes ideas for presentation</td>
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<td></td>
<td>and communicates thoughts orally.</td>
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<tr>
<td></td>
<td><strong>Personal Qualities</strong></td>
<td></td>
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<tr>
<td><strong>8.1 Responsibility:</strong> Displays high standards</td>
<td><strong>8.2 Self Esteem:</strong> Leaves course with confidence</td>
<td></td>
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<tr>
<td>of attendance and punctuality in class.</td>
<td>in the ability to communicate with coworkers.</td>
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</tbody>
</table>
SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

- **1.1 Manages Time**: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- **1.2 Manages Money**: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- **1.3 Manages Materials and Facility Resources**: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- **1.4 Manages Human Resources**: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

- **2.1 Participates as a Member of a Team**: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- **2.2 Teaches Others**: Helps others to learn.
- **2.3 Serves Clients/Customers**: Works and communicates with clients and customers to satisfy their expectations.
- **2.4 Exercises Leadership**: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- **2.5 Negotiates**: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- **2.6 Works with Cultural Diversity**: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION

- **3.1 Acquires and Evaluates Information**: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- **3.2 Organizes and Maintains Information**: Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
- **3.3 Uses Computers to Process Information**: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS

- **4.1 Understands Systems**: Knows how social, organizational, and technological systems work and operates effectively within them.
• 4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
• 4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY
• 5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
• 5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
• 5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS
• 6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
• 6.2 Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
• 6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
• 6.4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.
• 6.5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.
• **6.6 Speaking**: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.0 **THINKING SKILLS**

• **Creative Thinking**: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

• **7.2 Decision Making**: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

• **7.3 Problem Solving**: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

• **7.4 Mental Visualization**: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

• **7.5 Knowing How To Learn**: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

• **7.6 Reasoning**: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 **PERSONAL QUALITIES**

• **8.1 Responsibility**: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

• **8.2 Self-Esteem**: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.
• 8.3 **Sociability**: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

• 8.4 **Self-Management** Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

• 8.5 **Integrity/Honesty**: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses ethical.

**DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED IN**
**VNSG - 1423 Basic Nursing Skills**

**I. Member of the Profession:**

A licensed nurse (LVN or RN) who: exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Knowledge
1. a. Texas Nursing Practice Act.
   b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
   c. Federal, state, or local laws, rules, and regulations affecting nursing practice.
2. Nursing scope of practice in relation to delegated medical acts and facility policies.
3. Standards and guidelines from professional organizations.
4. Facility policies and procedures.

   A. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Knowledge
1. a. Texas Board of Nursing Standards of Practice.
c. National Federation of Licensed Practical Nurses Code of Ethics.
d. Advocacy process.

2. Legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.

3. Issues affecting the vocational nurse role and the delivery of culturally-sensitive care to patients and their families.

4. Continuing competency and professional development.

5. Self-evaluation, staff evaluation, and peer evaluation processes.

6. Employment setting policies and procedures.

7. a. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, aesthetics.
b. Aspects of professionalism including attention to appearance and demeanor.
c. Communication techniques to maintain professional boundaries.

8. Principles of quality improvement.

C. Contribute to activities that promote the development and practice of vocational nursing.

Knowledge

3. The role of vocational nursing organizations, regulatory agencies, and health care organizations.

4. Factors affecting the public image of nursing.

5. Distinctions between the evolving vocational and professional nursing roles.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care and lifelong learning.

Knowledge

1. Texas Board of Nursing rules for continuing competence.

2. Resources, tools and processes to assess vocational learning needs.

3. Lifelong learning opportunities to facilitate continuing competence (e.g., certifications and articulation/mobility).


II. Provider of Patient-Centered Care:

A licensed nurse (LVN or RN) who, based on educational preparation, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families; the BSN educated RN is also prepared to provide care to populations and
A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

1. A systematic problem-solving process in the care of patients and their families.
2. a. Priority setting based on patient health status and individual characteristics.
   b. Clinical reasoning processes.
3. Application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
4. Resources from scientifically valid sources.

B. Assist in determining the physical and mental health status, needs, and preference of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Knowledge
1. Steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation and evaluation.
2. Components of focused nursing assessment.
3. Structured data collection tools and techniques of assessment of patients including interviewing.
4. Characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.
5. Cultural differences of patients across the lifespan.
6. Characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
7. Common disease processes, medication administration, and other therapies and treatments.
8. Introduction to established approaches that guide nursing practice.
10. Application of clinical technology in the delivery of safe patient care and documentation.
11. Introduction to patients with multiple healthcare problems.
12. Political, economic, and societal forces affecting health of individuals.

C. Report data to assist in the identification of problems and formulation of
goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Knowledge
1. Process to establish the nurse-patient/family relationship including cultural aspects of care.
2. Written, verbal and non-verbal modes of communication including information technologies.
3. Fundamental principles of disease prevention and health promotion/restoration for patients.
4. Interventions to support the patients and their families during life stages, including end-of-life care.
5. Relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
6. Criteria for setting priorities in planning and evaluating care.
7. Steps and procedures in discharge planning process.
8. Concepts from basic sciences and support courses.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Knowledge
1. a. Components of compassionate, patient-centered care.
   b. Standards of Care; Standards of Practice; institutional policies and procedures for delivery of nursing care.
   c. Professional ethics.
   d. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
2. Characteristics, trends, and issues of health care delivery.
   b. Principles of decision making.
4. Scope of responsibilities and accountability for supervision and collaboration.
5. Channels of communication for decision making processes within the work setting.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors

Knowledge
1. Common health practices and behaviors of patients and their families related to their developmental level, gender, culture, belief system, and the environment.
2. Methods of therapeutic communication.
3. Rights and responsibilities of patients related to health care and basic advocacy.
4. Basic physiological and mental health aspects of nursing interventions.
5. Principles and factors that contribute to the maintenance of restoration of health and prevention of illness.
6. Coping mechanisms for managing stress and identifying resources for crisis management.
8. Legal parameters of vocational nursing practice and health care.
9. Available intradisciplinary and interdisciplinary resources within the employment setting.
10. Key federal and state statutes and institutional policies regarding patient confidentiality.
11. Nursing interventions to implement plan of care.
12. Clinical reasoning in the delivery of care to patients with predictable health care needs using knowledge from the vocational nursing program of study.

**F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.**

**Knowledge**
1. Mechanisms to evaluate specific nursing interventions and patient outcomes
2. Factors indicating changes that have potential for life-threatening consequences based on knowledge of the sciences.
3. Basic performance improvement activities in patient care delivery.

**G. Implementation teaching plans for patients and their families with common health problems and well-defined health learning needs.**

**Knowledge**
1. Lifespan development and common situational variables affecting learning, such as stress, pain, and fear.
2. Basic principles of the teaching/learning process.
3. Resources that support patient health care knowledge, decision making, and self-advocacy.

**H. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.**

**Knowledge**
1. Organizational mission, vision, and values as a framework of care.
2. Lines of authority and accountability within structured health care settings.
3. Workplace safety consistent with current federal, state, and local regulations and guidelines.

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4. VN role in implementing established cost containment measures.
5. Communication within organizational framework.
6. Roles and responsibilities of members of the interdisciplinary health care team.
7. Individual response to organizational change.

III. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards.

Knowledge
1. Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. National Standards of Nursing Practice.
3. Federal, state, and local government and accreditation organizations’ safety requirements and standards.
4. Facility policies and procedures.
5. Facility licensing agency or authority standards.
6. Principles of quality improvement.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Knowledge
1. Principles of patient safety including safe patient handling.
3. Role in safety and risk management for patients and others.
4. Principles of a culture of safety including safe disposal of medications and hazardous materials.

C. Assist in the formulation of goals and outcomes to reduce patient risks.

Knowledge
1. Principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.
2. Current national and state standards and guidelines and local procedures for infection control.
D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Knowledge
1. a. Standards of Practice.
   b. Texas Board of Nursing rules (including scope of practice), Texas Board of Nursing Positions Statements and Guidelines.
   c. Facility policies and procedures.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Knowledge
1. a. Standards of Practice
   b. Texas Board of Nursing rules, Position Statements, and Guidelines.
   c. Scope of Practice.
2. Facility policies and procedures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

Knowledge
1. a. Standards of Practice
   b. Texas Board of nursing Rules (including awareness of RN Delegation Rules), Position Statements, and Guidelines.
   c. Scope of Practice.
2. Facility policies and procedures.

IV Member of the Health Care Team

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with and interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Knowledge
1. a. Structure and function of the health care delivery system.
   b. Roles of interdisciplinary health care team members.
2. Methods of effective communication and cooperation.
3. a. Strategies to deal with situational change.
b. Roles of all levels of nursing and other health care professionals.
4. a. Patient advocacy and consumer rights and responsibilities.
   b. Legal and ethical processes related to healthcare.
5. Contribution of evidence-based practice in development of health care and quality improvement.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Knowledge
1. a. Rights and responsibilities of patients regarding health care, including self-determination and right of refusal.
   b. Current legal factors relating to safeguarding patient rights.
2. a. Individual responsibility for quality of nursing care.
   b. Role of the nurse as patient advocate for patients.
3. a. Role of nurse in quality improvement process.
   b. Peer review committee
   c. Knowledge of reliable online sites for quality health care data.
4. Responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Knowledge
1. Work setting and major community resources.
2. Role of the case manager.
3. Roles of family and significant others in providing support to the patient.
4. a. Functions of members of the interdisciplinary health care team.
   b. Confidentiality regulations (e.g. HIPPA).
5. Need for patient referrals to promote continuity of care.
7. Cost of health care services.
8. Organizational and local resources for health promotion, maintenance and restoration.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Knowledge
1. Principles of communication with patients, their families, and the interdisciplinary health care team.
2. Principles of interpersonal conflict management, problem solving, data collection, and
basic time management skills.
3. Functions of interdisciplinary health care team members.
4. Principles and strategies of situational changes.

E. Communicate patient data using technology to support decision making to improve patient care.

Knowledge
1. a. Current information and communication systems for managing patient care, data, and the medical record.
   b. Current technology-based information and communication systems.
2. Regulatory and ethical considerations protecting confidentiality when using technology.
3. Technology skills including word-processing, e-mailing, and accessing multiple online resources.
Hygiene

Objectives:

1. List reasons for giving a patient a bath.

2. List 8 pieces of equipment necessary for giving a bed bath.

3. Demonstrate giving a complete bed bath to an adult patient.

4. Demonstrate giving a back rub and state the rationale for doing so as part of the bed bath.

5. Discuss reasons for performing oral care.

6. Discuss the differences of nursing interventions in giving oral care to a conscious patient and giving oral care to an unresponsive patient. Include denture care.

7. Demonstrate correctly completing mouth care for a cooperative patient and for an unresponsive patient.

8. State 4 reasons for routine perineal and genital care.

9. List the necessary equipment and the optional equipment for completing peri-care.

10. Demonstrate correctly completing peri-care for a patient taking into account the patient’s possible embarrassment by careful draping and using minimal exposure.

11. List the equipment needed for completing the following procedures:

   A. Routine hair care (include shampooing)
   B. Shaving (the face for a male patient)

12. Demonstrate correctly the ability to shampoo an adult patient’s hair.

13. Demonstrate correctly the shaving of an adult male’s face.

14. Recognize patient care situations which may lead to the Nursing Diagnosis: Self-Bathing-Hygiene Deficit.

15. Demonstrate the ability to apply correct nursing interventions when the Nursing Diagnosis is Self-Bathing-Hygiene Deficit specifically related to bathing, oral care and peri-care.

Objectives:

1. Identify the signs that reflect the body’s physiological state.

2. Define the following terms:

   A. Hypothalamus                                      E. Fahrenheit
   B. Core temperature                                 F. Centigrade
   C. Hypothermia                                      D. Pyrexia

3. List the normal range of temperature for rectal, oral and axillary temperatures in both Fahrenheit and Celsius.

4. Demonstrate obtaining a patient’s temperature and recording a reading within 0.2 degree of the instructor’s reading.

5. State 3 indications for taking an axillary temperature.

6. State 3 indications for taking a rectal temperature.

7. State 2 safety precautions for taking a temperature.

8. Describe the nursing actions to be taken when a temperature is not within the normal range.

9. Define the following terms:

   A. Circulatory system                              D. Quality
   B. Pulse rate                                       E. Bradycardia
   C. Rhythm                                           F. Tachycardia

10. State normal pulse ranges for infants, children, adults and the elderly.

11. List 5 sites where a pulse assessment can be taken.

12. Demonstrate counting the pulse rate accurately at 3 sites within 2 counts of the instructor.

13. Define the following terms:

   A. Apnea                                            D. Eupnea
   B. Dyspnea                                          E. Internal respirations
   C. Cheyne-Stokes respirations                       F. External respirations

14. State the normal respiratory rate range for infants, children and adults.

15. Compare changes in the respiratory rate to changes in pulse rates and temperature.

16. Demonstrate counting respirations accurately.
17. Define the following terms:

A. Aneroid
B. Manometer
C. Cuff
D. Exhaust valve
E. Gauge
F. Inflating bulb
G. Stethoscope
H. Sphygmomanometer
I. Mercurial

18. Describe how age, sex, weight and activity influence blood pressure.

19. Define systolic and diastolic.

20. Demonstrate placing the blood pressure cuff on an arm and obtain a blood pressure reading within 4 mmHg of a simultaneous reading made by the instructor.

21. Demonstrate the proper way to record the vital signs.

22. List the equipment needed for a physical exam and explain how a nurse can aid the physician and the patient during the procedure.


Health Assessment and Physical Examination
**Objectives:**

1. Define the following terms:
   
   A. Assessment  
   B. Data collection  
   C. Subjective data  
   D. Objective data  
   E. Interview  
   F. Nursing process

2. Discuss the components of the nursing process.

3. Explain the purpose of the nursing assessment.

4. Describe the 2 steps included in the phase of the nursing process that deals with the nursing assessment.

5. Develop an outline of the steps in performing a basic health assessment.

6. Describe the 3 parts of the interview to initiate the nurse-client relationship.

7. List 5 areas explored in the collection of client data.

8. State 6 objective symptoms you could note during the assessment.

9. State 6 subjective symptoms you could note during the assessment.

10. Practice a nursing assessment on a person in the lab.

11. Demonstrate the correct way to record a nursing assessment.

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**Nursing Diagnosis**

Revised 1/15 5/15 1/16
1. Define the following terms:
   A. Nursing diagnosis
   B. NANDA

2. State the difference between medical diagnosis and nursing diagnosis.

3. State the goal of the nursing diagnosis.

4. Explain the criteria for a nursing diagnosis.

5. Define: actual nursing diagnosis according to NANDA.

6. Define: risk nursing diagnosis according to NANDA.

7. Define: possible nursing diagnosis according to NANDA.

8. Describe the way in which defining characteristics and the etiological process individualize a nursing diagnosis.

9. Describe the advantages of nursing diagnoses for the client and nursing profession.

10. Demonstrate the ability to prioritize a list of nursing diagnoses.


Planning for Nursing Care

Revised 1/15 5/15 1/16
Objectives:

1. Define the term planning as it is used in the nursing process.
2. Explain how a client-centered goal is used in the planning phase of the nursing process.
3. Define: short-term goals and long-terms goals.
4. State the difference between a goal and an expected outcome.
5. Describe the nursing care plan.
6. Discuss how Maslow’s Hierarchy of needs can be used in the care plan.
7. List the 5 common errors associated in writing the nursing care plan.
8. Demonstrate the ability to develop a care plan from a nursing assessment.


Implementing Nursing Care

Objectives:

Revised 1/15 5/15 1/16
1. Define the term: implementation.

2. Describe what a nursing intervention is.

3. List 5 ways to prepare for the implementation process.

4. Recognize appropriate implementation methods for a patient.

5. Demonstrate the ability to develop a care plan from a nursing assessment.

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**Evaluation**

**Objectives:**

1. Define the term: evaluation as used in the nursing process.
2. Explain how the step of evaluation involves critical thinking.

3. State the purpose of an evaluation as it is used in the nursing process.

4. Recognize appropriate evaluation methods for a patient.

5. Demonstrate the ability to develop a written care plan.


Informatics and Documentation

Objectives:
1. Define the following terms:
   A. Reports
   B. Record
   C. Documentation
   D. Patient’s chart

2. State the purpose of a medical record.

3. List general information contained in a medical record.

4. List ways to maintain confidentiality of the medical record.

5. Describe 6 guidelines for quality documentation.

6. State the importance of competent documentation.

7. Explain what should be charted for admission to the hospital.

8. Describe the following methods of recording:
   A. Narrative documentation
   B. SOAP documentation
   C. PIE documentation
   D. Charting by exception
   E. Computerized documentation

9. Describe the general charting forms:
   A. Physician’s orders
   B. Graphic sheet
   C. Nurses notes
   D. History and Physical
   E. Progress sheet

10. Describe the following special forms:
    A. Respiratory form
    B. Physical Therapy form
    C. Consultation Sheet
    D. Consent form
    E. Incident Report form
    F. Admission form

11. Describe the Kardex.

12. Define the following types of reports:
    A. Change of shift report
    B. Telephone report
    C. Taping report
    D. Incident report


**Body Mechanics – Exercise and Activity**

**Objectives:**

1. Define the following terms:
   A. Abduction
   B. Telephone report
   C. Taping report
   D. Posture
2. Explain how body balance works in relation to body mechanics.

3. Discuss the primary functions of the skeletal system, skeletal muscles, joints, and bones.

4. Describe what is meant by center of gravity, line of gravity and base of support.

5. Describe protective body posture while standing and sitting.

6. Define the following terms:
   - A. Semi-fowler’s position
   - B. Trendelenburg’s position
   - C. Lateral position
   - D. Supine position
   - E. Prone position
   - F. High-fowler’s position

7. Demonstrate using correct body mechanics positioning an adult patient in the positions listed in objective # 6.

8. Demonstrate using correct body mechanics and safety during the following activities:
   - A. Moving a patient to the head of the bed
   - B. Placing a patient on a bed pan
   - C. Assisting a patient out of bed to sit in a chair and return to bed
   - D. Assisting a patient to ambulate

9. Explain your actions in objective # 8 by using the steps of the nursing process.

10. Demonstrate correctly making an unoccupied bed, an occupied bed and a surgical bed while using proper body mechanics.

11. Define crutch gait and summarize the 4 standard gaits.

12. Recognize nursing situations that might be a potential for injury.

13. Identify devices that are used for proper positioning of the patient.


Infection Prevention and Control

Objectives:

1. Define the following terms:
   - A. Infection
   - E. Nosocomial infection
2. List 4 ways the body is protected against infection.

3. Describe the chain of infection.

4. List factors that contribute to the susceptibility to infection.

5. List the 4 steps in the course of infection.

6. Explain the importance of hand washing.

7. Demonstrate the proper technique for hand washing.

8. Describe medical asepsis and give an example.

9. Describe surgical asepsis and give an example.

10. Demonstrate putting on sterile gloves.

11. Demonstrate the steps of preparing a sterile field.

12. Explain the nurse’s role in Infection Control.


15. Describe the following types of Isolations:
   A. Strict Isolation    C. Respiratory Isolation
   B. Contact Isolation  D. Reverse Isolation

16. Describe the protocol for entering an isolation room.

17. Describe the protocol for leaving an isolation room.

18. Explain the psychological implications of isolation.

19. Discuss patient teaching for infection control.
Oxygenation

Objectives:

1. Identify factors affecting oxygenation.

2. Define the following terms:
   A. Nasal cannula
   D. Venturi Mask
3. List the safety precautions when using oxygen therapy.

4. Describe incentive spirometry and pulse oximetry.

5. Describe the following respiratory disorders:
   - A. Pneumothorax
   - B. Hemothorax
   - C. Hypoxia
   - D. Atelectasis
   - E. Chronic Obstructive Pulmonary Disease
   - F. Asthma
   - G. Pulmonary Edema
   - H. Pulmonary Embolism
   - I. Emphysema

6. Recognize patient care situations which may lead to the Nursing diagnosis; Ineffective Breathing Pattern.

7. Recognize patient care situations which may lead to the Nursing Diagnosis; Ineffective Airway Clearance.

8. Demonstrate the ability to apply correct nursing interventions when the Nursing Diagnosis; Ineffective Airway Clearance particularly oropharyngeal suctioning.

9. List the steps necessary to complete oropharyngeal suctioning.

10. Practice using the suctioning equipment in the lab.

11. Explain the steps in instructing a patient to do diaphragmatic breathing.

12. Describe the care of the patient with a chest tube.

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**Sleep and Pain Management**

**Objectives:**

1. Identify factors affecting sleep.

2. Explain the following aspects of P.M. care:
A. Assessment of patient
B. Goals of care
C. Interventions

3. Describe comfort measures that could promote rest and sleep for the patient.

4. Define the following terms:
   A. Fear
   B. Anxiety
   C. Pain

5. List objective signs that could indicate pain.

6. Recognize patient care situations which may lead to the Nursing Diagnosis; Alteration in Comfort related to pain.

7. Explain your actions in objective # 6, by using the nursing process.

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**Heat and Cold Therapies**

**Objectives:**

1. Describe the assessment of a patient for heat therapy.

2. Describe the safety precautions for applying heat therapy.

4. Describe the procedure for the following:
   A. Applying hot moist packs
   B. Applying warm soaks
   C. Providing for a sitz bath

5. List factors influencing heat tolerance.

6. List the steps necessary for completing the following treatments (include the equipment needed):
   A. Aquamatic K-pad
   B. Electric heating pads

7. Describe the assessment of a patient for cold therapy.

8. List 5 physiological responses of cold therapy.

CISCO COLLEGE
Abilene Education Center
SYLLABUS
For
Spring 2016
VNSG 1429 Medical Surgical Nursing I

LEAD INSTRUCTOR: Ana Fuentes, RN, MSN

OFFICE: 230

PHONE: (325) 794-4564

E-MAIL: ana.fuentes@cisco.edu

OFFICE HOURS: Posted outside of office, Variable and By Appointment

COURSE DESCRIPTION:

Application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum. A variety of health care settings are utilized. This course implements the fundamental concepts introduced in the first semester. The focus is upon the application of the nursing process and nursing technology in the care of adults undergoing potential and actual alterations in health related to commonly occurring problems. Promotion of adaptation to illness, circulation, and oxygenation are the major emphasis. Consideration is given to the effect of health alterations on the person’s relationships. Health promotion is emphasized. Application of mental health concepts, pharmacology, and nutrition is continued.

TIME ALLOTMENT:  
Second Semester  Credit: 4 Semester Hours
Lecture Hours: 8  Contact Hours: 64
Lab Hours: 4  Contact Hours: 32

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

The student will identify the components of the health-illness continuum; identify prevalent medical-surgical conditions affecting the adult; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions. This course implements the fundamental concepts introduced in the first semester. The focus is upon the application of the nursing process and nursing technology in the care of adults undergoing potential and acute alterations in health related to commonly occurring problems. Promotion of
adaptation to illness, circulation, and oxygenation are the major emphasis. Consideration is given to the effect of health alterations on the person’s relationships. Health promotion is emphasized. Application of pharmacology and nutrition is continued. This knowledge is based on the Differentiated Essential Competencies of Graduates of Texas Nursing Programs, formulated by the Advisory Committee on Education, and to the SCANS competencies to enable the graduate of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified.

COURSE OBJECTIVES:

Theory Objectives

Upon completion of the course the learner will:

1. Contrast normal body functioning with actual or potential alterations in health.

2. Apply the nursing process to plan care for persons experiencing selected, common Medical-Surgical conditions.

3. Apply basic concepts of Pharmacology and Nutrition to persons with selected nursing diagnoses related to common Medical-Surgical conditions.

4. Describe the processes used to establish a caring relationship with patients and their families.

5. Formulate teaching plans for patients with common medical diagnoses.

PREREQUISITES:

VNSG 1304 Foundations of Nursing, VNSG 1216 Nutrition, VNSG 1405 Health Science, PHRA 1305 Drug Classification, RNSG 1108 Dosage Calculation, VNSG 1423 Basic Nursing Skills, VNSG 1160 Clinical

CO-REQUISITES: VNSG 1260 Clinical for Medical – Surgical Nursing I

COURSE STRUCTURE:
The course will meet for lab on Monday from 8:00AM to 12:00PM and Wednesday from 0800 to 1200 and 1300 to 16:00 PM for didactic course content.

EXIT COMPETENCIES:

Upon completion of the theory portion of the course, the learner will:

1. Contrast normal body functioning with actual or potential alteration in health.

2. Design a plan of care using the nursing process for persons experiencing less complicated medical-surgical conditions.

3. Apply basic concepts of pharmacology and nutrition to each disease entity.

4. Implement basic concepts of anatomy, physiology, microbiology, and nursing skills in the plan of care and in the care of the patient.

5. Establish a caring relationship with patients and families through the application of interpersonal processes.

6. Effectively use concepts of medical terminology in communicating within the health care system.

REQUIRED TEXTBOOKS AND MATERIALS


RECOMMENDED OPTIONAL MATERIALS AND RESOURCES:

In addition, there are several appropriate filmstrips, videos and computer assisted instruction programs available, which will be listed with appropriate units. Students are encouraged to explore any additional resources, including the Internet, which can be accessed in room 157. Other CAI’s can be accessed in the library.

**COURSE REQUIREMENTS:**

1. Participation in discussion, presentations, and other class activities.
2. Completion of assigned projects.
3. All examinations must be taken; no exams may be omitted nor grades dropped.

**TECHNOLOGY:** This course requires the use of Microsoft Office Software, a printer and the internet.

**EVALUATION METHODS INCLUDING GRADING:**

The final grade for the course will be based upon the average of the unit grades and assignments. Unit grades are based upon the unit exams and may include special assignments. Every examination must be taken and no examination grades will be dropped.

There is a Final Examination given at the end of the course for the sole purpose of demonstrating that the student has acquired the basic knowledge required for safe and effective health care delivery and practice at the student’s level of progression in the program.

1. All requirements for satisfactory completion of VNSG 1260 (co-requisite) must be met.

2. The final course grade will be determined as follows:
   a. Med/Surg I: All tests, quizzes, assignments (80% of grade) and comprehensive exam (20% of grade) will combined and must result with an average grade of 75% or above in order to pass the course.
   b. In the event that a student does not qualify to complete the course, their grade will stand as it is at that time and they will not be allowed to progress in the nursing program.
3. For the purposes of this course letter grades will be determined according to the Cisco College grading system as follows:

\[
\begin{align*}
A &= 90 - 100 \\
B &= 80 - 89 \\
C &= 75 - 79 \\
D &= 70 - 74 \\
F &= 69 \text{ or less}
\end{align*}
\]
ATTENDANCE POLICY:

1. No more than 3 classroom absences.

2. Tardy is defined as being more than 15 minutes late for class. Three tardies equals one absence.

3. Once the classroom door is closed the student will not be allowed to enter. The student may enter during the break and continue lecture with the class.

4. This program is concentrated; students are expected to attend all planned learning activities.

POLICY ON MAKE-UP AND RE-TAKE EXAMS

All examinations must be taken; no exams may be omitted nor grades dropped. If a student is absent for an exam, the exam must be taken by Friday following the original administration of the exam unless other arrangements are made in advance with that instructor. The format of the make-up examination is at the discretion of the instructor. Failure of a students to notify the instructor in advance that they will be absent for an exam, may result in the student not being able to take the exam. In these instances, each case will be evaluated by the instructor and a determination based on individual merit will be made as to whether the student will be allowed to take the exam.

SEMESTER SCHEDULE

Lecture schedule identifying discussion topics, examination schedule and project/paper due dates is given on the first day of class.

ACADEMIC INTEGRITY

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

STUDENT CONDUCT

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the
classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook. Students should silence all communication devices, which include but are not limited to phones, pagers,
recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.

**CHANGES TO THE SYLLABUS**

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

**STUDENTS WITH SPECIAL NEEDS**

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

**SCANS COMPETENCIES:**

The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies. Attached is a sheet defining the SCANS OBJECTIVE codes associated with specific work skills each student demonstrates in order to successfully accomplish each objective.

**DIFFERENTIATED ESSENTIAL COMPETENCIES:**

The competencies are fully integrated throughout the curriculum for the VN student. These competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Board of Nurse Examiners. (See Differentiated Essential Competencies)
## Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
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<tbody>
<tr>
<td><strong>1.1 Manages time</strong> by following course schedule.</td>
<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments. <strong>3.3 Uses Computers to Process Information</strong> by organizing and communicating course assignments to instructor.</td>
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<tr>
<th>Technology</th>
<th>Basic Skills</th>
<th>Thinking Skills</th>
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<tbody>
<tr>
<td><strong>5.1 Selects Technology:</strong> Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information. <strong>6.2 Writing:</strong> Communicates thoughts, ideas and messages through the completion of written assignments. <strong>6.5 Listening:</strong> Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy. <strong>6.6 Speaking:</strong> Organizes ideas for presentation and communicates thoughts orally.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals. <strong>7.2 Decision Making:</strong> Considers risks in communication channels and determines most appropriate alternatives. <strong>7.3 Problem Solving:</strong> Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
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| Personal Qualities | |
|-------------------||
| **8.1 Responsibility:** Displays high standards of attendance and punctuality in class. **8.2 Self Esteem:** Leaves course with confidence in the ability to communicate with coworkers. | |
SCANS COMPETENCIES WITH DEFINITIONS

1.1 RESOURCES
- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.1 INTERPERSONAL
- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customer: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION
- 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
- 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.

4.1 SYSTEMS
- 4.1 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them.
4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.

4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY
5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.

5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.

5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS
6.1 BASIC SKILLS
6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

6.2 Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

6.4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

6.5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate, to appreciate, or to support the speaker.
6.6 Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.1 THINKING SKILLS

- **Creative Thinking:** Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.
- **7.2 Decision Making:** Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.
- **7.3 Problem Solving:** Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.
- **7.4 Mental Visualization:** Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.
- **7.5 Knowing How To Learn:** Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).
- **7.6 Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.1 PERSONAL QUALITIES

- **8.1 Responsibility:** Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.
8.2 **Self-Esteem**: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

8.3 **Sociability**: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

8.4 **Self-Management** Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

8.5 **Integrity/Honesty**: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
IN
VNSG 1429 Medical Surgical Nursing I

I. Member of the Profession:

A licensed nurse (LVN or RN) who: exhibits behaviors that reflect commitment to
the growth and development of the role and function of nursing consistent with
state and national regulations and ethical and professional standards; aspires to
improve the discipline of nursing and its contribution to society; and values self-
assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the
policies and procedures of the employing health care institution or practice
setting.

Knowledge
1. a. Texas Nursing Practice Act.
   b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
   c. Federal, state, or local laws, rules, and regulations affecting nursing practice.
2. Nursing scope of practice in relation to delegated medical acts and facility policies.
3. Standards and guidelines from professional organizations.
4. Facility policies and procedures.

B. Assume responsibility and accountability for the quality of nursing care
provided to patients and their families.

Knowledge
1. a. Texas Board of Nursing Standards of Practice.
   c. National Federation of Licensed Practical Nurses Code of Ethics.
   d. Advocacy process
2. Legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
3. Issues affecting the vocational nurse role and the delivery of culturally-sensitive care to patients and their families.
4. Continuing competency and professional development.
5. Self-evaluation, staff evaluation, and peer evaluation processes.
6. a. Professional characteristics and values such as altruism, human dignity
   truth, justice, freedom, equality, aesthetics.
   b. Aspects of professionalism including attention to appearance and
demeanor
   c. Communication techniques to maintain professional boundaries.
8. Principles of quality improvement.
C. Contribute to activities that promote the development and practice of vocational nursing

Knowledge
2. Issues affecting the development and practice of vocational nursing.
3. The role of vocational nursing organizations, regulatory agencies, and health care organizations.
4. Factors affecting the public image of nursing.
5. Distinctions between the evolving vocational and professional nursing roles.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care and lifelong learning.

Knowledge
1. Texas Board of Nursing rules for continuing competence.
2. Resources, tools and processes to assess vocational learning needs.
3. Lifelong learning opportunities to facilitate continuing competence (e.g., certifications and articulation/mobility).

II. Provider of Patient-Centered Care:

A licensed nurse (LVN or RN) who, based on educational preparation, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families; the BSN educated RN is also prepared to provide care to populations and communities.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

1. A systematic problem-solving process in the care of patients and their families.
2. a. Priority setting based on patient health status and individual characteristics.
3. Application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
4. Resources from scientifically valid sources.
B. Assist in determining the physical and mental health status, needs, and preference of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data derived from the vocational nursing program of study

Knowledge
1. Steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation and evaluation.
2. Components of focused nursing assessment.
3. Structured data collection tools and techniques of assessment of patients including interviewing.
4. Characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.
5. Cultural differences of patients across the lifespan.
6. Characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
7. Common disease processes, medication administration, and other therapies and treatments.
8. Introduction to established approaches that guide nursing practice.
10. Application of clinical technology in the delivery of safe patient care and documentation.
11. Introduction to patients with multiple healthcare problems.
12. Political, economic, and societal forces affecting health of individuals.

C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Knowledge
1. Process to establish the nurse-patient/family relationship including cultural aspects of care.
2. Written, verbal and non-verbal modes of communication including information technologies.
3. Fundamental principles of disease prevention and health promotion/restoration for patients.
4. Interventions to support the patients and their families during life stages, including end-of-life care.
5. Relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
6. Criteria for setting priorities in planning and evaluating care.
7. Steps and procedures in discharge planning process.
8. Concepts from basic sciences and support courses.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Knowledge

1. a. Components of compassionate, patient-centered care.
   b. Standards of Care; Standards of Practice; institutional policies and procedures for delivery of nursing care.
   c. Professional ethics.
   d. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
2. Characteristics, trends, and issues of health care delivery.
   b. Principles of decision making.
4. Scope of responsibilities and accountability for supervision and collaboration.
5. Channels of communication for decision making processes within the work setting.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors

Knowledge

1. Common health practices and behaviors of patients and their families related to their developmental level, gender, culture, belief system, and the environment.
2. Methods of therapeutic communication.
3. Rights and responsibilities of patients related to health care and basic advocacy.
4. Basic physiological and mental health aspects of nursing interventions.
5. Principles and factors that contribute to the maintenance of restoration of health and prevention of illness.
6. a. Properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including patients' responses.
   b. Effects of misuse of prescription and nonprescription medications and other substances.

7. Coping mechanisms for managing stress and identifying resources for crisis management.


9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
   b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

13. Provide direct care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Knowledge
   1. Mechanisms to evaluate specific nursing interventions and patient outcomes.
   2. Factors indicating changes that have potential for life-threatening consequences based on knowledge of the sciences.
   3. 
   4. Basic performance improvement activities in patient care delivery.

G. Implementation teaching plans for patients and their families with common health problems and well-defined health learning needs.

Knowledge
   1. Lifespan development and common situational variables affecting learning, such as stress, pain, and fear.
   2. Basic principles of the teaching/learning process.
   3. Resources that support patient health care knowledge, decision making, and self-advocacy.

H. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.
Knowledge
1. Organizational mission, vision, and values as a framework of care.
2. Lines of authority and accountability within structured health care settings.
3. Workplace safety consistent with current federal, state, and local regulations and guidelines.
4. VN role in implementing established cost containment measures.
5. Communication within organizational framework
6. Roles and responsibilities of members of the interdisciplinary health care team.
7. Individual response to organizational change.

III. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards.

Knowledge
1. Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. National Standards of Nursing Practice.
3. Federal, state, and local government and accreditation organizations’ safety requirements and standards.
4. Facility policies and procedures.
5. Facility licensing agency or authority standards.
6. Principles of quality improvement.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Knowledge
1. Principles of patient safety including safe patient handling.
3. Role in safety and risk management for patients and others.
4. Principles of a culture of safety including safe disposal of medications and hazardous materials.
C. Assist in the formulation of goals and outcomes to reduce patient risks.

Knowledge
1. Principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.
2. Current national and state standards and guidelines and local procedures for infection control.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Knowledge
1. a. Standards of Practice.
   b. Texas Board of Nursing rules (including scope of practice), Texas Board of Nursing Positions Statements and Guidelines.
   c. Facility policies and procedures.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Knowledge
1. a. Standards of Practice
   b. Texas Board of Nursing rules, Position Statements and Guidelines.
   c. Scope of Practice.
2. Facility policies and procedures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

Knowledge
1. a. Standards of Practice.
   b. Texas Board of Nursing Rules (including awareness of RN Delegation Rules), Position Statements, and Guidelines.
   c. Scope of Practice.
2. Facility policies and procedures.

IV Member of the Health Care Team

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with and interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.
A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Knowledge
1. a. Structure and function of the health care delivery system. 
   b. Roles of interdisciplinary health care team members.
2. Methods of effective communication and cooperation.
3. a. Strategies to deal with situational change.
   b. Roles of all levels of nursing and other health care professionals.
4. a. Patient advocacy and consumer rights and responsibilities.
   b. Legal and ethical processes related to healthcare.
5. Contribution of evidence-based practice in development of health care and quality improvement.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Knowledge
1. a. Rights and responsibilities of patients regarding health care, including self-determination and right of refusal.
   b. Current legal factors relating to safeguarding patient rights.
2. a. Individual responsibility for quality of nursing care.
   b. Role of the nurse as patient advocate for patients.
3. a. Role of nurse in quality improvement process.
   b. Peer review committee 
   c. Knowledge of reliable online sites for quality health care data.
4. Responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Knowledge
1. Work setting and major community resources.
2. Role of the case manager.
3. Roles of family and significant others in providing support to the patient.
4. a. Functions of members of the interdisciplinary health care team.
   b. Confidentiality regulations (e.g. HIPPA).
5. Need for patient referrals to promote continuity of care.
7. Cost of health care services.
8. Organizational and local resources for health promotion, maintenance and restoration.
D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Knowledge
1. Principles of communication with patients, their families, and the interdisciplinary health care team.
2. Principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Functions of interdisciplinary health care team members.
4. Principles and strategies of situational changes.

E. Communicate patient data using technology to support decision making to improve patient care.

Knowledge
1. a. Current information and communication systems for managing patient care, data, and the medical record.
   b. Current technology-based information and communication systems.
2. Regulatory and ethical considerations protecting confidentiality when using technology.
3. Technology skills including word-processing, e-mailing, and accessing multiple online resources.

F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Knowledge
1. Awareness of Texas Board of Nursing RN Delegation Rules.
2. a. Principles of supervision and team work/group dynamics.
   b. Competencies of assistive personnel and other licensed team members.
   c. Structure and function of the interdisciplinary team.
   d. Patient care requirements and focused assessments.
3. Time management.
   b. Regulatory laws and facility policies.

G. Supervise nursing care provided by others for whom the nurse is responsible.

Knowledge
1. Principles of supervision and group dynamics.
2. Principles of communication in groups.
4. a. Facility policies and procedures.
   b. Organizational structure including chain of comma.
LEAD INSTRUCTOR: Ana Fuentes, RN-MSN

OFFICE: 230

PHONE: (325) 794-4564

E-mail: ana.fuentes@cisco.edu

OFFICE HOURS: Variable, by appointment (posted outside of office)

COURSE DESCRIPTION:

VNSG 1432 is a continuation of Medical-Surgical Nursing I with application of the nursing process to the care of adult patients experiencing medical-surgical conditions in the health-illness continuum, which includes a variety of health care settings. This course builds upon the problem-solving and interpersonal concepts introduced in the application of the nursing process and nursing technology in the care of adult’s potential and actual alterations in health related to regulation of body fluids, nutrition, and metabolism and cancer. Health promotion is emphasized. Application of mental health concepts, pharmacology, and nutrition is continued. Role expectation of the vocational nurse in acute surgical nursing settings is included.

TIME ALLOTMENT: Second Semester: Credit: 4 Semester Hours
Lecture Hours: 8    Contact Hours: 64
Lab: 4             Contact Hours: 32

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

The student will explain the components of the health-illness continuum; assess prevalent medical-surgical conditions affecting the adult client; and utilize the nursing process to assist in developing a plan of care for selected medical-surgical conditions.

The student will discuss the biological, psychological, sociological and cultural needs of the surgical patient and family, utilizing the Nursing Process to assist in planning the care of the client. This knowledge is based on the Differentiated Essential Competencies of Graduates of Texas Nursing Programs, formulated by the Advisory Committee on Education, and to the SCANS Competencies to enable the graduate of the program to
enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified.

The purpose and outcomes of the VN Program are congruent with the mission statement of Cisco College.

COURSE OBJECTIVES:

Theory Objectives

Upon completion of this course the student will:

1. Contrast normal body function with actual or potential alterations in health with more complex problems, in varied health care settings.  
   (Scans competencies: F5, F6, F7, F8, F9, F12, C5, C6, C7, C11, C13, C14)

2. Formulate a plan of care utilizing the nursing process for persons with selected nursing diagnoses requiring more complex care.  
   (Scans competencies: F1, F2, F5, F6, F7, F8, F9, C5, C6, C7, C9, C10, C11, C12, C14)

3. Apply advanced concepts of mental health, pharmacology and nutrition in providing care in a wider variety of care settings.  
   (Scans competencies: F1, F2, F3, F4, F5, F6, F7, F8, F9, F11, F12, F13, F16, F17, C3, C4, C5, C6, C7, C8, C10, C11, C12, C13, C14)

PREREQUISITES: VNSG – 1429 Medical – Surgical Nursing I  
VNSG – 1260 Clinical for Medical – Surgical Nursing I

CO-REQUISITES: VNSG – 2260 Clinical for Medical – Surgical Nursing II

COURSE STRUCTURE:

The course will meet for lab on Monday from 8:00AM to 12:00 PM and lecture on Wednesday from 0800 to 1200 and 1:00PM to 4:00PM for didactic course content.

EXIT COMPETENCIES:

At the end of this course the student will have these skills:

*Differentiate between normal and abnormal physiology with actual or potential alterations in health in varied health care settings.

*Develop a plan of care utilizing the nursing process for clients requiring more complex care in the Medical-Surgical setting.

*Incorporate knowledge of advanced concepts in mental health, pharmacology and nutrition in the Medical-Surgical setting.

*Communicate with in a multi-disciplinary care setting, effectively using medical terminology and therapeutic communication.
*Effectively cares, and prioritizes care for multiple clients with more complex Medical-Surgical conditions, utilizing the nursing process and team approach.

**REQUIRED TEXTBOOKS:**


**RECOMMENDED OPTIONAL MATERIALS AND RESOURCES:**


In addition, there are several appropriate videos and computer-assisted instruction programs available, which will be listed with appropriate units. Students are encouraged to explore any additional resources, including CAI’s and the Internet.

**COURSE REQUIREMENTS**

1. Participation in discussion.

2. Completion of all assigned projects.

3. All examinations must be taken; no exams may be omitted nor grades dropped.

4. Three tardies equal one absence. Tardy is defined as being more than 15 minutes late for class.
TECHNOLOGY: This course requires the use of Microsoft Office Software, a printer and the internet.

EVALUATION METHODS INCLUDING GRADING:

The final grade for the course will be based upon the average of the unit grades and assignments. Unit grades are based upon the unit exams and may include special assignments. Every examination must be taken and no examination grades will be dropped.

There is a Final Examination given at the end of the course for the sole purpose of demonstrating that the student has acquired the basic knowledge required for safe and effective health care delivery and practice at the student's level of progression in the program.

1. All requirements for satisfactory completion of VNSG 1260 (co-requisite) must be met.

2. The final course grade will be determined as follows:
   a. Med/Surg II: All tests, quizzes, assignments (60% of grade), math exam results (10% of grade), comprehensive final (20% of grade), HESI Medical Surgical testing (5% of grade), and HESI Pharmacology testing (5% of grade) will combined and must result with an average grade of 75% or above in order for the student to be allowed pass the course.
   b. In the event that a student does not qualify to complete the course their grade will stand as it is at that time and they will not be allowed to progress in the nursing program.

3. For the purposes of this course letter grades will be determined according to the Cisco College grading system as follows:

   A = 90 - 100
   B = 80 - 89
   C = 75 - 79
   D = 70 - 74
   F = 69 or less
ATTENDANCE POLICY:

1. No more than 3 classroom absences.

2. Tardy is defined as being more than 15 minutes late for class. Three tardies equals one absence.

3. This program is concentrated; students are expected to attend all planned learning activities.

POLICY ON MAKE-UP AND RE-TAKE EXAMS

All examinations must be taken; no exams may be omitted nor grades dropped. If a student is absent for an exam, the exam must be taken on Friday following the original administration of the exam unless other arrangements are made in advance with that instructor. The format of the make-up examination is at the discretion of the instructor. Failure of a student to notify the instructor in advance that they will be absent for an exam, may result in the student not being able to take the exam. In these instances, each case will be evaluated by the instructor and a determination based on individual merit will be made as to whether the student will be allowed to take the exam.

SEMESTER SCHEDULE:

Lecture schedule identifying discussion topics, examination schedule and project/paper due dates are given on the first day of class.

ACADEMIC INTEGRITY

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.
STUDENT CONDUCT
Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook. Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.

CHANGES TO THE SYLLABUS
The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

STUDENTS WITH SPECIAL NEEDS
Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

SCANS COMPETENCIES:
The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies. Attached is a sheet defining the SCANS OBJECTIVE codes associated with specific work skills each student demonstrates in order to successfully accomplish each objective.

DIFFERENTIATED ESSENTIAL COMPETENCIES:
The competencies are fully integrated throughout the curriculum for the VN student. These competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Board of Nurse Examiners. (See Differentiated Essential Competencies)
**SCANS Competencies Identified in VNSG 1432**

Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
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<tbody>
<tr>
<td><strong>1.1 Manages time</strong> by following course schedule.</td>
<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments.</td>
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<thead>
<tr>
<th>Technology</th>
<th>Basic Skills</th>
<th>Thinking Skills</th>
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<tbody>
<tr>
<td><strong>5.1 Selects Technology:</strong> Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals.</td>
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| | **6.2 Writing:** Communicates thoughts, ideas and messages through the completion of written assignments. | **7.2 Decision Making:** Considers risks in communication channels and determines most appropriate alternatives. |
| | **6.5 Listening:** Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy. | **7.3 Problem Solving:** Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem. |

| | **6.6 Speaking:** Organizes ideas for presentation and communicates thoughts orally. | |

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<tr>
<th>Personal Qualities</th>
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<tr>
<td><strong>8.1 Responsibility:</strong> Displays high standards of attendance and punctuality in class.</td>
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| | |
| **8.2 Self Esteem:** Leaves course with confidence in the ability to communicate with coworkers. | |
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES
- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL
- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION
- 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports an other forms of information in a systematic fashion.

REVIEWED/REVISED: 05/2015 (AF)
• 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS
• 4.1 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them.
• 4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
• 4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY
• 5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
• 5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
• 5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS
6.0 BASIC SKILLS
• 6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
• 6.2 Writing: Communicates thoughts, ideas, information, and messages in writing: records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
• 6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and
uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

- **6.4 Mathematics**: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

- **6.5 Listening**: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.

- **6.6 Speaking**: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

**7.0 THINKING SKILLS**

- **Creative Thinking**: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

- **7.2 Decision Making**: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

- **7.3 Problem Solving**: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

- **7.4 Mental Visualization**: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system's operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

- **7.5 Knowing How To Learn**: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

- **7.6 Reasoning**: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies
rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 PERSONAL QUALITIES

- **8.1 Responsibility**: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

- **8.2 Self-Esteem**: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

- **8.3 Sociability**: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

- **8.4 Self-Management**: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

- **8.5 Integrity/Honesty**: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.2 Negotiate to arrive at a decision</td>
<td>Compose and create documents such as letters, directions, memos, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose, and audience.</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.2 Teach others</td>
<td>Select information to be communicated; identify best methods for research, organization, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem solving strategies to address an identified task.</td>
<td>Section 3.1 Acquire and evaluate information</td>
<td>Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
<td>Use problem solving strategies to address an identified task.</td>
<td>Section 3.1 Acquire and evaluate information</td>
<td>Recognize a problem situation; identify possible solutions for the problem; devise and implement a plan of action to resolve the problem; maintain the progress; revise plans, select and apply problem solving methods.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, retrieve, store, and output files.</td>
<td>Section 5.1 Select appropriate technology</td>
<td>Determine the desired results or outcomes and applicable elements of technology; visualize the necessary methods and applicable technology.</td>
</tr>
<tr>
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<td>Computer Literacy</td>
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</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 7.1 Generate new ideas using creative thinking</td>
<td>Work with cultural diversity; understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational manifestations.</td>
</tr>
<tr>
<td></td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 7.1 Generate new ideas using creative thinking</td>
<td>Work with cultural diversity; understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational manifestations.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting</td>
<td>Section 8.1 Act responsibly</td>
<td>Persevere toward goal attainment with high level of effort; maintain a positive attitude of self and beliefs in one's self-worth.</td>
</tr>
<tr>
<td></td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success</td>
<td>Section 8.1 Act responsibly</td>
<td>Manage time, finances and other resources for educational success effectively.</td>
</tr>
<tr>
<td></td>
<td>Educational Self Reliance</td>
<td>Enhance his or her quality of life</td>
<td>Section 8.1 Act responsibly</td>
<td>Manage time, finances and other resources for educational success effectively.</td>
</tr>
<tr>
<td></td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for life-long learning</td>
<td>Section 8.1 Act responsibly</td>
<td>Manage time, finances and other resources for educational success effectively.</td>
</tr>
</tbody>
</table>
I. Member of the Profession:

A licensed nurse (LVN or RN) who: exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Knowledge
1. a. Texas Nursing Practice Act.
   b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
   c. Federal, state, or local laws, rules, and regulations affecting nursing practice.
2. Nursing scope of practice in relation to delegated medical acts and facility policies.
3. Standards and guidelines from professional organizations.
4. Facility policies and procedures.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Knowledge
1. a. Texas Board of Nursing Standards of Practice.
   c. National Federation of Licensed Practical Nurses Code of Ethics.
   d. Advocacy process
2. Legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
3. Issues affecting the vocational nurse role and the delivery of culturally-sensitive care to patients and their families.
4. Continuing competency and professional development.
5. Self evaluation, staff evaluation, and peer evaluation processes.
6. Employment setting policies and procedures.
7. a. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, aesthetics.
   b. Aspects of professionalism including attention to appearance and
demeanor.

c. Communication techniques to maintain professional boundaries.

8. Principles of quality improvement.

C. Contribute to activities that promote the development and practice of vocational nursing

Knowledge

2. Issues affecting the development and practice of vocational nursing.

3. The role of vocational nursing organizations, regulatory agencies, and health care organizations.

4. Factors affecting the public image of nursing.

5. Distinctions between the evolving vocational and professional nursing roles.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care and lifelong learning.

Knowledge

1. Texas Board of Nursing rules for continuing competence.

2. Resources, tools and processes to assess vocational learning needs.

3. Lifelong learning opportunities to facilitate continuing competence (e.g., certifications and articulation/mobility).


II. Provider of Patient-Centered Care:

A licensed nurse (LVN or RN) who, based on educational preparation, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and AND educated RNs include individual patients and their families; the BSN educated RN is also prepared to provide care to populations and communities.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

1. A systematic problem-solving process in the care of patients and their families.

2. a. Priority setting based on patient health status and individual characteristics.

   b. Clinical reasoning processes
3. Application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
4. Resources from scientifically valid sources.

B. Assist in determining the physical and mental health status, needs, and preference of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data derived from the vocational nursing program of study.

Knowledge

1. Steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation and evaluation.
2. Components of focused nursing assessment.
3. Structured data collection tools and techniques of assessment of patients including interviewing.
4. Characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.
5. Cultural differences of patients across the lifespan.
6. Characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
7. Common disease processes, medication administration, and other therapies and treatments.
8. Introduction to established approaches that guide nursing practice.
10. Application of clinical technology in the delivery of safe patient care and documentation.
11. Introduction to patients with multiple healthcare problems.
12. Political, economic, and societal forces affecting health of individuals.

C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary healthcare team.

Knowledge

1. Process to establish the nurse-patient/family relationship including cultural aspects of care.
2. Written, verbal and non-verbal modes of communication including information technologies.
3. Fundamental principles of disease prevention and health promotion/restoration for patients.
4. Interventions to support the patients and their families during life stages, including end-of-life care.
5. Relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
6. Criteria for setting priorities in planning and evaluating care.
7. Steps and procedures in discharge planning process.
8. Concepts from basic sciences and support courses.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Knowledge

1. a. Components of compassionate, patient-centered care.
   b. Standards of Care; Standards of Practice; institutional policies and procedures for delivery of nursing care.
   c. Professional ethics.
   d. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
2. Characteristics, trends, and issues of health care delivery.
   b. Principles of decision making.
4. Scope of responsibilities and accountability for supervision and collaboration.
5. Channels of communication for decision making processes within the work setting.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors

Knowledge

1. Common health practices and behaviors of patients and their families related to their developmental level, gender, culture, belief system, and the environment.
2. Methods of therapeutic communication.
3. Rights and responsibilities of patients related to health care and basic advocacy.
4. Basic physiological and mental health aspects of nursing interventions.
5. Principles and factors that contribute to the maintenance of restoration of health and prevention of illness.
6. a. Properties, effects, and basic principles underlying the use and administration of pharmacotherapeutic agents, including
patients’ responses.
b. Effects of misuse of prescription and nonprescription medications and other substances.

7. Coping mechanisms for managing stress and identifying resources for crisis management.
9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.
10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.
11. Facilitate maintenance of patient confidentiality.
12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.
13. Provide direct care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Knowledge
1. Mechanisms to evaluate specific nursing interventions and patient outcomes.
2. Factors indicating changes that have potential for life-threatening consequences based on knowledge of the sciences.
3. Basic performance improvement activities in patient care delivery.

G. Implementation teaching plans for patients and their families with common health problems and well-defined health learning needs.

Knowledge
1. Lifespan development and common situational variables affecting learning, such as stress, pain, and fear.
2. Basic principles of the teaching/learning process.
3. Resources that support patient health care knowledge, decision making, and self-advocacy.
H. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

Knowledge
1. Organizational mission, vision, and values as a framework of care.
2. Lines of authority and accountability within structured health care settings.
3. Workplace safety consistent with current federal, state, and local regulations and guidelines.
4. VN role in implementing established cost containment measures.
5. Communication within organizational framework
6. Roles and responsibilities of members of the interdisciplinary health care team.
7. Individual response to organizational change.

III. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards.

Knowledge
1. Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. National Standards of Nursing Practice.
3. Federal, state, and local government and accreditation organizations’ safety requirements and standards.
4. Facility policies and procedures.
5. Facility licensing agency or authority standards.
6. Principles of quality improvement.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Knowledge
1. Principles of patient safety including safe patient handling.
3. Role in safety and risk management for patients and others.
4. Principles of a culture of safety including safe disposal of medications and hazardous materials.

C. Assist in the formulation of goals and outcomes to reduce patient risks.

Knowledge
1. Principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.
2. Current national and state standards and guidelines and local procedures for infection control.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Knowledge
1. Standards of Practice.
   a. Texas Board of Nursing rules (including scope of practice), Texas Board of Nursing Positions Statements and Guidelines.
   b. Facility policies and procedures.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Knowledge
1. Standards of Practice
   a. Texas Board of Nursing rules, Position Statements and Guidelines.
   b. Scope of Practice.
   c. Facility policies and procedures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

Knowledge
1. Standards of Practice.
   a. Texas Board of Nursing Rules (including awareness of RN Delegation Rules), Position Statements, and Guidelines.
   b. Scope of Practice.
   c. Facility policies and procedures.

IV Member of the Health Care Team
A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

**Knowledge**
1. a. Structure and function of the health care delivery system.
   b. Roles of interdisciplinary health care team members.
2. Methods of effective communication and cooperation.
3. a Strategies to deal with situational change.
   b Roles of all levels of nursing and other health care professionals.
4. a. Patient advocacy and consumer rights and responsibilities.
   b. Legal and ethical processes related to healthcare.
5. Contribution of evidence-based practice in development of health care and quality improvement.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

**Knowledge**
1. a. Rights and responsibilities of patients regarding health care, including self-determination and right of refusal.
   b. Current legal factors relating to safeguarding patient rights.
2. a. Individual responsibility for quality of nursing care.
   b. Role of the nurse as patient advocate for patients.
3. a. Role of nurse in quality improvement process.
   b. Peer review committee
   c. Knowledge of reliable online sites for quality health care data.
4. Responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

**Knowledge**
1. Work setting and major community resources.
2. Role of the case manager.
3. Roles of family and significant others in providing support to the patient.
4. a. Functions of members of the interdisciplinary health care team.
   b. Confidentiality regulations (e.g. HIPPA).
5. Need for patient referrals to promote continuity of care.
7. Cost of health care services.
8. Organizational and local resources for health promotion, maintenance and restoration.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Knowledge
1. Principles of communication with patients, their families, and the interdisciplinary health care team.
2. Principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Functions of interdisciplinary health care team members.
4. Principles and strategies of situational changes.

E. Communicate patient data using technology to support decision making to improve patient care.

Knowledge
1. a. Current information and communication systems for managing patient care, data, and the medical record.
   b. Current technology-based information and communication systems.
2. Regulatory and ethical considerations protecting confidentiality when using technology.
3. Technology skills including word-processing, e-mailing, and accessing multiple online resources.

F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Knowledge
1. Awareness of Texas Board of Nursing RN Delegation Rules.
2. a. Principles of supervision and team work/group dynamics.
   b. Competencies of assistive personnel and other licensed team members.
   c. Structure and function of the interdisciplinary team.
   d. Patient care requirements and focused assessments.
3. Time management.
   b. Regulatory laws and facility policies.

G. Supervise nursing care provided by others for whom the nurse is responsible.

Knowledge
1. Principles of supervision and group dynamics.
2. Principles of communication in groups.
4. a. Facility policies and procedures.
   b. Organizational structure including chain of command.
LEAD INSTRUCTOR: Pam Dorn, RNC BSN

OFFICE: # 228

PHONE: office (325) 794-4446

E-mail: pam.dorn@cisco.edu

OFFICE HOURS: Monday – Thursday, and Fridays (as needed)
(Per scheduled appointment)

COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. 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. The role expectations of the vocational nurse are emphasized throughout the course. Emphasis is upon the role of the vocational nurse in the promotion of care during the phases of pregnancy, childbirth, and neonatal period. Emphasis is upon use of the nursing process to respond to individual and family developmental tasks and the dynamics of changing roles. Concepts of mental health, pharmacology, nutrition, nursing process, and technical skills are included.

TIME ALLOTMENT: Third Semester Credit: 1 Semester Hour
Clinical Hours: 8 Contact Hours: 48
PURPOSE AND GOALS OF COURSE:

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; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills communicating in the applicable language of the occupation and the business or industry. This knowledge is based on the Differentiated Essential Competencies and the SCANS competencies to enable graduates of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified. The purpose and outcomes of the courses are congruent with the mission statement of Cisco College.

COURSE OBJECTIVES:

Upon completion of the course the learner will:

1. Utilize the nursing process to provide care for families during the childrearing years. (SCANS COMPETENCIES:) F1, F2, F5, F6, F7, F8, F10, F11, F12, F13, F14, F15, F16, F17, C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

2. Identify normal physiological changes which occur during and after pregnancy. (SCANS COMPETENCIES:) F1, F2, F5, F6, F7, F8, F10, F11, F12, F13, F14, F15, F16, F17, C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

3. Plan prenatal and postnatal teaching of the patient/family unit in regard to care of self and infant. (SCANS COMPETENCIES:) F1, F2, F5, F6, F7, F8, F10, F11, F12, F13, F14, F15, F16, F17, C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

4. Recognize minor and major complications which occur prenatal, intrapartal and post-partum, and be able to state the treatment and appropriate nursing care applicable to each. (SCANS COMPETENCIES:) F1, F2, F3, F4, F5, F6, F8, F9, F12, F13, F14, F16, F17, C1, C3, C5, C6, C7, C8, C9, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

5. Apply basic knowledge necessary to actively participate in nursing care of a patient during labor, delivery and during the postpartum period. (SCANS COMPETENCIES:) F1, F2, F5, F6, F7, F8, F9, F10, F12, F13, F14, F15, F17, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14

6. Relate characteristics of the normal newborn, identifying his/her daily nursing needs. (SCANS COMPETENCIES:) F1, F3, F5, F6, F7, F8, F9, F10, F11, F12, F13, F14, F15, F16, F17, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C12, C13, C14, C15, C16, C17, C18, C19, C20
PREREQUISITES: Successful completion of the first semester.

COREQUISITE: VNSG-1230 Maternal-Neonatal Nursing

COURSE STRUCTURE:
The course will meet on Tuesdays from 0630 to 1500 for clinical rotation at ARMC and/or HMC. Additional clinical sites include clinical rotations at OB/Pedi offices, WIC, Day Nursery of Abilene, and the Abilene Taylor County Health Department. Please note that in these sites, hours will vary. Simulation lab is scheduled on Mondays from 1300 to 1700. The schedule is subject to change based on student/departmental needs.

EXIT COMPETENCIES:
At the end of this course the student will have these skills:

- Differentiate normal and abnormal data collection of the pregnant client.
- Differentiate normal and abnormal data collection of the newborn client.
- Implement a plan of care utilizing time management technique.
- Collaborate with interdisciplinary team members providing care for the pregnant client and her newborn.


COURSE REQUIREMENTS:

1. Participation in all clinical experiences.

2. Satisfactory completion of clinical and clinical assignments.

3. One of three dosage calculation exams must be passed with a minimum score of 90% in order to continue progression in the clinical rotation, and in the class. Three dosage calculation exams may be administered in order to achieve this requirement. This requirement must be met by the end of the 2nd week of the course. The student will not be allowed to pass medications in the clinical setting until the dosage calculation exam is passed with the required minimum score of 90%, no exceptions.
EVALUATION METHODS INCLUDING GRADING:

The student must achieve a Satisfactory rating in order to successfully pass the clinical portion of the course. Upon passing the clinical, the student will receive an “A”.

Co-requisite VNSG-1230, 2161

Summary of criteria for assignment of letter grade for the course:

1. All required clinical components must be satisfactorily completed.
   Note: If clinical component is not passed, the maximum grade in the course will be a “D”.

   A student making less than a 75 in course VNSG-1230 will not receive a grade above “D”.

ATTENDANCE POLICY (based on Cisco College policy):

1. Three tardies constitute one absence.

2. In instances of absences exceeding 2 consecutive days or a death in the immediate family, assignments must be made up within one week of returning to class.

3. If absent on the day that an exam is administered, the exam must be completed within 5 days upon return to class, or before the next scheduled exam. Please note that 10 points may be deducted from the make-up exam at the discretion of the instructor.

4. Any exception to the attendance policy will be dealt with on an individual basis. Extenuating circumstances, i.e. hospitalizations, death in the immediate family or other emergency situations will be considered by the faculty.
Policy for Class Clinical Experience:

1. Being tardy 3 times for each course will result in (1) day absence being assessed. Habitual tardiness will not be tolerated. If tardiness of absence is unavoidable, the nursing school must be notified prior to class time. When on clinical assignment, the clinical unit must be notified prior to your scheduled experience. Following a serious illness, injury or pregnancy, a statement from the attending physician will be required before your return to clinical assignment. Student must be released without limitations. This must be stated on the Doctor’s release.

2. Unavoidable tardies are excused as determined by the instructor.

3. No absences are allowed in clinicals. Any clinical absences must be made up on a space availability basis in the clinical area or Sim Lab. The time will be scheduled by the instructors.

4. Failure to report to a clinical experience without notifying the instructor and the clinical site will result in a “No-Call-No-Show.” Two “No-Call-No-Shows” in a clinical course will result in dismissal from the program.

POLICY ON MAKE-UP EXAMINATIONS

All examinations must be taken; no exams may be omitted nor grades dropped. Make-Up Exams may be essay and fill in the blank.

SEMESTER SCHEDULE:

Schedule given on the first day of class.

Academic Integrity: It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.
**Student Conduct:** Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook.

**Changes to the Syllabus:** The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

**Students with Special Needs:** Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator/Counselor.

**SCANS COMPETENCIES:**

The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies. Attached is a sheet defining the SCANS OBJECTIVE codes associated with specific work skills each student demonstrates in order to successfully accomplish each objective.

**THE DIFFERENTIATED ESSENTIAL COMPETENCIES:**

The Differentiated Essential Competencies are fully integrated throughout the curriculum for the VN student. The Differentiated Essential Competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Board of Nurse Examiners. (See attached)
### SCANS Competencies Identified in VNSG 1304
Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
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<tbody>
<tr>
<td>1.1 Manages time by following course schedule.</td>
<td>2.1 Participates as a Member of a Team: Completes in class group activities cooperatively with others.</td>
<td>3.1 Acquires and evaluates information in class and through reading assignments.</td>
</tr>
<tr>
<td>Technology</td>
<td>Basic Skills</td>
<td>Thinking Skills</td>
</tr>
<tr>
<td>5.1 Selects Technology: Utilizes tools and machines including computers and their programs in order to complete assignments effectively.</td>
<td>6.1 Reading: Carefully assimilates materials including all reading assignments and prioritizes and interprets information. 6.2 Writing: Communicates thoughts, ideas and messages through the completion of written assignments. 6.5 Listening: Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy. 6.6 Speaking: Organizes ideas for presentation and communicates thoughts orally.</td>
<td>7.1 Creative Thinking: Connects theory with practice and formulates new personal goals. 7.2 Decision Making: Considers risks in communication channels and determines most appropriate alternatives. 7.3 Problem Solving: Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
</tr>
<tr>
<td>Personal Qualities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1 Responsibility: Displays high standards of attendance and punctuality in class. 8.2 Self Esteem: Leaves course with confidence in the ability to communicate with coworkers.</td>
<td></td>
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</tr>
</tbody>
</table>

SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION

- 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports in other forms of information in a systematic fashion.
- 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.
4.0 SYSTEMS

- **4.1 Understands Systems**: Knows how social, organizational, and technological systems work and operates effectively within them.
- **4.2 Monitors and Corrects Performance**: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- **4.3 Improves and Designs Systems**: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY

- **5.1 Selects Technology**: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- **5.2 Applies Technology to Task**: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- **5.3 Maintains and Troubleshoots Technology**: Prevents, identifies, or solves problems in machines, computers and other technologies.

**SCANS FOUNDATION SKILLS**

6.0 BASIC SKILLS

- **6.1 Reading**: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
- **6.2 Writing**: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
- **6.3 Arithmetic**: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
- **6.4 Mathematics**: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.
- **6.5 Listening**: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.
6.6 Speaking: Organizes ideas and communicates oral messages appropriate to listeners and
situations; participates in conversation, discussion and group presentations; selects an appropriate
medium for conveying a message; uses verbal language and other cues such as body language
appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly
and communicates a message; understands and responds to listener feedback; and asks
questions when needed.

7.0 THINKING SKILLS

- Creative Thinking: Uses imagination freely, combines ideas or information in new ways, makes
  connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new
  possibilities.
- Decision Making: Specifies goals and constraints, generates alternatives, considers risks and
  evaluates and chooses best alternatives.
- Problem Solving: Recognizes that a problem exists (i.e., there is a discrepancy between what
  is and what should or could be), identifies possible reasons for the discrepancy, and devises and
  implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as
  indicated by findings.
- Mental Visualization: Organizes and processes symbols, pictures, graphs, objects, or other
  information; for example, sees a building from a blueprint, a system’s operation from schematics,
  the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.
- Knowing How To Learn: Recognizes and can use learning techniques to apply and adapt new
  knowledge and skills in both familiar and changing situations. Involves being aware of learning
  tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or
  clustering items that share some characteristics), and informal learning strategies (awareness of
  unidentified false assumptions that may lead to faulty conclusions).
- Reasoning: Discovers a rule or principle underlying the relationship between two or more
  objects and applies it in solving a problem. For example, uses logic to draw conclusions from
  available information, extracts rules or principles from a set of objects or written text; applies rules
  and principles to a new situation, or determines which conclusions are correct when given a set of
  facts and a set of conclusions.

8.0 PERSONAL QUALITIES

- Responsibility: Exerts a high level of effort and perseverance towards goal attainment. Works
  hard to become excellent at doing tasks by setting high standards. Works hard to become
  excellent at doing tasks by setting high standards, paying attention to details, working well and
  displaying a high level of concentration even when assigned an unpleasant task. Displays high
  standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and
  completing tasks.
- Self-Esteem: Believes in own self-worth and maintains a positive view of self; demonstrates
  knowledge of own skills and abilities; is aware of impact on others; and knows own emotional
  capacity and needs and how to address them.
• **8.3 Sociability:** Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

• **8.4 Self-Management** Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

• **8.5 Integrity/Honesty:** Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Compentency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.3 Comprehend various types of written and spoken information.</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs, and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose, and audience.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.2 Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Select information to be communicated; identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.1 Evaluate the oral and written communication of others.</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Section 4.4 Apply problem-solving strategies to address an identified task.</td>
<td>Recognize a problem situation; identify possible reason for the problem; devise and implement a plan of action to resolve the problem; monitor the progress; revise plans; select and apply problem-solving methods.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem-solving strategies to address an identified task.</td>
<td>Section 4.3 Use problem-solving strategies to address an identified task.</td>
<td>Recognize a problem situation; identify possible reason for the problem; devise and implement a plan of action to resolve the problem; monitor the progress; revise plans; select and apply problem-solving methods.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, retrieve, store, and output files.</td>
<td>Section 5.1 Select appropriate technology to perform mathematical calculations.</td>
<td>Use computers to create, modify, retrieve, store, and output files.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use the Internet to send or receive information.</td>
<td>Section 3.4 Use the Internet to send or receive information.</td>
<td>Communicate information using email, faxes, word processors, or other computer-based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 2.6 Interpret other cultures based on a broader world view.</td>
<td>Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one’s own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 2.6 Display an openness to different viewpoints.</td>
<td>Basic impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 2.6 Develop an appreciation for diversity and intercultural relationships.</td>
<td>Understand the concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting.</td>
<td>Section 1.4 Utilize student services available at college setting.</td>
<td>Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational purposes.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success.</td>
<td>Section 1.1 Promote his or her educational success.</td>
<td>Manage time, finances and other resources for educational pursuit effectively.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Enhance his or her quality of life.</td>
<td>Section 1.2 Enhance his or her quality of life.</td>
<td>Perceive toward goal attainment with high level of effort; maintain a positive attitude of self and balance in own self worth.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for life-long learning.</td>
<td>Section 1.3 Develop the capacity for life-long learning.</td>
<td>Apply and adapt new techniques and skills, using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
In
VNSG 1260- Clinical

I. Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Clinical Judgments and Behaviors

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Clinical Judgments and Behaviors

1. Pass the Nursing Jurisprudence Examination before licensure.
2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/ legal standards of care.
   b. Participate in evaluation of care administered by the interdisciplinary health care team.
3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.
   b. Provide culturally sensitive health care to patients and their families.
   c. Provide holistic care that addresses the needs of diverse individuals across the lifespan.

5. a. Assume accountability for individual nursing practice.
   b. Follow established evidence-based clinical practice guidelines.

6. a. Follow established policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.
   c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor.

7. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

8. Comply with professional appearance requirements according to organizational standards and policies.

9. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of Vocational nursing.

Clinical Judgments and Behaviors

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and lifelong learning.

**Clinical Judgments and Behaviors**

1. Participate in educational activities to maintain/improve competency, knowledge, and skills.

2. **Participate in nursing continuing competency activities to maintain licensure.**

3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice.

4. Demonstrate accountability to reassess and establish new competency when changing practice areas.

5. Demonstrate commitment to the value of lifelong learning.

**II. Provider of Patient-Centered Care**

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

**Clinical Judgments and Behaviors**

1. Use problem-solving approach to make decisions regarding care of assigned patients.

2. a. Organize care for assigned patients based upon problem-solving and identified priorities.
   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.

3. Identify and communicate patient physical and mental health care problems encountered in practice.
4. Apply relevant, current nursing practice journal articles to practice and clinical decisions.

B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Clinical Judgments and Behaviors

1. Use structured assessment tool to obtain patient history.

2. Perform focused assessment to assist in identifying health status and monitoring change in patients.


4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.

5. Share observations that assist members of the health care team in meeting patient needs.

6. Assist with health screening.

7. Differentiate abnormal from normal health data of patients.


9. Recognize that economic and family processes affect the health of patients.

C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Clinical Judgments and Behaviors

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.
3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.

4. Contribute to the plan of care by collaborating with interdisciplinary team members.

5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Clinical Judgments and Behaviors

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and professional values.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
   b. Manage multiple responsibilities.
   c. Recognize changes in patient status.
   d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.
   b. Collaborate with others to ensure that healthcare needs are met.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Clinical Judgments and Behaviors

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.
4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.

6. a. Assist interdisciplinary health care team members with examinations and procedures.
   b. Seek clarification as needed.
   c. Provide accurate and pertinent communication when transferring patient care to another provider.

   b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of communication.

9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
   b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

13. Provide direct patient care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
Clinical Judgments and Behaviors

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of nursing care.

3. Communicate reasons for deviations from plan of care to supervisory health care team member.

4. Assist in modifying plan of care.


6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

Clinical Judgments and Behaviors

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self-care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.
Clinical Judgments and Behaviors

1. Participate in implementing changes that lead to improvement in the work setting.


3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).

6. Assist with maintenance of standards of care.

III. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities.

A. Demonstrate knowledge of the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Clinical Judgments and Behaviors

2. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.
3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
4. Use standards of nursing practice to provide and evaluate patient care.
5. Recognize and report unsafe practices and contribute to quality improvement processes.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Clinical Judgments and Behaviors

1. Promote a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.

2. Accurately identify patients.
3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

4. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.

5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect safety.

7. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

8. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

C. Assist in the formulation of goals and outcomes to reduce patient risks.

Clinical Judgments and Behaviors

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
   b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Clinical Judgments and Behaviors

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/ training for competency when encountering new equipment and
technology.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

**Clinical Judgments and Behaviors**

1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand Safe Harbor rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.

4. Implement established safety and risk management measures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

**Clinical Judgments and Behaviors**

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

2. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

3. When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.

IV. Member of the Health Care Team:

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

\[ \text{A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.} \]

**Clinical Judgments and Behaviors**
1. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Clinical Judgments and Behaviors

1. Respect the privacy and dignity of the patient.

2. Identify unmet health needs of patients.

3. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

4. Participate in quality improvement activities.

5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Clinical Judgments and Behaviors

1. a. Identify support systems of patients and their families.
   b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.
   b. Maintain confidentiality according to HIPAA guidelines.
   c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
   b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their
families.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

**Clinical Judgments and Behaviors**

1. a. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follow legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

2. Identify health care providers and others who can assist in patient care.

3. Contribute to positive professional working relationships.

4. Use evidence-based clinical practice guidelines to guide critical team communications during transitions in care between providers.

5. Recognize and manage conflict through the chain of command.

6. a. Identify and report need for nursing or interdisciplinary team meetings.
   b. Participate in interdisciplinary team meetings.

7. Respond to situational changes in the work environment to facilitate optimum patient care.

E. Communicate patient data using technology to support decision making to improve patient care.

**Clinical Judgments and Behaviors**

1. a. Identify, collect, process and manage data in the delivery of patient care and in support of nursing practice and education.
   b. Use recognized, credible sources of information, including internet sites.
   c. Access, review, and use electronic data to support decision making.

2. a. Apply knowledge of facility regulations when accessing client records.
   b. Protect confidentiality when using technology.
   c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
b. Advocate for availability of current technology.

4. Document electronic information accurately, completely, and in a timely manner.

F. **Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.**

**Clinical Judgments and Behaviors**

1. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.

2. a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with The Texas Board of Nursing rules.
   b. Reassess adequacy of care provided.

3. a. Document and/ or report responses to care or untoward effects.
   b. Provide feedback on competency levels of team members.

G. **Supervise nursing care provided by others for whom the nurse is responsible.**

**Clinical Judgments and Behaviors**

1. Provide instruction where needed to members of the health care team to promote safe care.

2. Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.

3. a. Oversee and monitor patient care provided by unlicensed assistive personnel and Vocational licensed personnel as assigned.
   b. Base assignments on individual team member competencies.

4. Ensure timely documentation by assigned health team members.
CISCO COLLEGE
Abilene Educational Center

SYLLABUS
FOR
Spring 2016

VNSG – 2161 Clinical for Pediatric Nursing
(1 hour credit)

LEAD INSTRUCTOR: Pam Dorn, RNC BSN

OFFICE: # 228

PHONE: (325) 794-4446

E-mail: pam.dorn@cisco.edu

OFFICE HOURS: Monday – Thursday and Fridays (as needed)
(Per scheduled appointment)

COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at a clinical site. 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. The role expectations of the vocational nurse are emphasized throughout the course. Emphasis is upon the role of the vocational nurse in the promotion of health and in the provision of care when illness does occur in pediatric patient and his/her family. Emphasis is upon use of the nursing process to respond to individual and family developmental tasks and the dynamics of changing roles. Concepts of mental health, pharmacology, nutrition, nursing process and technical skills are emphasized.

TIME ALLOTMENT: Third Semester Credit: 1 Semester Hours
Clinical Hours: 8 Contact Hours: 48
PURPOSE AND GOALS OF COURSE:

The purpose of this course is to provide the student with the knowledge base necessary for the delivery of safe care to families and children. 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; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills communicating in the applicable language of the occupation and the business or industry. This knowledge is based on the Differentiated Essential Competencies and the SCANS competencies to enable graduates of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified. The purpose and outcomes of the courses are congruent with the mission statement of Cisco College.

COURSE OBJECTIVES:

Upon completion of the course the learner will:

1. Utilize the nursing process to provide care for families during the childrearing years. (SCANS COMPETENCIES:) F1, F2, F5, F6, F7,F8, F10, F11, F12, F13, F14, F15, F16, F17, C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

2. Analyze the growth and development patterns of children. (SCANS COMPETENCIES:) F1, F2, F5, F6, F7, F8, F10, F11, F12, F13, F14, F15, F16, F17, C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

3. Apply basic knowledge of the nursing skills required in caring for the hospitalized child. (SCANS COMPETENCIES:) F1, F2, F5, F6, F7, F8, F10, F11, F12, F13, F14, F15, F16, C1, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

4. Calculate the correct dosage for the pediatric patient’s medication, and demonstrate proper administration of medications to the infant and toddler. (SCANS COMPETENCIES:) F1,F2, F3, F4, F5, F6, F8, F9, F12, F13, F14, F16, F17, C1, C3, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14, C15, C16, C17, C18, C19, & C20

5. Recognize signs and symptoms of child abuse reporting findings to proper authorities. (SCANS COMPETENCIES:) F1,F2,F5,F6,F7,F8,F9,F10,F12,F13,F14,F15,F17,C4,C5,C6,C7,C8,C9,C10,C11,C12,C13,C14,C15,C16,C17,C18,C19,C20

6. Demonstrate knowledge of intravenous therapy inclusive in the care of the infant and pediatric client, including the optional fundamental technique of veni-puncture. (SCANS COMPETENCIES F1,F3,F 5,F6,F7,F8,F9,F10,F11,F12,F13,F14,F15,F16,F17,C1,C2,C3,C4,C5,C6,C7,C8,C9,C10,C11,C12,C13,C14,C15,C16,C17,C18,C19,C20

PREREQUISITES: Successful completion of the first and second semester.

COREQUISITE: VNSG-1234 Pediatric Nursing
COURSE STRUCTURE:
The course will meet on Tuesday from 0630 to 1500 for clinicals. Clinical assignments may include Pediatric offices, Pediatric units (incorporated into OB/GYN at Abilene Regional Medical Center) and HMC, Day Nursery of Abilene, WIC, and the Abilene Taylor County Health Department. Simulation lab is scheduled on Mondays from 1300 to 1700. The schedule is subject to change based on student/departmental needs.

EXIT COMPETENCIES:
At the end of this course the student will have these skills:

- Differentiate normal and abnormal data collection of the pediatric client.
- Implement a plan of care utilizing time management techniques.
- Incorporate growth and development of the child in the care of the pediatric client.
- Incorporate the other medical teams in the care of the pediatric client.
- Apply pharmacology and pediatric drug administration and calculation in the care setting.
- Demonstrate the application of the caring framework to the holistic health care of children.

COURSE REQUIREMENTS:

1. Participation in all clinical experiences, including the simulation lab.

2. Satisfactory completion of clinical objectives.

3. One of three dosage calculation exams must be passed with a minimum score of 90% in order to continue progression in the clinical rotation, and in the class. Three dosage calculation exams may be administered in order to achieve this requirement. This requirement must be met by the end of the 2nd week of the course. The student will not be allowed to pass medications in the clinical setting until the dosage calculation exam is passed with the required minimum score of 90%, no exceptions.

EVALUATION METHODS INCLUDING GRADING:

The student must achieve a Satisfactory rating in order to pass the clinical portion of the course. Upon achieving a satisfactory rating, the student will receive and “A” in clinical.

co-requisite VNSG-1234, 1230, 2160

Summary of criteria for assignment of letter grade for the course:

1. All required clinical components must be satisfactorily completed.

   Note: If clinical component is not passed, the maximum grade in the course will be a “D”.

Course letter grade will be determined by Pass/Fail.

A student making less than a 75 on course VNSG-1234 will not receive a grade above “D”.

ATTENDANCE POLICY (based on Cisco College policy):

1. Three tardies constitute one absence.

2. In instances of absences exceeding 2 consecutive days or a death in the immediate family, assignments must be made up within one week of returning to class.

3. All tests must be made up in one week of returning to class.
4. Any exception to the attendance policy will be dealt with on an individual basis. Extenuating circumstances, i.e. hospitalizations, death in the immediate family or other emergency situations will be considered by the faculty.

Policy for Class Clinical Experience:

1. Being tardy 3 times for each course will result in (1) day absence being assessed. Habitual tardiness will not be tolerated. If tardiness of absence is unavoidable, the nursing school must be notified prior to class time. When on clinical assignment, the clinical unit must be notified prior to your scheduled experience. Following a serious illness, injury or pregnancy, a statement from the attending physician will be required before your return to clinical assignment. Student must be released without limitations. This must be stated on the Doctor’s release.

2. Unavoidable tardies are excused as determined by the instructor.

3. No absences are allowed in clinicals. Any clinical absences must be made up on a space availability basis in the clinical area and/or Sim Lab. The time will be scheduled by the instructors.

4. Failure to report to a clinical experience without notifying the instructor and the clinical site will result in a "No-Call-No-Show." Two "No-Call-No-Shows" in a clinical course will result in dismissal from the program.

POLICY ON MAKE-UP EXAMINATIONS

All examinations must be taken; no exams may be omitted nor grades dropped. If absent on the day that an exam is administered, the exam must be completed within 5 days upon return to class, or before the next scheduled exam. Please note that 10 points may be deducted from the made-up exam at the discretion of the instructor.

SEMESTER SCHEDULE:

Schedule given on the first day of class.

Academic Integrity  It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.
**Student Conduct**  Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook.

**Changes to the Syllabus**  The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

**Students with Special Needs**  Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

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**SCANS COMPETENCIES:**

The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies. Attached is a sheet defining the SCANS OBJECTIVE codes associated with specific work skills each student demonstrates in order to successfully accomplish each objective.

**THE DIFFERENTIATED ESSENTIAL COMPETENCIES:**

The Differentiated Essential Competencies are fully integrated throughout the curriculum for the VN student. The Differentiated Essential Competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Board of Nurse Examiners. (See attached)
# SCANS Competencies Identified in VNSG 2161

Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Manages time by following course schedule.</td>
<td>2.1 Participates as a Member of a Team: Completes in class group activities cooperatively with others.</td>
<td>3.1 Acquires and evaluates information in class and through reading assignments.</td>
</tr>
<tr>
<td><strong>Basic Skills</strong></td>
<td><strong>Thinking Skills</strong></td>
<td><strong>Personal Qualities</strong></td>
</tr>
<tr>
<td>6.1 Reading: Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td>7.1 Creative Thinking: Connects theory with practice and formulates new personal goals.</td>
<td>8.2 Self Esteem: Leaves course with confidence in the ability to communicate with coworkers.</td>
</tr>
<tr>
<td>6.2 Writing: Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td>7.2 Decision Making: Considers risks in communication channels and determines most appropriate alternatives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.3 Problem Solving: Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
<td></td>
</tr>
</tbody>
</table>
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

• 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
• 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
• 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
• 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

• 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
• 2.2 Teaches Others: Helps others to learn.
• 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
• 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
• 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
• 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION

• 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
• 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports an other forms of information in a systematic fashion.
• 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.
4.0 SYSTEMS

- 4.1 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them.
- 4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- 4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY

- 5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- 5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- 5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS

- 6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
- 6.2 Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
- 6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
- 6.4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.
- 6.5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.
6.6 Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.0 THINKING SKILLS

7.1 Creative Thinking: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

7.2 Decision Making: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

7.3 Problem Solving: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

7.4 Mental Visualization: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

7.5 Knowing How To Learn: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

7.6 Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 PERSONAL QUALITIES

8.1 Responsibility: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

8.2 Self-Esteem: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

8.3 Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.
8.4 **Self-Management**: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a "self-starter."

8.5 **Integrity/Honesty**: Can be trusted. When faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs/ codes on an organization, self, and others; and chooses an ethical course of action.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome</th>
<th>SCANS Compentency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.3 Generate new ideas using creative thinking.</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts, use language, style, organization, and format appropriate to the subject matter, purpose, and audience.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.2 Teach others.</td>
<td>Select information to be communicated; identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.1 Participate as a member of a team.</td>
<td>Contribute to groups with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Section 1.2 Manage money effectively.</td>
<td>Organize and process symbols, pictures, graphs, objects or other information to visualize actual representation; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem solving strategies to address an identified task.</td>
<td>Section 1.4 Manage human resources efficiently.</td>
<td>Recognize a problem situation; identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, select and apply problem solving methods.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Evaluate arguments and construct alternative strategies.</td>
<td>Section 1.3 Manage human resources efficiently.</td>
<td>Discover a rule or principle underlying the relationship between two or more objects; extract rules or principles from set objects or a written text.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, retrieve, store, and output files.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Determine the desired results or outcomes and applicable amounts of technology; visualize the necessary methods and applicable technology.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use the Internet to send or receive information.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Communicate information using email, fax, voice, video, or other computer-based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one’s own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Base impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Understand concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational mentorship.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success.</td>
<td>Section 2.2 Manage resources effectively.</td>
<td>Manage time, finances and other resources for educational pursuit effectively.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Enhance his or her quality of life.</td>
<td>Section 2.1 Manage time effectively.</td>
<td>Persuade toward goal attainment with high level of effort; maintain a positive attitude of self and behavior in own self-control.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for life-long learning.</td>
<td>Section 2.3 Generate new ideas using creative thinking.</td>
<td>Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
In
VNSG 2161 Clinical for Pediatric Nursing

I. Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Clinical Judgments and Behaviors

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Clinical Judgments and Behaviors

1. Pass the Nursing Jurisprudence Examination before licensure.
2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/legal standards of care.
   b. Participate in evaluation of care administered by the interdisciplinary health care team.
3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.
   b. Provide culturally sensitive health care to patients and their families.
   c. Provide holistic care that addresses the needs of diverse individuals across the lifespan.

5. a. Assume accountability for individual nursing practice.
   b. Follow established evidence-based clinical practice guidelines.

6. a. Follow established policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.
   c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor.

7. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

8. Comply with professional appearance requirements according to organizational standards and policies.

9. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of Vocational nursing.

**Clinical Judgments and Behaviors**

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and lifelong learning.

*Clinical Judgments and Behaviors*

1. Participate in educational activities to maintain/improve competency, knowledge, and skills.
2. *Participate in nursing continuing competency activities to maintain licensure.*
3. Use self evaluation, reflection, peer evaluation, and feedback to modify and improve practice.
4. Demonstrate accountability to reassess and establish new competency when changing practice areas.
5. Demonstrate commitment to the value of lifelong learning.

**II. Provider of Patient-Centered Care**

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

*Clinical Judgments and Behaviors*

1. Use problem-solving approach to make decisions regarding care of assigned patients.
2. a. Organize care for assigned patients based upon problem-solving and identified priorities.
   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.
3. Identify and communicate patient physical and mental health care problems encountered in practice.
4. Apply relevant, current nursing practice journal articles to practice and clinical decisions.

B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Clinical Judgments and Behaviors

1. Use structured assessment tool to obtain patient history.

2. Perform focused assessment to assist in identifying health status and monitoring change in patients.


4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.

5. Share observations that assist members of the health care team in meeting patient needs.

6. Assist with health screening.

7. Differentiate abnormal from normal health data of patients.


9. Recognize that economic and family processes affect the health of patients.

C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Clinical Judgments and Behaviors

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.
3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.

4. Contribute to the plan of care by collaborating with interdisciplinary team members.

5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

**D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.**

**Clinical Judgments and Behaviors**

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and professional values.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
   b. Manage multiple responsibilities.
   c. Recognize changes in patient status.
   d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.
   b. Collaborate with others to ensure that healthcare needs are met.

**E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.**

**Clinical Judgments and Behaviors**

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.
4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.

6. a. Assist interdisciplinary health care team members with examinations and procedures.
   b. Seek clarification as needed.
   c. Provide accurate and pertinent communication when transferring patient care to another provider.

   b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of communication.

9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
    b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

13. Provide direct patient care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Clinical Judgments and Behaviors

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of nursing
care.

3. Communicate reasons for deviations from plan of care to supervisory health care team member.

4. Assist in modifying plan of care.


6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

Clinical Judgments and Behaviors

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.

Clinical Judgments and Behaviors

1. Participate in implementing changes that lead to improvement in the work setting.


3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to
Texas Board of Nursing rules (217.11).

6. Assist with maintenance of standards of care.

III. Patient Safety Advocate
A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities.

A. Demonstrate knowledge of the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Clinical Judgments and Behaviors
1. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
3. Use standards of nursing practice to provide and evaluate patient care.
4. Recognize and report unsafe practices and contribute to quality improvement processes.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Clinical Judgments and Behaviors
1. Promote a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.

2. Accurately identify patients.

3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

4. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.
5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect safety.

7. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

8. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

C. **Assist in the formulation of goals and outcomes to reduce patient risks.**

**Clinical Judgments and Behaviors**

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
    b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

D. **Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.**

**Clinical Judgments and Behaviors**

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/training for competency when encountering new equipment and technology.

E. **Comply with mandatory reporting requirements of the Texas Nursing Practice Act.**

**Clinical Judgments and Behaviors**
1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand Safe Harbor rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.

4. Implement established safety and risk management measures.

**F. Accept and make assignments that take into consideration patient safety and organizational policy.**

**Clinical Judgments and Behaviors**

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

2. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

3. When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.

**IV. Member of the Health Care Team:**

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

**Clinical Judgments and Behaviors**

1. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.
3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

**Clinical Judgments and Behaviors**

1. Respect the privacy and dignity of the patient.

2. Identify unmet health needs of patients.

3. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

4. Participate in quality improvement activities.

5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

**Clinical Judgments and Behaviors**

1. a. Identify support systems of patients and their families.
   b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.
   b. Maintain confidentiality according to HIPAA guidelines.
   c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
   b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their families.
D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

**Clinical Judgments and Behaviors**

1. a. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follow legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

2. Identify health care providers and others who can assist in patient care.

3. Contribute to positive professional working relationships.

4. Use evidence-based clinical practice guidelines to guide critical team communications during transitions in care between providers.

5. Recognize and manage conflict through the chain of command.

6. a. Identify and report need for nursing or interdisciplinary team meetings.
   b. Participate in interdisciplinary team meetings.

7. Respond to situational changes in the work environment to facilitate optimum patient care.

**E. Communicate patient data using technology to support decision making to improve patient care.**

**Clinical Judgments and Behaviors**

1. a. Identify, collect, process and manage data in the delivery of patient care and in support of nursing practice and education.
   b. Use recognized, credible sources of information, including internet sites.
   c. Access, review, and use electronic data to support decision making.

2. a. Apply knowledge of facility regulations when accessing client records.
   b. Protect confidentiality when using technology.
   c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
   b. Advocate for availability of current technology.
4. Document electronic information accurately, completely, and in a timely manner.

F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Clinical Judgments and Behaviors

1. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.

2. a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules. 
   b. Reassess adequacy of care provided.

3. a. Document and/or report responses to care or untoward effects. 
   b. Provide feedback on competency levels of team members.

G. Supervise nursing care provided by others for whom the nurse is responsible.

Clinical Judgments and Behaviors

1. Provide instruction where needed to members of the health care team to promote safe care.

2. Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.

3. a. Oversee and monitor patient care provided by unlicensed assistive personnel and Vocational licensed personnel as assigned. 
   b. Base assignments on individual team member competencies.

4. Ensure timely documentation by assigned health team members.
1. Recall the developmental task(s) of the child by using Erik Erikson’s stages of development.

2. Demonstrate the correct procedure in obtaining vital signs in the infant, toddler, and older child.

3. Demonstrate the proper technique involved in measuring growth in the infant, toddler, and older child.

4. Assess the nutritional status of the pediatric patient by physical assessment.

5. Discuss lab test that would be utilized to determine nutritional status and deficiencies.

6. Demonstrate a working knowledge of the immunization schedule (what is given when, how it is given, and the reason).

7. Discuss when immunizations may be held and how the pediatric patient would get back on a schedule.

8. Demonstrate the correct action that would be taken for an allergic reaction as opposed to a local reaction.

9. Identify the signs and symptoms of child abuse in the pediatric patient.

10. Provide anticipatory guidance to the parents, focusing on safety issues.
VNGS-2161 Nursing Care of the Pediatric Patient
Clinical Performance Objectives

1. Demonstrate a systematic nursing assessment of the pediatric patient. Identify important information to be collected on admission, including discharge planning; ethical/legal concerns, and report observations to the charge nurse.

2. Demonstrate/describe the correct procedure in obtaining vital signs in the infant, toddler, pre-school, school age, and adolescent.

3. Assess the nutritional status of the pediatric patient by physical examination. Identify essential physical findings and lab values that would be assessed in a focused pediatric nutritional assessment.

4. Identify signs and symptoms respiratory distress in the pediatric patient.

5. Identify signs and symptoms of child abuse in the pediatric patient.

6. Demonstrate/describe the proper methods employed in administering medications to the pediatric patient.

7. Demonstrate/describe the pediatric patient’s adaptation to hospitalization for each age group.

8. Demonstrate/describe the appropriate pain scale when assessing pain in the pediatric patient.

9. Discuss the methods utilized to provide relief to the pediatric patient experiencing discomfort and/or pain.

10. Describe appropriate intravenous routes, common location of sites on an infant, toddler, pre-school, school age, and adolescent. Identify signs and symptoms of complications and treatment.

11. Demonstrate/describe proper collection of blood draws on an infant, toddler, pre-school, school age, and adolescent.

12. Demonstrate/describe proper collection of urinalysis on an infant, toddler, pre-school, school age, and adolescent.
LEAD INSTRUCTOR: Samantha Clark, RN

OFFICE:

PHONE: office - (325) 513-6610

E-mail: Samantha.clark@cisco.edu

OFFICE HOURS: Variable, by appointment

COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work-based experience, and direct patient care, in a variety of medical-surgical clinical areas. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.

TIME ALLOTMENT: Second Semester Credit: 2 Semester hours
Clinical Hours: 12 Contact Hours: 64
SIM LAB: 4 Contact Hours: 32

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

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 practice of nursing; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation. This knowledge is based on the Differentiated Essential Competencies of Graduates of Texas Nursing Programs, formulated by the Advisory Committee on Education, and to the SCANS competencies to enable the graduate of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified.
The purpose and outcomes of the course are congruent with the mission statement of Cisco College.

COURSE OBJECTIVES:

Upon completion of the course the learner will:

1. Contrast normal body functioning with actual or potential alterations in health with more complex problems.

2. Formulate a plan of care utilizing the nursing process for the more complex Medical-Surgical conditions and the various emotional problems.

3. Apply basic concepts of mental health, pharmacology, and nutrition to each disease entity.

4. Implement more advanced concepts of anatomy, physiology, microbiology, and nursing skills in the plan of care and in the care of the patient.

5. Effectively use the concepts of medical terminology in communicating within the health care system.

6. Pass one medication exam out of 3 and apply one or more step math dosage calculation for medication administration.

PREREQUISITES: VNSG – Nursing Foundations, Didactic and Clinical
VNSG 1227 - Medication Administration
VNSG 1331 - Pharmacology

CO-REQUISITES: VNSG - 1432

COURSE STRUCTURE:

The course will meet at the following times: Monday – Hospital Clinical Preparation - 1300 – 1600, Tuesday – Hospital Clinical Experience, 0630 - 1530, Thursday (see schedule) – SIM Lab, 0800-1200 each week for clinical preparation. Clinical and SIM Lab schedule is subjective to change as needed.
EXIT COMPETENCIES:

At the end of this course the student will have these skills:

* Differentiate between normal and abnormal physiology with actual or potential alterations in health in varied health care settings.

* Develop a plan of care utilizing the nursing process for clients requiring more complex care in the Medical-Surgical setting.

* Incorporate knowledge of concepts pharmacology and nutrition in the Medical-Surgical setting.

* Communicate within a multi-disciplinary care setting, the client’s plan of care, effectively using medical terminology and therapeutic communication.

* Effectively enhances the care for multiple clients with more complex Medical-Surgical conditions, utilizing the nursing process, critical thinking and application, team approach and incorporate necessary technology.

* Incorporate knowledge of math calculations by passing medications to clients

REQUIRED TEXTBOOKS AND MATERIALS:


RECOMMENDED OPTIONAL MATERIALS AND LIBRARY RESOURCES:

Students will find the following book useful:

In addition, there are several appropriate videos and computer-assisted instruction programs available, which will be listed with appropriate units. Students are encouraged to explore any additional resources, including the Internet and CAI’s in room 157.

COURSE REQUIREMENTS:

1. Participation in all clinical hours.

2. Satisfactory completion of clinical hours.

3. Required to take up to 3 dosage calculation examinations. One dosage calculation exam must be passed in order to administer medications in the clinical setting. A minimum score of 90% must be achieved. The Student will not be able to progress in the class if at least one dosage calculation examination is not passed.

4. TECHNOLOGY: This course requires the use of Microsoft Office Software, a printer and the internet.

EVALUATION METHODS INCLUDING GRADING:

The final grade for the course is based upon the student’s individual clinical performance. Each student will be evaluated (using the evaluation tool) 8 weeks into the clinical period and again at the end of the clinical rotation. **A rating of Satisfactory must be obtained on the final clinical evaluation for the student to successfully complete the course.**

The student must achieve a Satisfactory rating and at least a “C” in the co-requisite VNSG-1432.

Summary of criteria for assignment of letter grade for the course:

1. All required clinical components must be satisfactorily completed.
Note: If clinical component is not passed, the maximum grade in the course will be a “D”.

Course letter grade will be determined by Pass/Fail.

A student making less than a 75 in course VNSG-1432 will not receive a grade above “D”.

ATTENDANCE POLICY:
1. A clinical absence is defined as missing two or more hours of any planned clinical experience. This applies to Monday afternoons and Tuesday clinical assignments.
2. Three tardies equals one absence. Tardy is defined as being more than 15 minutes late for any clinical times.
3. A no-call-no-show will be cause for dismissal from the program.
4. Students are not allowed to miss clinical. Clinical absences must be made up on a space availability basis in the clinical area as per the student handbook.

ATTENDANCE POLICY (based on Cisco College policy):
1. Three tardies constitute one absence.
2. In instances of absences exceeding 2 consecutive days or a death in the immediate family, assignments must be made up within one week of returning to class.
3. All tests must be made up in one week of returning to class.
4. Any exception to the attendance policy will be dealt with on an individual basis. Extenuating circumstances, i.e. hospitalizations, death in the immediate family or other emergency situations will be considered by the faculty.

Policy for Class Clinical Experience:
1. Being tardy 3 times for each course will result in (1) day absence being assessed. Habitual tardiness will not be tolerated. If tardiness of absence is unavoidable, the nursing school must be notified prior to class time. When on clinical assignment, the clinical unit must be notified prior to your scheduled experience. Following a serious illness, injury or pregnancy, a statement from the attending physician will be required before your return to clinical assignment. Student must be released without limitations. This must be stated on the Doctor's release.
2. Unavoidable tardies are excused as determined by the instructor.

3. No absences are allowed during clinical hours. Any clinical absences must be made up on a space availability basis in the clinical area.

4. Failure to report to a clinical experience without notifying the instructor and the clinical site will result in a “No-Call-No-Show.” Two “No-Call-No-Shows” in a clinical course will result in dismissal from the program.

**SEMESTER SCHEDULE:**

The clinical schedule is given prior to the start of the hospital rotation.

**Academic Integrity:**

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

**Student Conduct:**

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook. Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.
Changes to the Syllabus:

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Students with Special Needs:

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and Competencies have been identified. Attached is a sheet defining the SCANS OBJECTIVES associated with specific work skills each student demonstrates in order to be successful in the workforce.

DIFFERENTIATED ESSENTIAL COMPETENCIES:

The Differentiated Essential Competencies are fully integrated throughout the curriculum for the VN student. The competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Texas Board of Nurse Examiners. (See Differentiated Essential Competencies)
### SCANS Competencies Identified in VNSG 2260

Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
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</thead>
<tbody>
<tr>
<td><strong>1.1 Manages time</strong> by following course schedule.</td>
<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments.</td>
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<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal Qualities</th>
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<tbody>
<tr>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals.</td>
<td><strong>8.2 Self Esteem:</strong> Leaves course with confidence in the ability to communicate with coworkers.</td>
</tr>
<tr>
<td><strong>6.2 Writing:</strong> Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td><strong>7.2 Decision Making:</strong> Considers risks in communication channels and determines most appropriate alternatives.</td>
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<tr>
<td></td>
<td><strong>7.3 Problem Solving:</strong> Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
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</tr>
</tbody>
</table>
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
• 2.5 **Negotiates**: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
• 2.6 **Works with Cultural Diversity**: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION
• 3.1 **Acquires and Evaluates Information**: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
• 3.2 **Organizes and Maintains Information**: Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
• 3.3 **Uses Computers to Process Information**: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS
• 4.1 **Understands Systems**: Knows how social, organizational, and technological systems work and operates effectively within them.
• 4.2 **Monitors and Corrects Performance**: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
• 4.3 **Improves and Designs Systems**: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY
• 5.1 **Selects Technology**: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
• 5.2 **Applies Technology to Task**: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
• 5.3 **Maintains and Troubleshoots Technology**: Prevents, identifies, or solves problems in machines, computers and other technologies.

**SCANS FOUNDATION SKILLS**

6.0 BASIC SKILLS
• 6.1 **Reading**: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
• **6.2 Writing:** Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

• **6.3 Arithmetic:** Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

• **6.4 Mathematics:** Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

• **6.5 Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.

• **6.6 Speaking:** Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

**7.0 THINKING SKILLS**

• **Creative Thinking:** Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

• **7.2 Decision Making:** Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

• **7.3 Problem Solving:** Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

• **7.4 Mental Visualization:** Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.
7.5 Knowing How To Learn: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

7.6 Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 PERSONAL QUALITIES

8.1 Responsibility: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

8.2 Self-Esteem: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

8.3 Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

8.4 Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

8.5 Integrity/Honesty: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.5 Negotiate to arrive at a decision</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject, manner, purpose, and audience.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Communicate thoughts, ideas, information, and messages in writing</td>
<td>Section 2.5 Negotiate to arrive at a decision</td>
<td>Select information to be communicated; identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>3</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.1 Participate as a member of a team</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Section 3.2 Organize and maintain information</td>
<td>Recognize a problem exists; identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, select and apply problem solving methods.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem solving strategies to address an identified task.</td>
<td>Section 3.4 Process information using computers</td>
<td>Determine the desired outcomes and applicable technology.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, store, and organize files</td>
<td>Section 5.1 Select appropriate technology</td>
<td>Communicate information using email, list servers, word processors, or other computer based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 6.1 Read written information in prose and documents, such as manuals, graphs, and schedules with understanding</td>
<td>Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one’s own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 6.6 Deliver oral messages appropriately</td>
<td>Base impressions upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 6.4 Perform mathematics in a variety of techniques to approach practical problems appropriately</td>
<td>Understand concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting</td>
<td>Section 7.3 Apply problem solving strategies to support life-long learning</td>
<td>Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational communication.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success</td>
<td>Section 7.3 Apply problem solving strategies to support life-long learning</td>
<td>Manage time, finances and other resources for educational pursuit effectively.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Enhance his or her quality of life</td>
<td>Section 7.3 Apply problem solving strategies to support life-long learning</td>
<td>Persuade toward goal attainment with high level of effort; maintain a positive attitude of self and behaves in own self-worth.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for life-long learning</td>
<td>Section 7.3 Apply problem solving strategies to support life-long learning</td>
<td>Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
In
VNSG 1260- Clinical for Medical Surgical Nursing I

I. Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Clinical Judgments and Behaviors

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Clinical Judgments and Behaviors

1. Pass the Nursing Jurisprudence Examination before licensure.

2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/legal standards of care.
   b. Participate in evaluation of care administered by the interdisciplinary health care team.

3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.
   b. Provide culturally sensitive health care to patients and their families.
   c. Provide holistic care that addresses the needs of diverse individuals across
the lifespan.


5. a. Assume accountability for individual nursing practice.
   b. Follow established evidence-based clinical practice guidelines.

6. a. Follow established policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.
   c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor.

7. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

8. Comply with professional appearance requirements according to organizational standards and policies.

9. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of Vocational nursing.

Clinical Judgments and Behaviors

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and lifelong learning.

**Clinical Judgments and Behaviors**

1. Participate in educational activities to maintain/ improve competency, knowledge and skills.

2. Participate in nursing continuing competency activities to maintain licensure.

3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice.

4. Demonstrate accountability to reassess and establish new competency when changing practice areas.

5. Demonstrate commitment to the value of lifelong learning.

**II. Provider of Patient-Centered Care**

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

**Clinical Judgments and Behaviors**

1. Use problem-solving approach to make decisions regarding care of assigned patients.

2. a. Organize care for assigned patients based upon problem-solving and identified priorities.
   
   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.

3. Identify and communicate patient physical and mental health care problems encountered in practice.
4. Apply relevant, current nursing practice journal articles to practice and clinical decisions.

**B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.**

**Clinical Judgments and Behaviors**

1. Use structured assessment tool to obtain patient history.

2. Perform focused assessment to assist in identifying health status and monitoring change in patients.


4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.

5. Share observations that assist members of the health care team in meeting patient needs.

6. Assist with health screening.

7. Differentiate abnormal from normal health data of patients.


9. Recognize that economic and family processes affect the health of patients.

**C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.**

**Clinical Judgments and Behaviors**

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.

3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.
4. Contribute to the plan of care by collaborating with interdisciplinary team members.

5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Clinical Judgments and Behaviors

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and professional values.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
   b. Manage multiple responsibilities.
   c. Recognize changes in patient status.
   d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.
   b. Collaborate with others to ensure that healthcare needs are met.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Clinical Judgments and Behaviors

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.
4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.

6. a. Assist interdisciplinary health care team members with examinations and procedures.
   b. Seek clarification as needed.
   c. Provide accurate and pertinent communication when transferring patient care to another provider.

   b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of communication.

9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
    b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

13. Provide direct patient care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Clinical Judgments and Behaviors

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of nursing care.
3. Communicate reasons for deviations from plan of care to supervisory health care team member.

4. Assist in modifying plan of care.


6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

**Clinical Judgments and Behaviors**

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.

**Clinical Judgments and Behaviors**

1. Participate in implementing changes that lead to improvement in the work setting.


3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).
6. Assist with maintenance of standards of care.

**III. Patient Safety Advocate**  
A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities.

**A. Demonstrate knowledge of the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.**

**Clinical Judgments and Behaviors**  
2. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.  
3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.  
4. Use standards of nursing practice to provide and evaluate patient care.  
5. Recognize and report unsafe practices and contribute to quality improvement processes.

**B. Implement measures to promote quality and a safe environment for patients, self, and others.**

**Clinical Judgments and Behaviors**

1. Promote a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.

2. Accurately identify patients.

3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

4. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.

5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect safety.
8. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

9. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

C. Assist in the formulation of goals and outcomes to reduce patient risks.

Clinical Judgments and Behaviors

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
   b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Clinical Judgments and Behaviors

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/ training for competency when encountering new equipment and technology.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Clinical Judgments and Behaviors

1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand Safe Harbor rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.
4. Implement established safety and risk management measures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

**Clinical Judgments and Behaviors**

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

2. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

3. When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.

**IV. Member of the Health Care Team:**

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/ or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

**Clinical Judgments and Behaviors**

1. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

**Clinical Judgments and Behaviors**

1. Respect the privacy and dignity of the patient.
2. Identify unmet health needs of patients.

3. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

4. Participate in quality improvement activities.

5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Clinical Judgments and Behaviors

1. a. Identify support systems of patients and their families.
   b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.
   b. Maintain confidentiality according to HIPAA guidelines.
   c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
   b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their families.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Clinical Judgments and Behaviors

1. a. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follow legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

2. Identify health care providers and others who can assist in patient care.

3. Contribute to positive professional working relationships.

4. Use evidence-based clinical practice guidelines to guide critical team
communications during transitions in care between providers.

5. Recognize and manage conflict through the chain of command.

6. a. Identify and report need for nursing or interdisciplinary team meetings.
   b. Participate in interdisciplinary team meetings.

7. Respond to situational changes in the work environment to facilitate optimum patient care.

**E. Communicate patient data using technology to support decision making to improve patient care.**

**Clinical Judgments and Behaviors**

1. a. Identify, collect, process and manage data in the delivery of patient care and in support of nursing practice and education.
   b. Use recognized, credible sources of information, including internet sites.
   c. Access, review, and use electronic data to support decision making.

2. a. Apply knowledge of facility regulations when accessing client records.
   b. Protect confidentiality when using technology.
   c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
   b. Advocate for availability of current technology.

4. Document electronic information accurately, completely, and in a timely manner.

**F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.**

**Clinical Judgments and Behaviors**

1. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.

2. a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.
   b. Reassess adequacy of care provided.

3. a. Document and/ or report responses to care or untoward effects.
   b. Provide feedback on competency levels of team members.
G. Supervise nursing care provided by others for whom the nurse is responsible.

Clinical Judgments and Behaviors

1. Provide instruction where needed to members of the health care team to promote safe care.

2. Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.

3. a. Oversee and monitor patient care provided by unlicensed assistive personnel and Licensed Vocational as assigned.
   b. Base assignments on individual team member competencies.

4. Ensure timely documentation by assigned health team members.
LEAD INSTRUCTOR: Ana Fuentes, RN, MSN

OFFICE: 230

PHONE: office - (325) 794-4564

E-mail: ana.fuentes@cisco.edu

OFFICE HOURS: Variable, by appointment (Posted Outside Office)

COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work-based experience, and direct patient care, in a variety of medical-surgical clinical areas. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.

TIME ALLOTMENT: Second Semester Credit: 2 Semester hours
Clinical Hours: 12 Contact Hours: 64
SIM LAB: 4 Contact Hours: 32

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

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 practice of nursing; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation. This knowledge is based on the Differentiated Essential Competencies of Graduates of Texas Nursing Programs, formulated by the Advisory Committee on Education, and to the SCANS competencies to enable the graduate of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified.
The purpose and outcomes of the course are congruent with the mission statement of Cisco College.

**COURSE OBJECTIVES:**

Upon completion of the course the learner will:

1. Contrast normal body functioning with actual or potential alterations in health with more complex problems.

2. Formulate a plan of care utilizing the nursing process for the more complex Medical-Surgical conditions and the various emotional problems.

3. Apply basic concepts of mental health, pharmacology, and nutrition to each disease entity.

4. Implement more advanced concepts of anatomy, physiology, microbiology, and nursing skills in the plan of care and in the care of the patient.

5. Effectively use the concepts of medical terminology in communicating within the health care system.

6. Pass one medication exam out of 3 and apply one or more step math dosage calculation for medication administration.

**PREREQUISITES:** VNSG – Nursing Foundations, Didactic and Clinical
VNSG 1227 - Medication Administration
VNSG 1331 - Pharmacology

**CO-REQUISITES:** VNSG - 1432

**COURSE STRUCTURE:**

The course will meet at the following times: Monday – Hospital Clinical Preparation - 1300 – 1600, Tuesday – Hospital Clinical Experience, 0630 - 1530, Thursday (see schedule) – SIM Lab, 0800-1200 each week for clinical preparation. Clinical and SIM Lab schedule is subjective to change as needed.
EXIT COMPETENCIES:

At the end of this course the student will have these skills:

* Differentiate between normal and abnormal physiology with actual or potential alterations in health in varied health care settings.

* Develop a plan of care utilizing the nursing process for clients requiring more complex care in the Medical-Surgical setting.

* Incorporate knowledge of concepts pharmacology and nutrition in the Medical-Surgical setting.

* Communicate within a multi-disciplinary care setting, the client’s plan of care, effectively using medical terminology and therapeutic communication.

* Effectively enhances the care for multiple clients with more complex Medical-Surgical conditions, utilizing the nursing process, critical thinking and application, team approach and incorporate necessary technology.

* Incorporate knowledge of math calculations by passing medications to clients

REQUIRED TEXTBOOKS AND MATERIALS:


RECOMMENDED OPTIONAL MATERIALS AND LIBRARY RESOURCES:

Students will find the following book useful:

In addition, there are several appropriate videos and computer-assisted instruction programs available, which will be listed with appropriate units. Students are encouraged to explore any additional resources, including the Internet and CAI’s in room 157.

COURSE REQUIREMENTS:

1. Participation in all clinical hours.

2. Satisfactory completion of clinical hours.

3. Required to take up to 3 dosage calculation examinations. One dosage calculation exam must be passed in order to administer medications in the clinical setting. A minimum score of 90% must be achieved. The Student will not be able to progress in the class if at least one dosage calculation examination is not passed.

4. TECHNOLOGY: This course requires the use of Microsoft Office Software, a printer and the internet.

EVALUATION METHODS INCLUDING GRADING:

The final grade for the course is based upon the student’s individual clinical performance. Each student will be evaluated (using the evaluation tool) 8 weeks into the clinical period and again at the end of the clinical rotation. A rating of Satisfactory must be obtained on the final clinical evaluation for the student to successfully complete the course.

The student must achieve a Satisfactory rating and at least a “C” in the co-requisite VNSG-1432.

Summary of criteria for assignment of letter grade for the course:

1. All required clinical components must be satisfactorily completed.
Note: If clinical component is not passed, the maximum grade in the course will be a “D”.

Course letter grade will be determined by Pass/Fail.

A student making less than a 75 in course VNSG-1432 will not receive a grade above “D”.

ATTENDANCE POLICY:
1. A clinical absence is defined as missing two or more hours of any planned clinical experience. This applies to Monday afternoons and Tuesday clinical assignments.
2. Three tardies equals one absence. Tardy is defined as being more than 15 minutes late for any clinical times.
3. A no-call-no-show will be cause for dismissal from the program.
4. Students are not allowed to miss clinical. Clinical absences must be made up on a space availability basis in the clinical area as per the student handbook.

ATTENDANCE POLICY (based on Cisco College policy):
1. Three tardies constitute one absence.
2. In instances of absences exceeding 2 consecutive days or a death in the immediate family, assignments must be made up within one week of returning to class.
3. All tests must be made up in one week of returning to class.
4. Any exception to the attendance policy will be dealt with on an individual basis. Extenuating circumstances, i.e. hospitalizations, death in the immediate family or other emergency situations will be considered by the faculty.

Policy for Class Clinical Experience:
1. Being tardy 3 times for each course will result in (1) day absence being assessed. Habitual tardiness will not be tolerated. If tardiness of absence is unavoidable, the nursing school must be notified prior to class time. When on clinical assignment, the clinical unit must be notified prior to your scheduled experience. Following a serious illness, injury or pregnancy, a statement from the attending physician will be required before your return to clinical assignment. Student must be released without limitations. This must be stated on the Doctor's release.
2. Unavoidable tardies are excused as determined by the instructor.

3. No absences are allowed during clinical hours. Any clinical absences must be made up on a space availability basis in the clinical area.

4. Failure to report to a clinical experience without notifying the instructor and the clinical site will result in a "No-Call-No-Show." Two "No-Call-No-Shows" in a clinical course will result in dismissal from the program.

SEMESTER SCHEDULE:

The clinical schedule is given prior to the start of the hospital rotation.

Academic Integrity:

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

Student Conduct:

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook. Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.
Changes to the Syllabus:

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Students with Special Needs:

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and Competencies have been identified. Attached is a sheet defining the SCANS OBJECTIVES associated with specific work skills each student demonstrates in order to be successful in the workforce.

DIFFERENTIATED ESSENTIAL COMPETENCIES:

The Differentiated Essential Competencies are fully integrated throughout the curriculum for the VN student. The competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Texas Board of Nurse Examiners. (See Differentiated Essential Competencies)
## SCANS Competencies Identified in VNSG 2260
Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Manages time</strong> by following course schedule.</td>
<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments.</td>
</tr>
<tr>
<td><strong>3.3 Uses Computers to Process Information</strong> by organizing and communicating course assignments to instructor.</td>
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</table>

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals.</td>
<td><strong>8.2 Self Esteem:</strong> Leaves course with confidence in the ability to communicate with coworkers.</td>
</tr>
<tr>
<td><strong>6.2 Writing:</strong> Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td><strong>7.2 Decision Making:</strong> Considers risks in communication channels and determines most appropriate alternatives.</td>
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</tr>
<tr>
<td><strong>7.3 Problem Solving:</strong> Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
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</tbody>
</table>
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES
- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL
- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
• 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
• 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION
• 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
• 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
• 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS
• 4.1 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them.
• 4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
• 4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY
• 5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
• 5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
• 5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS
• 6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
6.2 Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

6.4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

6.5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.

6.6 Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.0 THINKING SKILLS

Creative Thinking: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

7.2 Decision Making: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

7.3 Problem Solving: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

7.4 Mental Visualization: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.
7.5 Knowing How To Learn: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

7.6 Reasoning: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 PERSONAL QUALITIES

8.1 Responsibility: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

8.2 Self-Esteem: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

8.3 Sociability: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

8.4 Self-Management: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

8.5 Integrity/Honesty: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.5 Negotiate to arrive at a decision</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose, and audience.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.2 Teach others</td>
<td>Select information to be communicated; identify host methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Evaluate arguments and construct alternative strategies.</td>
<td>Section 3.2 Organize and maintain information</td>
<td>Organize and process symbols, pictures, graphs, objects, or other information to visualize actual representations; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Integrate methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Section 4.1 Analyze and evaluate information</td>
<td>Recognize a problem or principle underlying the relationship between two or more objects; extract rules or principles from a set of objects or a written text.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problemsolving strategies to address an identified task.</td>
<td>Section 4.1 Apply appropriate techniques to function within social, organizational, and technological systems to attain goals effectively and efficiently</td>
<td>Discover a rule or principle underlying the relationship between two or more objects; extract rules or principles from a set of objects or a written text.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, retrieve, store, and output files.</td>
<td>Section 5.1 Select appropriate technology</td>
<td>Determine the desired results or outcomes and applicable scenarios of technology; visualize the necessary methods and applicable technology.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 6.1 Read written information in prose and documents, such as manuals, graphs, and schedules with understanding</td>
<td>Communicate information using email, list serves, word processing, or other computer-based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 7.1 Generate new ideas using creative thinking</td>
<td>Communicate information using email, list serves, word processing, or other computer-based communication functions.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting</td>
<td>Section 8.3 Apply integrity and honesty to all matters</td>
<td>Promote toward goal attainment with high level of effort; maintain a positive attitude of self and belief in own self-worth.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success</td>
<td>Section 8.1 Act responsibly</td>
<td>Apply and adapt existing and new knowledge and skills; using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
In
VNSG 1260- Clinical for Medical Surgical Nursing I

I. Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Clinical Judgments and Behaviors

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Clinical Judgments and Behaviors

1. Pass the Nursing Jurisprudence Examination before licensure.

2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/ legal standards of care.
   b. Participate in evaluation of care administered by the interdisciplinary health care team.

3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.
   b. Provide culturally sensitive health care to patients and their families.
   c. Provide holistic care that addresses the needs of diverse individuals across
the lifespan.


5. a. Assume accountability for individual nursing practice.
   b. Follow established evidence-based clinical practice guidelines.

6. a. Follow established policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.
   c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor.

7. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

8. Comply with professional appearance requirements according to organizational standards and policies.

9. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of Vocational nursing.

Clinical Judgments and Behaviors

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and lifelong learning.

Clinical Judgments and Behaviors

1. Participate in educational activities to maintain/ improve competency, knowledge and skills.

2. Participate in nursing continuing competency activities to maintain licensure.

3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice.

4. Demonstrate accountability to reassess and establish new competency when changing practice areas.

5. Demonstrate commitment to the value of lifelong learning.

II. Provider of Patient-Centered Care

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

Clinical Judgments and Behaviors

1. Use problem-solving approach to make decisions regarding care of assigned patients.

2. a. Organize care for assigned patients based upon problem-solving and identified priorities.
   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.

3. Identify and communicate patient physical and mental health care problems encountered in practice.
4. Apply relevant, current nursing practice journal articles to practice and clinical decisions.

B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

**Clinical Judgments and Behaviors**

1. Use structured assessment tool to obtain patient history.

2. Perform focused assessment to assist in identifying health status and monitoring change in patients.


4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.

5. Share observations that assist members of the health care team in meeting patient needs.

6. Assist with health screening.

7. Differentiate abnormal from normal health data of patients.


9. Recognize that economic and family processes affect the health of patients.

C. Report data to assist in the identification of problems and formulation of goals/ outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

**Clinical Judgments and Behaviors**

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.

3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.
4. Contribute to the plan of care by collaborating with interdisciplinary team members.

5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Clinical Judgments and Behaviors

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and professional values.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
b. Manage multiple responsibilities.
c. Recognize changes in patient status.
d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.
b. Collaborate with others to ensure that healthcare needs are met.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Clinical Judgments and Behaviors

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.
4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.

6. a. Assist interdisciplinary health care team members with examinations and procedures.
   b. Seek clarification as needed.
   c. Provide accurate and pertinent communication when transferring patient care to another provider.

   b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of communication.

9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
    b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

13. Provide direct patient care in disease prevention and health promotion and/or restoration.

**F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.**

**Clinical Judgments and Behaviors**

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of nursing care.
3. Communicate reasons for deviations from plan of care to supervisory health care team member.

4. Assist in modifying plan of care.


6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

Clinical Judgments and Behaviors

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.

Clinical Judgments and Behaviors

1. Participate in implementing changes that lead to improvement in the work setting.


3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).
6. Assist with maintenance of standards of care.

III. Patient Safety Advocate
A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities.

A. Demonstrate knowledge of the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Clinical Judgments and Behaviors
2. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.
3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
4. Use standards of nursing practice to provide and evaluate patient care.
5. Recognize and report unsafe practices and contribute to quality improvement processes.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Clinical Judgments and Behaviors
1. Promote a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.

2. Accurately identify patients.

3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

4. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.

5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect safety.
8. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

9. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

**C. Assist in the formulation of goals and outcomes to reduce patient risks.**

*Clinical Judgments and Behaviors*

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
   b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

**D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.**

*Clinical Judgments and Behaviors*

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/ training for competency when encountering new equipment and technology.

**E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.**

*Clinical Judgments and Behaviors*

1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand Safe Harbor rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.
4. Implement established safety and risk management measures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

Clinical Judgments and Behaviors

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

2. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

3. When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.

IV. Member of the Health Care Team:

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Clinical Judgments and Behaviors

1. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Clinical Judgments and Behaviors

1. Respect the privacy and dignity of the patient.
2. Identify unmet health needs of patients.

3. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

4. Participate in quality improvement activities.

5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

**Clinical Judgments and Behaviors**

1. a. Identify support systems of patients and their families.
   b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.
   b. Maintain confidentiality according to HIPAA guidelines.
   c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
   b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their families.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

**Clinical Judgments and Behaviors**

1. a. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follow legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

2. Identify health care providers and others who can assist in patient care.

3. Contribute to positive professional working relationships.

4. Use evidence-based clinical practice guidelines to guide critical team
communications during transitions in care between providers.

5. Recognize and manage conflict through the chain of command.

6. a. Identify and report need for nursing or interdisciplinary team meetings.
    b. Participate in interdisciplinary team meetings.

7. Respond to situational changes in the work environment to facilitate optimum patient care.

E. Communicate patient data using technology to support decision making to improve patient care.

Clinical Judgments and Behaviors

1. a. Identify, collect, process and manage data in the delivery of patient care and in support of nursing practice and education.
    b. Use recognized, credible sources of information, including internet sites.
    c. Access, review, and use electronic data to support decision making.

2. a. Apply knowledge of facility regulations when accessing client records.
    b. Protect confidentiality when using technology.
    c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
    b. Advocate for availability of current technology.

4. Document electronic information accurately, completely, and in a timely manner.

F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Clinical Judgments and Behaviors

1. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.

2. a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.
    b. Reassess adequacy of care provided.

3. a. Document and/ or report responses to care or untoward effects.
    b. Provide feedback on competency levels of team members.
G. Supervise nursing care provided by others for whom the nurse is responsible.

Clinical Judgments and Behaviors

1. Provide instruction where needed to members of the health care team to promote safe care.

2. Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.

3. a. Oversee and monitor patient care provided by unlicensed assistive personnel and Licensed Vocational as assigned.
   b. Base assignments on individual team member competencies.

4. Ensure timely documentation by assigned health team members.
LEAD INSTRUCTOR: Jeanette Vincent, RN, MSN

OFFICE: 226

PHONE: office - (325) 794-4445 cell - (402) 902-9625

E-mail: jeanette.vincent@cisco.edu

OFFICE HOURS: Variable, by appointment (Posted outside office)

COURSE DESCRIPTION:

A method of instruction providing detailed education, training and work-based experience, and direct patient care, in a variety of medical-surgical clinical areas. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation and placement are the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences.

TIME ALLOTMENT:

Second Semester  Credit: 2 Semester hours
Clinical Hours: 12  Contact Hours: 64
SIM LAB: 4  Contact Hours: 32

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

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 practice of nursing; demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation. This knowledge is based on the Differentiated Essential Competencies of Graduates of Texas Nursing Programs, formulated by the Advisory Committee on Education, and to the SCANS competencies to enable the graduate of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified.
The purpose and outcomes of the course are congruent with the mission statement of Cisco College.

**COURSE OBJECTIVES:**

Upon completion of the course the learner will:

1. Contrast normal body functioning with actual or potential alterations in health with more complex problems.

2. Formulate a plan of care utilizing the nursing process for the more complex Medical-Surgical conditions and the various emotional problems.

3. Apply basic concepts of mental health, pharmacology, and nutrition to each disease entity.

4. Implement more advanced concepts of anatomy, physiology, microbiology, and nursing skills in the plan of care and in the care of the patient.

5. Effectively use the concepts of medical terminology in communicating within the health care system.

6. Pass one medication exam out of 3 and apply one or more step math dosage calculation for medication administration.

**PREREQUISITES:** VNSG – Nursing Foundations, Didactic and Clinical  
VNSG 1227 - Medication Administration  
VNSG 1331 - Pharmacology

**CO-REQUISITES:** VNSG - 1432

**COURSE STRUCTURE:**

The course will meet at the following times: Monday – Hospital Clinical Preparation - 1300 – 1600, Tuesday – Hospital Clinical Experience, 0630 - 1530, Thursday (see schedule) – SIM Lab, 0800-1200 each week for clinical preparation. Clinical and SIM Lab schedule is subjective to change as needed.
EXIT COMPETENCIES:

At the end of this course the student will have these skills:

* Differentiate between normal and abnormal physiology with actual or potential alterations in health in varied health care settings.

* Develop a plan of care utilizing the nursing process for clients requiring more complex care in the Medical-Surgical setting.

* Incorporate knowledge of concepts pharmacology and nutrition in the Medical-Surgical setting.

* Communicate within a multi-disciplinary care setting, the client’s plan of care, effectively using medical terminology and therapeutic communication.

* Effectively enhances the care for multiple clients with more complex Medical-Surgical conditions, utilizing the nursing process, critical thinking and application, team approach and incorporate necessary technology.

* Incorporate knowledge of math calculations by passing medications to clients

REQUIRED TEXTBOOKS AND MATERIALS:


RECOMMENDED OPTIONAL MATERIALS AND LIBRARY RESOURCES:

Students will find the following book useful:

In addition, there are several appropriate videos and computer-assisted instruction programs available, which will be listed with appropriate units. Students are encouraged to explore any additional resources, including the Internet and CAI’s in room 157.

COURSE REQUIREMENTS:

1. Participation in all clinical hours.

2. Satisfactory completion of clinical hours.

3. Required to take up to 3 dosage calculation examinations. One dosage calculation exam must be passed in order to administer medications in the clinical setting. A minimum score of 90% must be achieved. The Student will not be able to progress in the class if at least one dosage calculation examination is not passed.

4. TECHNOLOGY: This course requires the use of Microsoft Office Software, a printer and the internet.

EVALUATION METHODS INCLUDING GRADING:

The final grade for the course is based upon the student’s individual clinical performance. Each student will be evaluated (using the evaluation tool) 8 weeks into the clinical period and again at the end of the clinical rotation. A rating of Satisfactory must be obtained on the final clinical evaluation for the student to successfully complete the course.

The student must achieve a Satisfactory rating and at least a “C” in the co-requisite VNSG-1432.

Summary of criteria for assignment of letter grade for the course:

1. All required clinical components must be satisfactorily completed.
Note: If clinical component is not passed, the maximum grade in the course will be a “D”.

Course letter grade will be determined by Pass/Fail.

A student making less than a 75 in course VNSG-1432 will not receive a grade above “D”.

ATTENDANCE POLICY:
1. A clinical absence is defined as missing two or more hours of any planned clinical experience. This applies to Monday afternoons and Tuesday clinical assignments.
2. Three tardies equals one absence. Tardy is defined as being more than 15 minutes late for any clinical times.
3. A no-call-no-show will be cause for dismissal from the program.
4. Students are not allowed to miss clinical. Clinical absences must be made up on a space availability basis in the clinical area as per the student handbook.

ATTENDANCE POLICY (based on Cisco College policy):
1. Three tardies constitute one absence.

2. In instances of absences exceeding 2 consecutive days or a death in the immediate family, assignments must be made up within one week of returning to class.

3. All tests must be made up in one week of returning to class.

4. Any exception to the attendance policy will be dealt with on an individual basis. Extenuating circumstances, i.e. hospitalizations, death in the immediate family or other emergency situations will be considered by the faculty.

Policy for Class Clinical Experience:
1. Being tardy 3 times for each course will result in (1) day absence being assessed. Habitual tardiness will not be tolerated. If tardiness of absence is unavoidable, the nursing school must be notified prior to class time. When on clinical assignment, the clinical unit must be notified prior to your scheduled experience. Following a serious illness, injury or pregnancy, a statement from the attending physician will be required before your return to clinical assignment. Student must be released without limitations. This must be stated on the Doctor's release.
2. Unavoidable tardies are excused as determined by the instructor.

3. No absences are allowed during clinical hours. Any clinical absences must be made up on a space availability basis in the clinical area.

4. Failure to report to a clinical experience without notifying the instructor and the clinical site will result in a “No-Call-No-Show.” Two “No-Call-No-Shows” in a clinical course will result in dismissal from the program.

**SEMESTER SCHEDULE:**

The clinical schedule is given prior to the start of the hospital rotation.

**Academic Integrity:**

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

**Student Conduct:**

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook. Students should silence all communication devices, which include but are not limited to phones, pagers, recorders, palm devices, and laptops. No communications devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor before class begins, sit near the door and quietly exit the classroom before answering any communication. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.
Changes to the Syllabus:

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

Students with Special Needs:

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator.

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and Competencies have been identified. Attached is a sheet defining the SCANS OBJECTIVES associated with specific work skills each student demonstrates in order to be successful in the workforce.

DIFFERENTIATED ESSENTIAL COMPETENCIES:

The Differentiated Essential Competencies are fully integrated throughout the curriculum for the VN student. The competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Texas Board of Nurse Examiners. (See Differentiated Essential Competencies)
### SCANS Competencies Identified in VNSG 2260

Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th>Resources</th>
<th>Interpersonal</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1 Manages time</strong> by following course schedule.</td>
<td><strong>2.1 Participates as a Member of a Team:</strong> Completes in class group activities cooperatively with others.</td>
<td><strong>3.1 Acquires and evaluates information</strong> in class and through reading assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>3.3 Uses Computers to Process Information</strong> by organizing and communicating course assignments to instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Basic Skills</th>
<th>Thinking Skills</th>
<th>Personal Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1 Reading:</strong> Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td><strong>7.1 Creative Thinking:</strong> Connects theory with practice and formulates new personal goals.</td>
<td><strong>8.2 Self Esteem:</strong> Leaves course with confidence in the ability to communicate with coworkers.</td>
</tr>
<tr>
<td><strong>6.2 Writing:</strong> Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td><strong>7.2 Decision Making:</strong> Considers risks in communication channels and determines most appropriate alternatives.</td>
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</tr>
<tr>
<td></td>
<td><strong>7.3 Problem Solving:</strong> Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
<td></td>
</tr>
</tbody>
</table>
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION

3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.

3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.

3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS

4.1 Understands Systems: Knows how social, organizational, and technological systems work and operates effectively within them.

4.2 Monitors and Corrects Performance: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.

4.3 Improves and Designs Systems: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY

5.1 Selects Technology: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.

5.2 Applies Technology to Task: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.

5.3 Maintains and Troubleshoots Technology: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS

6.1 Reading: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
6.2 Writing: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

6.3 Arithmetic: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

6.4 Mathematics: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

6.5 Listening: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.

6.6 Speaking: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.0 THINKING SKILLS

Creative Thinking: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

7.2 Decision Making: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

7.3 Problem Solving: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

7.4 Mental Visualization: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.
7.5 **Knowing How To Learn**: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

7.6 **Reasoning**: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.

8.0 **PERSONAL QUALITIES**

8.1 **Responsibility**: Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

8.2 **Self-Esteem**: Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

8.3 **Sociability**: Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

8.4 **Self-Management**: Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

8.5 **Integrity/Honesty**: Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcome</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.1 Negotiate to arrive at a decision.</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose, and audience.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.3 Serve customers.</td>
<td>Select information to be communicated; identify host methods for research, organization, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.4 Exercise leadership.</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem solving strategies to address an identified task.</td>
<td>Section 7.4 Make decisions.</td>
<td>Recognize a problem situation; identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, revise plans, and select and apply problem solving methods.</td>
</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use the Internet to send or receive information.</td>
<td>Section 3.4 Process information using computers.</td>
<td>Communicate information using email, list serves, word processors, or other computer-based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 3.6 Learn written information in prose and documents, such as manuals, graphs, and schedules with understanding.</td>
<td>Understand concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 4.4 Display appropriate technology.</td>
<td>Work with men and women, and a variety of ethic, social, and educational backgrounds; compare one's own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 4.5 Interpret and communicate information.</td>
<td>Base impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Utilize student services available at college setting.</td>
<td>Section 5.6 Manage self.</td>
<td>Manage time, finances and other resources for educational pursuit.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Promote his or her educational success.</td>
<td>Section 5.7 Integrate effective self esteem.</td>
<td>Persevere toward goal attainment with high level of effort; maintain a positive attitude of self and believes in own self-worth.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Enhance his or her quality of life.</td>
<td>Section 5.8 Apply integrity and honesty to all matters.</td>
<td>Apply and adapt existing and new knowledge and skills, using learning techniques, in both familiar and changing situations.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self Reliance</td>
<td>Develop the capacity for life-long learning.</td>
<td>Section 5.9 Apply learning strategies to support life-long learning.</td>
<td>Understand the processes associated with educational systems; utilize the necessary offices, and/or resources for educational communication.</td>
</tr>
</tbody>
</table>
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
In
VNSG 1260- Clinical for Medical Surgical Nursing I

I. Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Clinical Judgments and Behaviors

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.  
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Clinical Judgments and Behaviors

1. Pass the Nursing Jurisprudence Examination before licensure.
2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/ legal standards of care.  
   b. Participate in evaluation of care administered by the interdisciplinary health care team.
3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.  
   b. Provide culturally sensitive health care to patients and their families.  
   c. Provide holistic care that addresses the needs of diverse individuals across
the lifespan.


5. a. Assume accountability for individual nursing practice.
   b. Follow established evidence-based clinical practice guidelines.

6. a. Follow established policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.
   c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor.

7. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

8. Comply with professional appearance requirements according to organizational standards and policies.

9. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of Vocational nursing.

Clinical Judgments and Behaviors

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self care, and lifelong learning.

**Clinical Judgments and Behaviors**

1. Participate in educational activities to maintain/ improve competency, knowledge and skills.

2. Participate in nursing continuing competency activities to maintain licensure.

3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice.

4. Demonstrate accountability to reassess and establish new competency when changing practice areas.

5. Demonstrate commitment to the value of lifelong learning.

II. Provider of Patient-Centered Care

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

**Clinical Judgments and Behaviors**

1. Use problem-solving approach to make decisions regarding care of assigned patients.

2. a. Organize care for assigned patients based upon problem-solving and identified priorities.
   
   b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.

3. Identify and communicate patient physical and mental health care problems encountered in practice.
4. Apply relevant, current nursing practice journal articles to practice and clinical decisions.

**B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.**

*Clinical Judgments and Behaviors*

1. Use structured assessment tool to obtain patient history.

2. Perform focused assessment to assist in identifying health status and monitoring change in patients.


4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.

5. Share observations that assist members of the health care team in meeting patient needs.

6. Assist with health screening.

7. Differentiate abnormal from normal health data of patients.


9. Recognize that economic and family processes affect the health of patients.

**C. Report data to assist in the identification of problems and formulation of goals/ outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.**

*Clinical Judgments and Behaviors*

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.

3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.
4. Contribute to the plan of care by collaborating with interdisciplinary team members.

5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

**D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.**

**Clinical Judgments and Behaviors**

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and professional values.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
   b. Manage multiple responsibilities.
   c. Recognize changes in patient status.
   d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.
   b. Collaborate with others to ensure that healthcare needs are met.

**E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.**

**Clinical Judgments and Behaviors**

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.
4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.

6. a. Assist interdisciplinary health care team members with examinations and procedures.
   b. Seek clarification as needed.
   c. Provide accurate and pertinent communication when transferring patient care to another provider.

   b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of communication.

9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
   b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

13. Provide direct patient care in disease prevention and health promotion and/or restoration.

**F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.**

**Clinical Judgments and Behaviors**

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of nursing care.
3. Communicate reasons for deviations from plan of care to supervisory health care team member.

4. Assist in modifying plan of care.


6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

**G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.**

*Clinical Judgments and Behaviors*

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

**H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.**

*Clinical Judgments and Behaviors*

1. Participate in implementing changes that lead to improvement in the work setting.


3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).
6. Assist with maintenance of standards of care.

### III. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities.

#### A. Demonstrate knowledge of the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

**Clinical Judgments and Behaviors**

2. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.
3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
4. Use standards of nursing practice to provide and evaluate patient care.
5. Recognize and report unsafe practices and contribute to quality improvement processes.

#### B. Implement measures to promote quality and a safe environment for patients, self, and others.

**Clinical Judgments and Behaviors**

1. Promote a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.

2. Accurately identify patients.

3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

4. Clarify any order or treatment regimen believed to be inaccurate, non-eficacious, contraindicated, or otherwise harmful to the patient.

5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect safety.
8. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.

9. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

**C. Assist in the formulation of goals and outcomes to reduce patient risks.**

*Clinical Judgments and Behaviors*

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
   b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

**D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.**

*Clinical Judgments and Behaviors*

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/ training for competency when encountering new equipment and technology.

**E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.**

*Clinical Judgments and Behaviors*

1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand Safe Harbor rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.
4. Implement established safety and risk management measures.

**F. Accept and make assignments that take into consideration patient safety and organizational policy.**

*Clinical Judgments and Behaviors*

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

2. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

3. When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.

**IV. Member of the Health Care Team:**

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

**A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.**

*Clinical Judgments and Behaviors*

1. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

**B. Participate as an advocate in activities that focus on improving the health care of patients and their families.**

*Clinical Judgments and Behaviors*

1. Respect the privacy and dignity of the patient.
2. Identify unmet health needs of patients.

3. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

4. Participate in quality improvement activities.

5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Clinical Judgments and Behaviors

1. a. Identify support systems of patients and their families.
   b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.
   b. Maintain confidentiality according to HIPAA guidelines.
   c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
   b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their families.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Clinical Judgments and Behaviors

1. a. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follow legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

2. Identify health care providers and others who can assist in patient care.

3. Contribute to positive professional working relationships.

4. Use evidence-based clinical practice guidelines to guide critical team
communications during transitions in care between providers.

5. Recognize and manage conflict through the chain of command.

6. a. Identify and report need for nursing or interdisciplinary team meetings.
   b. Participate in interdisciplinary team meetings.

7. Respond to situational changes in the work environment to facilitate optimum patient care.

**E. Communicate patient data using technology to support decision making to improve patient care.**

**Clinical Judgments and Behaviors**

1. a. Identify, collect, process and manage data in the delivery of patient care and in support of nursing practice and education.
   b. Use recognized, credible sources of information, including internet sites.
   c. Access, review, and use electronic data to support decision making.

2. a. Apply knowledge of facility regulations when accessing client records.
   b. Protect confidentiality when using technology.
   c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
   b. Advocate for availability of current technology.

4. Document electronic information accurately, completely, and in a timely manner.

**F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.**

**Clinical Judgments and Behaviors**

1. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.

2. a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.
   b. Reassess adequacy of care provided.

3. a. Document and/ or report responses to care or untoward effects.
   b. Provide feedback on competency levels of team members.
G. Supervise nursing care provided by others for whom the nurse is responsible.

Clinical Judgments and Behaviors

1. Provide instruction where needed to members of the health care team to promote safe care.

2. Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.

3. a. Oversee and monitor patient care provided by unlicensed assistive personnel and Licensed Vocational as assigned.
   b. Base assignments on individual team member competencies.

4. Ensure timely documentation by assigned health team members.
LEAD INSTRUCTOR: Pam Dorn, RNC BSN

OFFICE: 228

PHONE: 325-794-4446

EMAIL: pam.dorn@cisco.edu

OFFICE HOURS: Monday – Thursday, and Fridays (as needed)
(Per scheduled appointment)

COURSE DESCRIPTION:
A method of instruction providing detailed education, training and work-based experience, and direct patient/client care, generally at the clinical site. 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.

TIME ALLOTMENT:
Third Semester Credit: 2 Semester Hours
Clinical Hours: 12
Contact Hours: 96

COURSE LEARNING 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. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry. This knowledge is based on the Differentiated Essential Competencies and to the competencies of Texas Graduates of Education Programs in Nursing and to the SCANS competencies to enable graduates of the program to enter the workforce with the necessary skills.
COURSE OBJECTIVES:

Upon completion of the course the learner will:

1. Differentiate normal and abnormal data collection
2. Develop a plan of care utilizing time management techniques
3. Incorporate advanced concepts of mental health, pharmacology, and Nutrition to care in a wider variety of care settings
4. Implement leadership skills for an entry level LVN.
5. Incorporate critical thinking into solving client care issues.
6. Describe the roles of Vocational Nursing Organizations and facility & regulatory agencies.

PREREQUISITES:

VNSG 1429/VNSG 1260, VNSG 1432/VNSG 2260, VNSG 1230/VNSG 2160, VNSG 1234/VNSG 2161

Co-Requisite: VNSG 2431

COURSE STRUCTURE:
The clinical rotation will be at Abilene State Supported Living Center and various facilities on Tuesdays from 0630 - 1500. Clinical assignments will be made for students at the instructor's discretion. The hours at the community clinical sites will vary.

EXIT COMPETENCIES:

Upon completion of this course the student will possess these skills:

1) Differentiate normal and abnormal data collection of the client

2) Implement a plan of care for the client including interventions to promote rehabilitation.

3) Familiarity with time management techniques

4) Prioritizing client needs

5) Incorporate other health care providers into care of selected clients.
TEXTBOOKS:


COURSE REQUIREMENTS:

1. Participation in all clinical assignments.

2. One of three dosage calculation exams must be passed with a minimum score of 90% in order to continue progression in the clinical rotation, and in the class. Three dosage calculation exams may be administered in order to achieve this requirement. This requirement must be met by the end of the 2nd week of the course. The student will not be allowed to pass medications in the clinical setting until the dosage calculation exam is passed with the required minimum score of 90%, no exceptions.

3. Satisfactory completion of clinical and clinical assignments.

4. Must satisfactorily prepare care plans, medication sheet, and assessment tool(s) weekly on assigned patients in the acute care setting.

5. Completion of assigned objectives and clinical paperwork.

TECHNOLOGY: This course requires the use of Microsoft Office Software, a printer and the internet. No audio or visual recording is allowed in this class.
EVALUATION METHODS INCLUDING GRADING:

The student must achieve a Satisfactory rating in the clinical portion of the course in order to pass the course.

Summary of criteria for assignment of letter grade for the course:

1. All required clinical components must be satisfactorily completed.
   NOTE: If clinical component is not passed, the maximum grade in the course will be a “D”.

Course letter grade will be determined by Pass/Fail.

A student making less than a 75 in course VNSG-2431 will not receive a grade above “D”.

ATTENDANCE POLICY (based on Cisco College policy):

1. Three tardies constitute one absence.

2. In instances of absences exceeding 2 consecutive days or a death in the immediate family, assignments must be made up within one week of returning to class.

3. If absent on the day that an exam is administered, the exam must be completed within 5 days upon return to class, or before the next scheduled exam. Please note that 10 points may be deducted from the make-up exam at the discretion of the instructor.

4. Any exception to the attendance policy will be dealt with on an individual basis. Extenuating circumstances, i.e. hospitalizations, death in the immediate family or other emergency situations will be considered by the faculty.
Policy for Class/Clinical Experience:

1. Being tardy 3 times for each course will result in (1) day absence being assessed. Habitual tardiness will not be tolerated. If tardiness of absence is unavoidable, the nursing school must be notified prior to class time. When on clinical assignment, the clinical unit must be notified prior to your scheduled experience. Following a serious illness, injury or pregnancy, a statement from the attending physician will be required before your return to clinical assignment. Student must be released without limitations. This must be stated on the physician’s release.

2. Unavoidable tardies are excused as determined by the instructor.

3. No absences are allowed in clinicals. Any clinical absences must be made up on a space availability basis in the clinical area or Sim Lab. The time will be scheduled by the instructors.

4. Failure to report to a clinical experience without notifying the instructor and the clinical site will result in a “No-Call-No-Show.” Two “No-Call-No-Shows” in a clinical course will result in dismissal from the program.

SEMESTER SCHEDULE:

Schedule will be given to students on first day of class.

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies. Attached is a sheet defining the SCANS OBJECTIVE codes associated with specific work skills each student demonstrates in order to successfully accomplish each objective.

THE DIFFERENTIATED ESSENTIAL COMPETENCIES:

The Differentiated Essential Competencies are fully integrated throughout the curriculum for the VN student. The Differentiated Essential Competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Board of Nurse Examiners. (See attached)
## SCANS Competencies Identified in VNSG 2261

Description of all SCANS Competencies Attached

<table>
<thead>
<tr>
<th><strong>Resources</strong></th>
<th><strong>Interpersonal</strong></th>
<th><strong>Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Manages time by following course schedule.</td>
<td>2.1 Participates as a Member of a Team: Completes in class group activities cooperatively with others.</td>
<td>3.1 Acquires and evaluates information in class and through reading assignments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.3 Uses Computers to Process Information by organizing and communicating course assignments to instructor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Basic Skills</strong></th>
<th><strong>Thinking Skills</strong></th>
<th><strong>Personal Qualities</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Reading: Carefully assimilates materials including all reading assignments and prioritizes and interprets information.</td>
<td>7.1 Creative Thinking: Connects theory with practice and formulates new personal goals.</td>
<td>8.2 Self Esteem: Leaves course with confidence in the ability to communicate with coworkers.</td>
</tr>
<tr>
<td>6.2 Writing: Communicates thoughts, ideas and messages through the completion of written assignments.</td>
<td>7.2 Decision Making: Considers risks in communication channels and determines most appropriate alternatives.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.3 Problem Solving: Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.</td>
<td></td>
</tr>
</tbody>
</table>
### Career and Technical Education Competency Fulfillment SCANS

<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Competency Outcomes</th>
<th>SCANS Competency</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 2.2 Communicate thoughts, ideas, information, and messages in writing.</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and form appropriate to the subject matter, purpose, and audience.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 2.2 Teach others.</td>
<td>Select information to be communicated; identify best methods for research, organization, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.1 Participate as a member of a team.</td>
<td>Contribute to group ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Evaluate arguments and construct alternative strategies.</td>
<td>Section 2.4 Evaluate arguments and construct alternative strategies.</td>
<td>Recognize a problem exists; identify possible reasons for the problem; devise and implement a plan of action to solve the problem; monitor the progress, review plans, select and apply problem-solving methods.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem-solving strategies to address an identified task.</td>
<td>Section 4.1 Apply appropriate techniques to approach practical problems appropriately.</td>
<td>Recognize a problem exists; identify possible reasons for the problem; devise and implement a plan of action to solve the problem; monitor the progress, review plans, select and apply problem-solving methods.</td>
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<td>Critical Thinking</td>
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</tr>
<tr>
<td>3</td>
<td>Computer Literacy</td>
<td>Use the Internet to send or receive information.</td>
<td>Section 6.3 Use the Internet to send or receive information.</td>
<td>Communicate information using email, list servers, word processors, or other computer-based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interact with other cultures based on a broader world view.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Work with men and women, and a variety of ethnic, social, and educational backgrounds; compare one’s own culture and that of others; respect the rights of others while helping them make cultural adjustments when necessary.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Base impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 2.6 Work with cultural diversity.</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Utilize student services available at college setting.</td>
<td>Section 5.1 Use student services available at college setting.</td>
<td>Understan the processes associated with educational systems; utilize the necessary offices, and/or resources for educational pursuit effectively.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Promote his or her educational success.</td>
<td>Section 5.1 Make management and facility resources effective.</td>
<td>Manage time, finances and other resources for educational pursuit effectively.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Enhance his or her quality of life.</td>
<td>Section 5.2 Enhance his or her quality of life.</td>
<td>Promote toward goal attainment with high level of effort; maintain a positive attitude of self and believes in own self-worth.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Develop the capacity for life-long learning.</td>
<td>Section 7.5 Apply learning strategies to support life-long learning.</td>
<td>Apply and adapt emerging and new knowledge and skills, using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES

- **1.1 Manages Time**: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- **1.2 Manages Money**: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- **1.3 Manages Materials and Facility Resources**: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- **1.4 Manages Human Resources**: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL

- **2.1 Participates as a Member of a Team**: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- **2.2 Teaches Others**: Helps others to learn.
- **2.3 Serves Clients/Customers**: Works and communicates with clients and customers to satisfy their expectations.
- **2.4 Exercises Leadership**: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- **2.5 Negotiates**: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- **2.6 Works with Cultural Diversity**: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION

- **3.1 Acquires and Evaluates Information**: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- **3.2 Organizes and Maintains Information**: Organizes, processes, and maintains written or computerized reports and other forms of information in a systematic fashion.
- **3.3 Uses Computers to Process Information**: Employs computers to acquire, organize, analyze, and communicate information.

4.0 SYSTEMS

- **4.1 Understands Systems**: Knows how social, organizational, and technological systems work and operates effectively within them.
- **4.2 Monitors and Corrects Performance**: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- **4.3 Improves and Designs Systems**: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY

- **5.1 Selects Technology**: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- **5.2 Applies Technology to Task**: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- **5.3 Maintains and Troubleshoots Technology**: Prevents, identifies, or solves problems in machines, computers and other technologies.
SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS

- **6.1 Reading:** Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications; infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.

- **6.2 Writing:** Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.

- **6.3 Arithmetic:** Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.

- **6.4 Mathematics:** Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.

- **6.5 Listening:** Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.

- **6.6 Speaking:** Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.0 THINKING SKILLS

- **7.1 Creative Thinking:** Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

- **7.2 Decision Making:** Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

- **7.3 Problem Solving:** Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

- **7.4 Mental Visualization:** Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

- **7.5 Knowing How To Learn:** Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

- **7.6 Reasoning:** Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.
8.0 PERSONAL QUALITIES

- **8.1 Responsibility:** Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

- **8.2 Self-Esteem:** Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

- **8.3 Sociability:** Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

- **8.4 Self-Management:** Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

- **8.5 Integrity/Honesty:** Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical course of action.
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED
In
VNSG 2261Clinical: Advanced Nursing Skills

I. Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Clinical Judgments and Behaviors

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Clinical Judgments and Behaviors

1. Pass the Nursing Jurisprudence Examination before licensure.
2. a. Provide nursing care within the parameters of vocational nursing knowledge scope of practice, education, experience, and ethical/legal standards of care.
   b. Participate in evaluation of care administered by the interdisciplinary health care team.
3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.
   b. Provide culturally sensitive health care to patients and their families.
   c. Provide holistic care that addresses the needs of diverse individuals across the lifespan.
5. a. Assume accountability for individual nursing practice.
   b. Follow established evidence-based clinical practice guidelines.
6. a. Follow established policies and procedures.
   b. Question orders, policies, and procedures that may not be in the patient’s best interest.
   c. Use nursing judgment to anticipate and prevent patient harm, including invoking Safe Harbor.

7. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.

8. Comply with professional appearance requirements according to organizational standards and policies.

9. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of Vocational nursing.

Clinical Judgments and Behaviors

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.

2. Work collegially with members of the interdisciplinary health care team.

3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.

4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.

5. Practice within the vocational nursing role and Scope of Practice.

6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
D. Demonstrate responsibility for continued competence in nursing practice, and
develop insight through reflection, self-analysis, self-care, and lifelong learning.

Clinical Judgments and Behaviors

1. Participate in educational activities to maintain/improve competency,
knowledge, and skills.

2. Participate in nursing continuing competency activities to maintain licensure.

3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and
improve practice.

4. Demonstrate accountability to reassess and establish new competency when
changing practice areas.

5. Demonstrate commitment to the value of lifelong learning.

II. Provider of Patient-Centered Care

A licensed nurse (LVN or RN) who, based on educational preparation and scope
of practice, accepts responsibility for the quality of nursing care and provides
safe, compassionate nursing care using a systematic process of assessment,
analysis, planning, intervention, and evaluation that focuses on the needs and
preferences of patients and their families. The nurse incorporates professional
values and ethical principles into nursing practice. The patients for LVNs and for
Diploma and ADN educated RNs include individual patients and their families.

A. Use clinical reasoning and established evidence-based policies as the basis
for decision making in nursing practice.

Clinical Judgments and Behaviors

1. Use problem-solving approach to make decisions regarding care of assigned
patients.

2. a. Organize care for assigned patients based upon problem-solving and
identified priorities.
   b. Proactively manage priorities in patient care and follow-up on clinical
problems that warrant investigation with consideration of anticipated risks.

3. Identify and communicate patient physical and mental health care problems
encountered in practice.

4. Apply relevant, current nursing practice journal articles to practice and clinical
decisions.
B. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

Clinical Judgments and Behaviors

1. Use structured assessment tool to obtain patient history.

2. Perform focused assessment to assist in identifying health status and monitoring change in patients.


4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.

5. Share observations that assist members of the health care team in meeting patient needs.

6. Assist with health screening.

7. Differentiate abnormal from normal health data of patients.


9. Recognize that economic and family processes affect the health of patients.

C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.

Clinical Judgments and Behaviors

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.

2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.

3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.

4. Contribute to the plan of care by collaborating with interdisciplinary team members.
5. Assist in the discharge planning of selected patients.

6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

D. Provide safe, compassionate, basic nursing care to assigned patients With predictable health care needs through a supervised, directed scope of practice.

Clinical Judgments and Behaviors

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and professional values.

2. a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
   b. Manage multiple responsibilities.
   c. Recognize changes in patient status.
   d. Communicate changes in patient status to other providers.

3. a. Implement plans of care for multiple patients.
   b. Collaborate with others to ensure that healthcare needs are met.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

Clinical Judgments and Behaviors

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.

2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.

3. Initiate interventions in rapidly-changing and emergency patient situations.

4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.

5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.
6. a. Assist interdisciplinary health care team members with examinations and procedures.
   b. Seek clarification as needed.
   c. Provide accurate and pertinent communication when transferring patient care to another provider.

   b. Encourage active engagement of patients and their families in care.

8. Communicate ethical and legal concerns through established channels of communication.

9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.

10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.

11. Facilitate maintenance of patient confidentiality.

12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
    b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.

13. Provide direct patient care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Clinical Judgments and Behaviors

1. Report changes in assessment data.

2. Use standard references to compare expected and achieved outcomes of nursing care.

3. Communicate reasons for deviations from plan of care to supervisory health care team member.

4. Assist in modifying plan of care.

6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

Clinical Judgments and Behaviors

1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.

3. Implement aspects of an established teaching plan for patients and their families.

4. Assist in evaluation of learning outcomes using structured evaluation tools.

5. Teach health promotion and maintenance and self care to individuals from a designated teaching plan.

6. Provide the patient with the information needed to make choices regarding health.

7. Provide patients and families with basic sources of health information.

H. Assist in the coordination of human, information, and materiel resources in providing care for assigned patients and their families.

Clinical Judgments and Behaviors

1. Participate in implementing changes that lead to improvement in the work setting.


3. Implement established cost containment measures in direct patient care.

4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).

5. Assist with maintenance of standards of care.
III. Patient Safety Advocate
A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities.

A. Demonstrate knowledge of the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

Clinical Judgments and Behaviors
1. Practice according to the Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
3. Use standards of nursing practice to provide and evaluate patient care.
4. Recognize and report unsafe practices and contribute to quality improvement processes.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Clinical Judgments and Behaviors
1. Promote a safe, effective care environment conducive to the optimal health and dignity of the patients and their families.

2. Accurately identify patients.

3. a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.

4. Clarify any order or treatment regimen believed to be inaccurate, non-efficacious, contraindicated, or otherwise harmful to the patient.

5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.

6. Report environmental and systems incidents and issues that affect safety.

7. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.
8. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

C. Assist in the formulation of goals and outcomes to reduce patient risks.

**Clinical Judgments and Behaviors**

1. Assist in the formulation of goals and outcomes to reduce patient risk of health care associated infections.

2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
   b. Anticipate risk for the patient.

3. Implement established policies related to disease prevention and control.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

**Clinical Judgments and Behaviors**

1. Evaluate individual scope of practice and competency related to assigned task.

2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.

3. Seek orientation/ training for competency when encountering new equipment and technology.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

**Clinical Judgments and Behaviors**

1. Report unsafe practices of healthcare providers using appropriate channels of communication.

2. Understand Safe Harbor rules and implement when appropriate.

3. Report safety incidents and issues through the appropriate channels.

4. Implement established safety and risk management measures.
F. Accept and make assignments that take into consideration patient safety and organizational policy.

Clinical Judgments and Behaviors

1. Accept only those assignments that fall within individual scope of practice based on experience and educational preparation.

2. When making assignments, ensure clear communication regarding other caregivers’ levels of knowledge, skills, and abilities.

3. When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.

IV. Member of the Health Care Team:

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.

Clinical Judgments and Behaviors

1. Involve patients and their families with other interdisciplinary health care team members in patient care across the lifespan.

2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.

3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Clinical Judgments and Behaviors

1. Respect the privacy and dignity of the patient.

2. Identify unmet health needs of patients.
3. Act as an advocate for patient’s basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.

4. Participate in quality improvement activities.

5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Clinical Judgments and Behaviors

1. a. Identify support systems of patients and their families.
   b. Identify major community resources that can assist in meeting needs.

2. a. Communicate patient needs to the family and members of the health care team.
   b. Maintain confidentiality according to HIPAA guidelines.
   c. Promote system-wide verbal, written, and electronic confidentiality.

3. a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
   b. Assist patient to communicate needs to their support systems and to other health care professionals.

4. Identify treatment modalities and cost of health care services for patients and their families.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

Clinical Judgments and Behaviors

1. a. Communicate changes in patient status and/or negative outcomes in patient responses to care with members of the interdisciplinary health care team.
   b. Follow legal guidelines in communicating changes in patient status, including chain of command and Texas Nursing Practice Act.

2. Identify health care providers and others who can assist in patient care.

3. Contribute to positive professional working relationships.

4. Communication follow-through during transition in care between providers.
5. Recognize and manage conflict through the chain of command.

6. a. Identify and report need for nursing or interdisciplinary team meetings.
   b. Participate in interdisciplinary team meetings.

7. Respond to situational changes in the work environment to facilitate optimum patient care.

E. Communicate patient data using technology to support decision making to improve patient care.

Clinical Judgments and Behaviors

1. a. Identify, collect, process and manage data in the delivery of patient care and in support of nursing practice and education.
   b. Use recognized, credible sources of information, including internet sites.
   c. Access, review, and use electronic data to support decision making.

2. a. Apply knowledge of facility regulations when accessing client records.
   b. Protect confidentiality when using technology.
   c. Intervene to protect patient confidentiality when violations occur.

3. a. Use current technology and informatics to enhance communication, support decision making, and promote improvement of patient care.
   b. Advocate for availability of current technology.

4. Document electronic information accurately, completely, and in a timely manner.

F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Clinical Judgments and Behaviors

1. Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.

2. a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.
   b. Reassess adequacy of care provided.

3. a. Document and/or report responses to care or untoward effects.
   b. Provide feedback on competency levels of team members.

G. Supervise nursing care provided by others for whom the nurse is responsible.
Clinical Judgments and Behaviors

1. Provide instruction where needed to members of the health care team to promote safe care.

2. Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.

3. a. Oversee and monitor patient care provided by unlicensed assistive personnel and Vocational licensed personnel as assigned.
   b. Base assignments on individual team member competencies.

4. Ensure timely documentation by assigned health team members.
VNSG 2261 Clinical Performance Objectives

1. Arrive to clinical setting on time and prepared.
2. Correctly calculate intake and output for shift.
3. Identify priorities while in acute care setting.
4. Demonstrate good time management skills.
5. Accountability for one’s actions.
6. Carry out nursing measures to promote rehabilitation.
7. Contribute to the development of a teaching plan.
8. Implement aspects of an established teaching plan.
10. Identify priorities and make judgments concerning basic needs of multiple clients in order to organize care.
11. Implement plans of basic care for multiple clients.
12. Identify major community resources that can assist in meeting client needs.
13. Communicate client needs to family or significant others and appropriate members of the health care team.
14. Participate in implementing changes that lead to improvement in the work setting.
15. Participate in activities with other health team members to resolve identified problems.
16. Demonstrate knowledge of intravenous therapy, including the fundamental techniques of venipuncture.
17. Participate in interdisciplinary care plan meetings.
18. Define the LVN role and scope of practice.
CISCO COLLEGE
Abilene Educational Center
SYLLABUS
FOR
Spring 2016
VNSG 2431 Advanced Nursing Skills
(4 hours credit)

Comprehensive Exam – December 9, 2016

LEAD INSTRUCTOR: Pam Dorn, RNC BSN

OFFICE: #228

PHONE: 325-794-4446

E-MAIL: pam.dorn@cisco.edu

OFFICE HOURS: Monday – Thursday, and Fridays (as needed)
(Per scheduled appointment)

COURSE DESCRIPTION:

Mastery of advanced level nursing skills and competencies in a variety of health-care settings utilizing the nursing process as a problem-solving tool. This course emphasizes application of problem-solving processes, Interpersonal processes, and nursing technology with more complex health problems in a variety of settings. Advanced concepts of mobility, cognition and mental health are included. The role expectations of the graduate vocational nurse are emphasized.

TIME ALLOTMENT:

Third Semester
Lecture Hours: 8
Lab Hours: 4
Credit: 4 Semester Hours
Contact Hours: 96

PURPOSE AND LEARNING OUTCOMES OF THE COURSE:

Advanced Nursing Skills will enable the student to successfully complete the vocational nursing program course of study leading to candidacy for the NCLEX-PN exam. This knowledge is based on the Differentiated Essential Competencies of
Graduates of Texas Nursing Programs, formulated by the Advisory Committee on Education, and to the SCANS competencies to enable the graduate of the program to enter the workforce with the necessary skills. The Differentiated Essential Competencies and SCANS Competencies are identified.

TEACHING METHOD:

Simulation Lab is scheduled each Monday from 1300 to 1700. The class will begin at 0830 to 1200 for the didactic section with lectures, audio-visuals, presentations and discussions. The clinical rotation is correlated with the classroom experience, and includes community health settings. Skills lab/lecture scheduled from 0830 – 1200 and 1300 – 1700 on Wednesdays and include Thursdays from 0830 to 1200 for remediation/exams/Hesi exams. Clinicals are scheduled on Tuesdays from 0630 to 1500 at Abilene State Supported Living Center and various facilities. In addition, students will be assigned to clinical sites within the community setting. The hours will vary depending on the assigned community clinical site.

EXIT COMPETENCIES:

At the end of this course, the student will possess these skills:

*Differentiate normal and abnormal data collection.* (SCANS Competencies: F1, F2, F7, F8, F9, F12, F13, F16, F17, C5, C6, C7, C9, C10, C-11, C14, C15, C-16, C18, C19, C20)

*Implement a plan of care utilizing time management techniques.* (SCANS Competencies: F1, F2, F4, F5, F6, F7, F8, F9, F10, F12, F13, F16, F17, C1, C3, C4, C5, C6, C8, C9, C10, C11, C13, C14, C15, C16, C19)

*Incorporate advanced concepts of mental health, pharmacology and nutrition in a wider variety of care settings.* (SCANS Competencies: F1, F2, F5, F6, F7, F8, F9, F12, F13, F14, F16, F17, C3, C4, C5, C8, C9, C10, C11, C12, C13, C14, C15, C16, C19)

*Compare normal to abnormal body functioning.* (SCANS Competencies: F1, F2, F7, F9, F12, C5, C6, C7, C8, C9, C10.)

*Apply entry level leadership and management principles.* (SCANS Competencies: F1, F2, F5, F6, F7, F8, F10, F12, F13, F14, F15, F17, C1, C2, C3, C4, C5, C6, C7, C8, C9, C10, C11, C12, C13, C14 C15, C16, C19).

REQUIRED TEXTBOOKS:

St. Louis: Mosby (Optional)


COURSE REQUIREMENTS:

1. Participation in discussions, presentations and other class activities.
2. Completion of all assigned projects.
3. Satisfactory completion of Practicum. The clinical grade is pass/fail.

TECHNOLOGY: This course requires the use of Microsoft Office Software, a printer and the internet. No audio or visual recording will be allowed in the classroom.

PREREQUISITES: VNSG 1429/VNSG 1260, VNSG 1432/VNSG 2260, VNSG 1230/1234, VNSG 2160/2161.

EVALUATION METHODS INCLUDING GRADING:

The final course grade will be determined as follows:

a) All tests/quizzes/assignments/HESI exams/comprehensive final result in a combined average grade of 70% in order for the student to successfully pass the course.

b) The comprehensive final exam may be taken regardless of the average.

c) The average of tests/quizzes/assignments HESI exams, and the comprehensive final will be combined in the following manner: Tests, etc. – 70%, two HESI exams that include Mental Health and the Exit will each count 5% (10% total), Comprehensive Final – 20% This combined score is the final course grade.

d) Students are required to take both HESI proctored exams, regardless of the score. However, if the student scores above 900, the student may elect which exam is to count for the 5% so that the student will not be penalized with the possibility of scoring lower on the 2nd HESI exam. Students scoring above 900 on the exam will complete a tiered remediation plan. Students scoring 900 and below are required to remediate a tiered remediation plan without exception. The score on the 2nd proctored exam will be used for the 5% grading, regardless of the score.

Letter grades correspond to the following Cisco College scale:

A = 90-100
B = 80-89
C = 75-79
D = 70-74
69 and below = F
ATTENDANCE POLICY:

1. Three tardies constitute one absence. A tardy is defined as not being in the classroom when the door is closed. You will be admitted at the first class break. Habitual tardiness will not be tolerated. If tardiness or absence is unavoidable, the nursing school must be notified prior to class time. When on clinical assignment, the clinical unit must be notified prior to your scheduled experience. Following a serious illness, injury, or pregnancy a statement from the attending physician will be required before your return to clinical assignment. Student must be released without limitations. This must be stated on the doctor’s release.

2. In instances of absences exceeding 2 consecutive days or a death in the immediate family, assignment must be made up within one week of returning to class.

3. All tests missed must be taken within five days of absence and/or before the next test. Please note that 10 points may be deducted from the make-up exam at the discretion of the instructor.

4. Any exception to the attendance policy will be dealt with on an individual basis. Extenuating circumstances, i.e. hospitalization, death in the immediate family or other emergency situations will be considered by the faculty.

5. Two unexcused absences in a course may result in failure to progress to the next level.

6. No absences are allowed in clinicals. Any clinical absences must be made up in the Sim Lab and will be scheduled by the instructors. Lack of preparation for clinical experience (as determined by faculty) will be grounds for dismissal from the clinical site for the day. Students dismissed will return to the campus for inclusion in the simulation activities or other activities as assigned by the faculty and a make-up day is scheduled.

7. Failure to report to a clinical experience without notifying the instructor and the clinical site will result in a “No-Call-No-Show.” Two “No-Call-No-Shows” in a clinical course will result in dismissal from the program.

POLICY ON MAKE-UP EXAMINATIONS:

All examinations must be taken; no exams may be omitted nor grades dropped. The format of the make-up examination is at the total discretion of the instructor. Failure of a student to notify the instructor in advance that they will be absent for an exam, may result in the student not being able to take the exam. In these instances, each case will be evaluated by the instructor and a determination based on individual merit will be made as to whether the student will be allowed to take the exam. When a student is absent on test day there may be ten points deducted from the make-up test at the discretion of the instructor.
SEMESTER SCHEDULE:
Lecture schedule identifying discussion topics, examination schedule and project/paper due dates is given on the first day of class.

ACADEMIC INTEGRITY

It is the intent of Cisco College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offender liable to serious consequences, possibly suspension.

STUDENT CONDUCT

Students are expected to take responsibility in helping to maintain a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from the time spent in class, students are prohibited from using cell phones or beepers, making offensive remarks, reading material not related to class, sleeping, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result, at a minimum, in a request to leave class. A more detailed list of inappropriate behaviors is found in the current student handbook. Students should ensure all communication devices are off. This includes but is not limited to phones, pagers, recorders, palm devices, and laptops. No communication devices should be visible on desks during class unless otherwise directed by the instructor as part of a class activity or approved by the instructor for note-taking. An exception to this policy may occur due to college-wide emergency notification. If a pressing situation requires communication during class, notify the instructor. Have all means of notification routed to instructor’s phone or school office. In testing situations, use of any communication, electronic, or data storage device for a reason other than college emergencies or a use specified by the instructor, may lead to a charge of academic dishonesty.

CHANGES TO THE SYLLABUS

The schedule and procedures in this syllabus are subject to change if deemed appropriate by the instructor.

STUDENTS WITH SPECIAL NEEDS

Students who qualify for specific accommodations under the Americans with Disabilities Act (ADA) should notify the instructor the first week of class. It is the student’s responsibility to provide the necessary documentation to the Special Populations Coordinator/Counselor.
SCANS COMPETENCIES:

The individual SCANS Foundation Skills and Competencies have been identified for each of the course’s theoretical and clinical objectives, as well as for the Exit Competencies. Attached is a sheet defining the SCANS OBJECTIVE codes associated with specific work skills each student demonstrates in order to successfully accomplish each objective.

DIFFERENTIATED ESSENTIAL COMPETENCIES:

The competencies are fully integrated throughout the curriculum for the VN student. These competencies relate to the entry level skills each student will acquire as they relate to the working world and those competencies are required by the Board of Nurse Examiners. (See Differentiated Essential Competencies)
### Resources

1.1 Manages time by following course schedule.

### Interpersonal

1. Participates as a Member of a Team:
   Completes in class group activities cooperatively with others.

### Information

1.1 Acquires and evaluates information in class and through reading assignments.

2. Uses Computers to Process Information by organizing and communicating course assignments to instructor.

### Technology

1. Selects Technology:
   Utilizes tools and machines including computers and their programs in order to complete assignments effectively.

### Basic Skills

1. Reading:
   Carefully assimilates materials including all reading assignments and prioritizes and interprets information.

2. Writing:
   Communicates thoughts, ideas and messages through the completion of written assignments.

3. Listening:
   Student will listen to lectures, and respond utilizing both verbal and nonverbal communication. Student will critically analyze information presented in classroom for clarity and accuracy.

4. Speaking:
   Organizes ideas for presentation and communicates thoughts orally.

### Thinking Skills

1. Creative Thinking:
   Connects theory with practice and formulates new personal goals.

2. Decision Making:
   Considers risks in communication channels and determines most appropriate alternatives.

3. Problem Solving:
   Through case studies; identifies problems that exist, reasons for discrepancies, and implements plan of action for resolution of the problem.

### Personal Qualities

1. Responsibility:
   Displays high standards of attendance and punctuality in class.

2. Self Esteem:
   Leaves course with confidence in the ability to communicate with coworkers.
SCANS COMPETENCIES

SCANS COMPETENCIES WITH DEFINITIONS

1.0 RESOURCES
- 1.1 Manages Time: Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.
- 1.2 Manages Money: Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.
- 1.3 Manages Materials and Facility Resources: Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.
- 1.4 Manages Human Resources: Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

2.0 INTERPERSONAL
- 2.1 Participates as a Member of a Team: Works cooperatively with others and contributes to group with ideas, suggestions, and effort.
- 2.2 Teaches Others: Helps others to learn.
- 2.3 Serves Clients/Customers: Works and communicates with clients and customers to satisfy their expectations.
- 2.4 Exercises Leadership: Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups; including responsibility challenging existing procedures, policies, or authority.
- 2.5 Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.
- 2.6 Works with Cultural Diversity: Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

3.0 INFORMATION
- 3.1 Acquires and Evaluates Information: Identifies need for data, obtains it from existing sources or creates it and evaluates its relevance and accuracy.
- 3.2 Organizes and Maintains Information: Organizes, processes, and maintains written or computerized reports an other forms of information in a systematic fashion.
- 3.3 Uses Computers to Process Information: Employs computers to acquire, organize, analyze, and communicate information.
4.0 SYSTEMS

- **4.1 Understands Systems**: Knows how social, organizational, and technological systems work and operates effectively within them.
- **4.2 Monitors and Corrects Performance**: Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.
- **4.3 Improves and Designs Systems**: Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

5.0 TECHNOLOGY

- **5.1 Selects Technology**: Judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results.
- **5.2 Applies Technology to Task**: Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.
- **5.3 Maintains and Troubleshoots Technology**: Prevents, identifies, or solves problems in machines, computers and other technologies.

SCANS FOUNDATION SKILLS

6.0 BASIC SKILLS

- **6.1 Reading**: Locates, understands, and interprets written information in prose and documents – including manuals, graphs, and schedules to perform tasks. Learns from text by determining the main idea or essential message; identifies relevant details, facts, and specifications: infers or locates the meaning of unknown or technical vocabulary, and judges the accuracy, appropriateness, style, and plausibility of reports, proposals, or theories of other writers.
- **6.2 Writing**: Communicates thoughts, ideas, information, and messages in writing; records information completely and accurately; composes and creates documents such as letters, directions, manuals, reports, proposals, graphs, flow charts; uses language, style, organization, and format appropriate to the subject-matter, purpose, and audience. Includes supporting documentation and attends to level of detail; checks, edits, and revises for correct information, appropriate emphasis, form, grammar, spelling, and punctuation.
- **6.3 Arithmetic**: Performs basic computations; uses basic numerical concepts such as whole numbers and percentages in practical situations; makes reasonable estimates of arithmetic results without a calculator, and uses tables, graphs, diagrams, and charts to obtain or convey quantitative information.
- **6.4 Mathematics**: Approaches practical problems by choosing appropriately from a variety of mathematical techniques; uses quantitative data to construct logical explanations for real world situations; expresses mathematical ideas and concepts orally and in writing; and understands the role of chance in the occurrence and prediction of events.
• **6.5 Listening**: Receives, attends to, interprets, and responds to verbal messages and other cues such as body language in ways that are appropriate to the purpose; for example, to comprehend; to learn, to critically evaluate; to appreciate, or to support the speaker.

• **6.6 Speaking**: Organizes ideas and communicates oral messages appropriate to listeners and situations; participates in conversation, discussion and group presentations; selects an appropriate medium for conveying a message; uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion; speaks clearly and communicates a message; understands and responds to listener feedback; and asks questions when needed.

7.0 THINKING SKILLS

• **7.1 Creative Thinking**: Uses imagination freely, combines ideas or information in new ways, makes connections between seemingly unrelated ideas, and reshapes goals in ways that reveal new possibilities.

• **7.2 Decision Making**: Specifies goals and constraints, generates alternatives, considers risks and evaluates and chooses best alternatives.

• **7.3 Problem Solving**: Recognizes that a problem exists (i.e., there is a discrepancy between what is and what should or could be), identifies possible reasons for the discrepancy, and devises and implements a plan of action to resolve it. Evaluates and monitors progress, and revises plan as indicated by findings.

• **7.4 Mental Visualization**: Organizes and processes symbols, pictures, graphs, objects, or other information; for example, sees a building from a blueprint, a system’s operation from schematics, the flow of work activities from narrative descriptions, or the taste of food from reading a recipe.

• **7.5 Knowing How To Learn**: Recognizes and can use learning techniques to apply and adapt new knowledge and skills in both familiar and changing situations. Involves being aware of learning tools such as personal learning styles (visual, aural, etc.), formal learning strategies (note taking or clustering items that share some characteristics), and informal learning strategies (awareness of unidentified false assumptions that may lead to faulty conclusions).

• **7.6 Reasoning**: Discovers a rule or principle underlying the relationship between two or more objects and applies it in solving a problem. For example, uses logic to draw conclusions from available information, extracts rules or principles from a set of objects or written text; applies rules and principles to a new situation, or determines which conclusions are correct when given a set of facts and a set of conclusions.
8.0 PERSONAL QUALITIES

- 8.1 **Responsibility:** Exerts a high level of effort and perseverance towards goal attainment. Works hard to become excellent at doing tasks by setting high standards. Works hard to become excellent at doing tasks by setting high standards, paying attention to details, working well and displaying a high level of concentration even when assigned an unpleasant task. Displays high standards of attendance, punctuality, enthusiasm, vitality, and optimism in approaching and completing tasks.

- 8.2 **Self-Esteem:** Believes in own self-worth and maintains a positive view of self; demonstrates knowledge of own skills and abilities; is aware of impact on others; and knows own emotional capacity and needs and how to address them.

- 8.3 **Sociability:** Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. Asserts self in familiar and unfamiliar social situations; relates well to others; responds appropriately as the situation requires; and takes an interest in what others say and do.

- 8.4 **Self-Management** Assesses own knowledge, skills, and abilities accurately; sets well-defined and realistic personal goals, monitors progress goal attainment and motivates self through goal achievement; exhibits self-control and responds to feedback unemotionally and non-defensively, is a “self-starter.”

- 8.5 **Integrity/Honesty:** Can be trusted. Recognizes when faced with making a decision or exhibiting behavior that may break with commonly held personal or societal values; understands the impact of violating these beliefs and codes on an organization, self, and others; and chooses an ethical
<table>
<thead>
<tr>
<th>Outcome #</th>
<th>Institutional Goals</th>
<th>Compeence Outcome</th>
<th>SCANS Competencies</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication</td>
<td>Comprehend various types of written and spoken information.</td>
<td>Section 6.2 Communicate thoughts, ideas, information, and messages in writing. Section 6.5 Listen and react appropriately to information.</td>
<td>Compose and create documents such as letters, directions, manuals, reports, graphs and flow charts; use language, style, organization, and format appropriate to the subject matter, purpose, and audience.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Create oral and written works that utilize research, organization, and proper editing.</td>
<td>Section 6.3 Prepare written and oral documents effectively. Section 6.4 Organize and maintain information.</td>
<td>Select information to be communicated; identify best methods for research, organizations, and delivery; communicate results to others in desired format.</td>
</tr>
<tr>
<td>1</td>
<td>Communication</td>
<td>Evaluate the oral and written communication of others.</td>
<td>Section 2.1 Participate as a member of a team.</td>
<td>Contribute to group with ideas, suggestions, and efforts.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Embrace methods for applying both qualitative and quantitative skills for analytical purposes.</td>
<td>Section 4.3 Improve and design systems. Section 4.2 Monitor and correct performance of a system.</td>
<td>Organize and present symbols, pictures, graphs, objects or other information to visualize a visual representation; evaluate qualitative and quantitative data for implementation.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Use problem-solving strategies to address an identified task.</td>
<td>Section 7.6 Apply reasoning to finding solutions or draw conclusions. Section 7.5 Apply problem-solving skills appropriate to situation.</td>
<td>Identify possible reasons for the problem, devise and implement a plan of action to resolve the problem, monitor the progress, review plans, select and apply problem-solving methods.</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
<td>Evaluate arguments and construct alternative strategies.</td>
<td>Section 1.4 Manage human resources efficiently. Section 4.2 Monitor and correct performance of a system.</td>
<td>Discover a rule or principle underlying the relationship between two or more objects; extract rules or principles from a set of objects or a written text.</td>
</tr>
<tr>
<td>5</td>
<td>Computer Literacy</td>
<td>Use computers to create, modify, retrieve, store, and output files.</td>
<td>Section 3.4 Process information using computer. Section 3.3 Interpret and communicate information.</td>
<td>Communicate information using email, list servers, word processors, or other computer-based communication functions.</td>
</tr>
<tr>
<td>5</td>
<td>Computer Literacy</td>
<td>Use the Internet to send or receive information.</td>
<td>Section 3.2 Organize and maintain information. Section 3.1 Acquire and evaluate information.</td>
<td>Communicate information using email, list servers, word processors, or other computer-based communication functions.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Interpret other cultures based on a broader world view.</td>
<td>Section 2.4 Exercise leadership. Section 2.6 Work with cultural diversity.</td>
<td>Base impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Display an openness to different viewpoints.</td>
<td>Section 2.6 Work with cultural diversity. Section 2.5 Exercise leadership.</td>
<td>Base impression upon individual performance, not stereotypes.</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Awareness</td>
<td>Develop an appreciation for diversity and intercultural relationships.</td>
<td>Section 2.6 Work with cultural diversity. Section 2.3 Serve clients/customers.</td>
<td>Understand concerns of members of other ethnic and gender groups.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Utilize student services available at college setting</td>
<td>Section 1.3 Manage time, finances and other resources for educational pursuit effectively.</td>
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</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Promote his or her educational success</td>
<td>Section 1.2 Manage time effectively. Section 1.1 Manage money effectively.</td>
<td>Manage time, finances and other resources for educational pursuit effectively.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Enhance his or her quality of life</td>
<td>Section 2.5 Apply integrity and honesty to all matters. Section 2.4 Exercise leadership.</td>
<td>Promote an attitude of self-sufficiency with high level of effort; maintain a positive attitude of self and believes in own self-worth.</td>
</tr>
<tr>
<td>5</td>
<td>Educational Self-Reliance</td>
<td>Develop the capacity for life-long learning</td>
<td>Section 7.3 Apply learning strategies to support life-long learning.</td>
<td>Apply and adapt new and knowledge and skills, using learning techniques, in both familiar and changing situations.</td>
</tr>
</tbody>
</table>
DIFFERENTIATED ESSENTIAL COMPETENCIES AS SUPPORTED IN
VNSG 2431 Advanced Nursing Skills

I. Member of the Profession:

A licensed nurse (LVN or RN) who: exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment and the need for lifelong learning.

A. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

Knowledge
1. a. Texas Nursing Practice Act.
   b. Texas Board of Nursing Rules, Position Statements, and Guidelines.
   c. Federal, state, or local laws, rules, and regulations affecting nursing practice.
2. Nursing scope of practice in relation to delegated medical acts and facility policies.
3. Standards and guidelines from professional organizations.
4. Facility policies and procedures.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

Knowledge
1. a. Texas Board of Nursing Standards of Practice.
   c. National Federation of Licensed Practical Nurses Code of Ethics.
   d. Advocacy process
2. Legal parameters of vocational nursing practice and the Texas Nursing Practice Act, including Safe Harbor.
3. Issues affecting the vocational nurse role and the delivery of culturally-sensitive care to patients and their families.
4. Continuing competency and professional development.
5. Self-evaluation, staff evaluation, and peer evaluation processes.
6. a. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, aesthetics.
   b. Aspects of professionalism including attention to appearance and demeanor
   c. Communication techniques to maintain professional boundaries.
7. Principles of quality improvement.

C. Contribute to activities that promote the development and practice of vocational nursing.

Knowledge
1. Issues affecting the development and practice of vocational nursing.
2. The role of vocational nursing organizations, regulatory agencies, and health care organizations.
3. Factors affecting the public image of nursing.
4. Distinctions between the evolving vocational and professional nursing roles.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care and lifelong learning.

Knowledge
1. Texas Board of Nursing rules for continuing competence.
2. Resources, tools and processes to assess vocational learning needs.
3. Lifelong learning opportunities to facilitate continuing competence (e.g., certifications and articulation/mobility).

II. Provider of Patient-Centered Care:

A licensed nurse (LVN or RN) who, based on educational preparation, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and educated RNs include individual patients and their families; the BSN educated RN is also prepared to provide care to populations and communities.

A. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

1. A systematic problem-solving process in the care of patients and their families.
2. a. Priority setting based on patient health status and individual characteristics.
3. Application of current literature, available work setting resources, and evidence-based practice to assist in decision making.
4. Resources from scientifically valid sources.
B. Assist in determining the physical and mental health status, needs, and preference of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data derived from the vocational nursing program of study.

Knowledge
1. Steps of a systematic process in clinical decision making that includes VN scope of practice in focused assessment, planning, implementation and evaluation.
2. Components of focused nursing assessment.
3. Structured data collection tools and techniques of assessment of patients including interviewing.
4. Characteristics, concepts, and processes related to patients, including: gross anatomy; basic physiology and pathophysiology; ethical reasoning; and major cultural and spiritual belief and practices related to health, illness, birth, death, and dying.
5. Cultural differences of patients across the lifespan.
6. Characteristics, concepts, and processes related to transmission of common communicable diseases including individual risk factors and preventive health practices.
7. Common disease processes, medication administration, and other therapies and treatments.
8. Introduction to established approaches that guide nursing practice.
10. Application of clinical technology in the delivery of safe patient care and documentation.
11. Introduction to patients with multiple healthcare problems.
12. Political, economic, and societal forces affecting health of individuals.

C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary healthcare team.

Knowledge
1. Process to establish the nurse-patient/family relationship including cultural aspects of care.
2. Written, verbal and non-verbal modes of communication including information technologies.
3. Fundamental principles of disease prevention and health promotion/restoration for patients.
4. Interventions to support the patients and their families during life
stages, including end-of-life care.
5. Relationships among the nursing plan of care, the therapeutic regimen, the plan of care of other interdisciplinary health care team members, and basic cost factors.
6. Criteria for setting priorities in planning and evaluating care.
7. Steps and procedures in discharge planning process.
8. Concepts from basic sciences and support courses.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

Knowledge

1. a. Components of compassionate, patient-centered care.
   b. Standards of Care; Standards of Practice; institutional policies and procedures for delivery of nursing care.
   c. Professional ethics.
   d. Professional characteristics and values such as altruism, human dignity, truth, justice, freedom, equality, and esthetics.
2. Characteristics, trends, and issues of health care delivery.
   b. Principles of decision making.
4. Scope of responsibilities and accountability for supervision and collaboration.
5. Channels of communication for decision making processes within the work setting.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors

Knowledge

1. Common health practices and behaviors of patients and their families related to their developmental level, gender, culture, belief system, and the environment.
2. Methods of therapeutic communication.
3. Rights and responsibilities of patients related to health care and basic advocacy.
4. Basic physiological and mental health aspects of nursing interventions.
5. Principles and factors that contribute to the maintenance of restoration of health and prevention of illness.
6. a. Properties, effects, and basic principles underlying the use and administration of pharmatherapeutic agents, including patients’ responses.
   b. Effects of misuse of prescription and nonprescription medications
and other substances.
7. Coping mechanisms for managing stress and identifying resources for crisis management.
9. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.
10. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.
11. Facilitate maintenance of patient confidentiality.
12. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
   b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.
13. Provide direct care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

Knowledge
1. Mechanisms to evaluate specific nursing interventions and patient outcomes.
2. Factors indicating changes that have potential for life-threatening consequences based on knowledge of the sciences.
3. Basic performance improvement activities in patient care delivery.

G. Implementation teaching plans for patients and their families with common health problems and well-defined health learning needs.

Knowledge
1. Lifespan development and common situational variables affecting learning, such as stress, pain, and fear.
2. Basic principles of the teaching/learning process.
3. Resources that support patient health care knowledge, decision making, and self-advocacy.

H. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

Knowledge
1. Organizational mission, vision, and values as a framework of care.
2. Lines of authority and accountability within structured health care settings.
3. Workplace safety consistent with current federal, state, and local regulations and guidelines.
4. VN role in implementing established cost containment measures.
5. Communication within organizational framework
6. Roles and responsibilities of members of the interdisciplinary health care team.
7. Individual response to organizational change.

III. Patient Safety Advocate

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm.

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards.

Knowledge
1. Texas Nursing Practice Act and Texas Board of Nursing Rules.
2. National Standards of Nursing Practice.
3. Federal, state, and local government and accreditation organizations’ safety requirements and standards.
4. Facility policies and procedures.
5. Facility licensing agency or authority standards.
6. Principles of quality improvement.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

Knowledge
1. Principles of patient safety including safe patient handling.
3. Role in safety and risk management for patients and others.
4. Principles of a culture of safety including safe disposal of medications and hazardous materials.

C. Assist in the formulation of goals and outcomes to reduce patient risks.
Knowledge
1. Principles of disaster preparedness and fundamental principles of communicable disease prevention for patients and their families.
2. Current national and state standards and guidelines and local procedures for infection control.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

Knowledge
1. a. Standards of Practice.
   b. Texas Board of Nursing rules (including scope of practice), Texas Board of Nursing Positions Statements and Guidelines.
   c. Facility policies and procedures.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

Knowledge
1. a. Standards of Practice.
   b. Texas Board of Nursing rules, Position Statements and Guidelines.
   c. Scope of Practice.
2. Facility policies and procedures.

F. Accept and make assignments that take into consideration patient safety and organizational policy.

Knowledge
1. a. Standards of Practice.
   b. Texas Board of nursing Rules (including awareness of RN Delegation Rules), Position Statements, and Guidelines.
   c. Scope of Practice.
2. Facility policies and procedures.

IV Member of the Health Care Team

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/or facilitating comprehensive care with and interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families.

A. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
Knowledge
1. Structure and function of the health care delivery system.
   a. Roles of interdisciplinary health care team members.
2. Methods of effective communication and cooperation.
3. Strategies to deal with situational change.
   a. Roles of all levels of nursing and other health care professionals.
4. Patient advocacy and consumer rights and responsibilities.
   a. Legal and ethical processes related to healthcare.
5. Contribution of evidence-based practice in development of health care and quality improvement.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

Knowledge
1. Rights and responsibilities of patients regarding health care, including self-determination and right of refusal.
   a. Current legal factors relating to safeguarding patient rights.
2. Individual responsibility for quality of nursing care.
   a. Role of the nurse as patient advocate for patients.
3. Role of nurse in quality improvement process.
   a. Peer review committee
   b. Knowledge of reliable online sites for quality health care data.
4. Responsibility for reporting to licensing and public protective agencies, which may involve mandatory reporting.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

Knowledge
1. Work setting and major community resources.
2. Role of the case manager.
3. Roles of family and significant others in providing support to the patient.
4. Functions of members of the interdisciplinary health care team.
   a. Confidentiality regulations (e.g. HIPPA).
5. Need for patient referrals to promote continuity of care.
7. Cost of health care services.
8. Organizational and local resources for health promotion, maintenance and restoration.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
Knowledge
1. Principles of communication with patients, their families, and the interdisciplinary health care team.
2. Principles of interpersonal conflict management, problem solving, data collection, and basic time management skills.
3. Functions of interdisciplinary health care team members.
4. Principles and strategies of situational changes.

E. Communicate patient data using technology to support decision making to improve patient care.

Knowledge
1. a. Current information and communication systems for managing patient care, data, and the medical record.
   b. Current technology-based information and communication systems.
2. Regulatory and ethical considerations protecting confidentiality when using technology.
3. Technology skills including word-processing, e-mailing, and accessing multiple online resources.

F. Assign nursing care to LVNs or unlicensed personnel based upon an analysis of patient or unit need.

Knowledge
1. Awareness of Texas Board of Nursing RN Delegation Rules.
2. Principles of supervision and team work/group dynamics.
   a. Competencies of assistive personnel and other licensed team members.
   b. Structure and function of the interdisciplinary team.
   c. Patient care requirements and focused assessments.
3. Time management.
   a. Regulatory laws and facility policies.

G. Supervise nursing care provided by others for whom the nurse is responsible.

Knowledge
1. Principles of supervision and group dynamics.
2. Principles of communication in groups.
4. Facility policies and procedures.
   a. Organizational structure including chain of command.