

Grayson College
Vocational Nursing Program



VNSG 1304
Foundations of Nursing
Fall 2020 Course Syllabus

Notice: This syllabus may be modified as deemed necessary by the instructor. Major modifications will be issued to the student in writing.

Reviewed and Revised: 8/13/ 2020

AGC

Grayson College
VNSG 1304
Table of Contents

Course Information: -----	3-7
Course Schedule-----	8
Unit I, VN Adjustment and VN Concepts-----	9-12
Unit II, The Role of the Vocational Nurse in Communication -----	13-14
Unit III, Nursing Documentation-----	15
Unit IV, Nursing Process-----	16
Unit V, The Role of the Vocational Nurse with Standards of Practice (Legal/Ethical)-----	17
Unit VI, The Role of the Vocational Nurse in Holistic Nursing -----	18
Unit VII, The Role of the Vocational Nurse in Relating to Various Cultures -----	19
Appendix A	
SCANS Competencies-----	20-21

**Grayson College
Vocational Nursing Program
VNSG 1304
Foundations of Nursing**

Course Hours: 3 credit hour course, classroom

Course Level: Level I, First Semester Course

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

Prerequisites: Admission to the Vocational Nursing Program

Co-requisites Course: None

**WECM Learning
Outcomes:**

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

**Differentiated Essential
Competencies (DEC):**

DEC are defined as competencies determined by the Texas Board of Nursing for each level of nursing education that should typically be achieved by exit from the program. The competencies document the background knowledge which can be used upon exit from the program to progress from beginner to expert. The DEC framework consists of knowledge and clinical judgment and behaviors in the following four nursing roles: Member of the Profession; Provider of Client-Centered Care; Client-Safety Advocate; Member of the Health Care Team.

Course Outcomes: At the end of VNSG 1304, the Vocational Nursing Student should be able to:

Member of the Profession

1. Discuss the history and evolution of nursing and current factors and issues affecting nursing practice.
2. Discuss the LVN's legal scope of practice and the purpose of policies and procedures at the employing health care agency.
3. Discuss professional standards of nursing provided by state and national resources.
4. Discuss the various levels and differences of nursing practice.
5. Discuss professional characteristics and boundaries, communication techniques, and legal parameters for the LVN.
6. Discuss basic principles of nursing jurisprudence.
7. Discuss the role of the nurse as role model, teacher, and member of the profession, provider of care, client safety advocate, and member of the health care team.
8. Locate online resources for information.

9. Develop strategies for success in the nursing program.

Provider of Client Centered Care

10. Define the steps of the nursing process as a critical thinking approach to nursing care.

11. Discuss and identify various cultural and spiritual differences that affect the nursing approach to client care.

12. Discuss all aspects of holistic client care across the life span for who are experiencing problems with homeostasis or who need guidance to maintain homeostasis.

13. Demonstrate a beginning ability to provide legal documentation on.

Client Safety Advocate

14. Determine how an LVN prioritizes problems in order to maintain safety.

15. Follow established policies and report unsafe conditions.

16. Participate in organizational activities that promote client safety.

Member of the Health Care Team

17. Discuss the role of the LVN in the clinical agencies or health care organizations.

18. Describe how the LVN can utilize the channels of communication in health care organizations.

19. Determine ways that the LVN can contribute to the development and practice of vocational nursing.

20. Determine how the LVN can work with others to improve the following areas: policies, quality improvement, communication, continuing education opportunities.

21. Determine the role of the LVN as a member of the health care team in following roles: provision of care, communication, collaboration, delegation, advocacy, and referrals.

Withdrawal/Drop Date: It is the student's responsibility to formally withdraw from a course. Failure to do so will result in an "F" on the student's transcript. Students should refer to the GC policies regarding withdrawal and dropping a course. The last date to withdraw from this course is November 13, 2020.

Required Texts: DeWitt, S. (2014). *Fundamental Concepts & Skills for Nursing*. 5th ed. United States: Elsevier.
Kurzen, C., (2017), *Contemporary Practical/Vocational Nursing*. 8th ed. Philadelphia, PA: Lippincott, Williams, & Wilkins.

Methods of Instruction: Classroom teaching
Student participation as assigned
Required readings
Videos as assigned
Internet research as assigned
Quizzes as assigned

Methods of Evaluation: 4 Unit Exams and Final Exam:
Average of all grades on Unit exams and Final exam:
(Final course grade must equal 75% or higher)

Grading Criteria: After all exams are averaged, the students will achieve a grade according to this scale:

90 – 100 % = A
80 – 89 = B
75 -- 79 = C (Final grade must be at least 75%)
60 – 74 = D
< 60 = F
W = Withdrawal
I = Incomplete

Grades will be recorded for the student's convenience on Canvas. All grades will be calculated in Microsoft Excel for accuracy. Each unit exam will be rounded up or down to a whole number. Students must achieve a final score of at least 74.5% in order to be rounded to 75% which is the minimal passing score.

Scantrons: **If administering exams with scantrons**, only the answers recorded on the Scantron will be accepted for the student's scoring and grade. Instructors are not responsible for incorrect bubbling in on the Scantron.

Cell Phones: Cell phones are not allowed to be used and must be turned off during classroom lecture and lab. **If a cell phone disrupts an exam, the student will receive 10 points off of the achieved grade for the exam.**

Ungraded Assignments: Students may be asked to participate in *ungraded* assignments. The assignments are for individual and group learning. All assignments must demonstrate adequate preparation. Assignments are expected to be completed as assigned. Assignments not complete as assigned will result in a grade of "incomplete (I)" for this course until the assignment is complete. Students may not progress to second semester of the Vocational Nursing Program with an "incomplete (I)" grade for VNSG 1304.

Test Review: Upon completion of each exam, students are allowed twenty (20) minutes to review all items, including the answers and rationales. During this time the student may provide written feedback for the faculty to address during faculty test review.

Exam Counseling: A student who fails to pass an exam with a grade of 74.5% or above will be required to complete an *Exam Counseling Form*. After completing the form, the student will take it to their course professor for exam counseling. The faculty member and student will discuss and plan remediation as deemed necessary based on information on the *Exam Counseling Form* and that provided by the student. Exam counseling is available for all students by appointment only. For all test counseling sessions, only one test will be reviewed during each session, and MUST BE prior to the next exam in that course.

Progression: Each student must successfully pass this course and all of the first semester courses in order to progress to the second semester. Please refer to the Grayson College Vocational Nursing Program Student Handbook.

Course Attendance: Academic success is closely associated with regular classroom attendance

and course participation. Attendance is attending the complete time from start to finish of each course meeting. Attendance is mandatory in all scheduled classes and clinical. Absences place students in academic jeopardy. If absent, progress and continuation in the course may be at risk. Students who anticipate missing one or more class periods should contact the Professor ahead of time, just as they should contact their Professor as soon as possible after an absence. Students are responsible for monitoring their absences during the semester.

The director may place a student on probation or withdraw a student from a nursing theory (non-clinical) course due to excessive absences and assign a grade of W (Withdrawn) if the student is absent more than 2 theory days per course or per course syllabus. Theory absences cannot be made up.

- Tardiness:** A tardy is less than 5 minutes late after scheduled time. Tardiness of greater than 5 minutes in a scheduled nursing course will be counted as one absence. Three tardies equal one absence.
- Exam Day Absences:** A student that misses an exam must make an appointment with the Course Professor. Make-up exams are not automatic. Make-up exams will be at the discretion of the Program Coordinator and/or the Course Professor.
- Special Needs Students:** Students with special needs should contact the Disability Services Coordinator no later than the first week of classes, but as soon as possible. Please refer to the 2020-2021 Grayson College Catalog.
- Scans Competencies:** Refer to Appendix A
- Student Rights:** The Nursing Department ascribes to and follows the policy established by Grayson College and located in the *Grayson College Student Handbook* and the *Grayson College Policy and Procedure Manual (Policy FL local)* located on the college website at www.grayson.edu. Students shall be free to make use of the established appeal procedures without fear of prejudice, discrimination, restraint, coercion or reprisal of any nature. A formal grievance procedure (Policy FL local) is available if a student believes unfair treatment has occurred. The procedure followed during the appeal process shall give full cognizance to due process. The purpose of this policy is to secure at the lowest possible level, prompt and equitable resolution of complaints, including those alleging discrimination (race, religion, color, gender, age, national origin, or handicapping condition), unfair academic treatment, or interference with the peaceful exercise of first amendment rights.
- The student should first meet with the course professor and then, if unable to resolve the differences, should file a written appeal to the Director of Nursing in accordance with the grievance procedure. Whenever meeting with faculty or administrative personnel, students have the right to waive their privacy rights and request the presence of an additional person of their choice.
- Disclaimer:** GC is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.
- Course Instructor:** Amanda Green-Chancy, RN
Office hours: As posted
Email: greenchancya@grayson.edu
Office: 903-415-2513

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender Identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
 - Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
 - Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
 - Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
 - GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
 - GC Counseling Center: (903) 463-8730
 - For Any On-campus Emergencies: 911
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**VNSG 1304
Foundations of Nursing
Course Schedule**

Class meets on Tuesdays, 8:30am – 11:45 am except as noted below

Tuesday, August 25: Unit 1: VN Adjustment and VN Concepts	Tuesday, October 20: Fall Break
Tuesday, September 1: Unit 2: Communication	Tuesday, October 27: Unit 5, cont'd: Legal/Ethical
Wednesday , September 9: Unit 3: Documentation	Tuesday, November 3: 8:30am – EXAM 3 (Legal/Ethical) 9:30am – 11:50am: Unit 6: Holistic Nursing
Tuesday, September 15: 8:30am: EXAM 1 (VN Adjustments, Concepts, Communication) 9:30am – 11:50am: Unit 3 cont'd: Documentation	Tuesday, November 10: Unit 7: Cultural Nursing Work on Group Presentations
Tuesday, September 22: Unit 4: Nursing Process	Tuesday, November 17: Culture/Communication Presentations
Tuesday, September 29: Unit 4, cont'd: Nursing Process	Tuesday, November 24: 8:30am : EXAM 4 (Culture, Holistic) Culture / Communication Presentations
Tuesday, October 6: Unit 4, cont'd: Nursing Process	Wednesday , December 2: Culture/Communication Presentations
Tuesday, October 13: 8:30am – EXAM 2 (Documentation, Nursing Process) 9:30am – 11:50am Unit 5: Legal/Ethical	Wednesday, December 9: 9:00am FINAL EXAM

Notice: These descriptions and timelines are subject to change at the discretion of the Professor.

VNSG 1304
Unit I
Vocational Nursing Student Adjustment

Objective	Content	Learning Activities
<p>Assessment</p> <ol style="list-style-type: none"> 1. Determine your personal and academic needs as a new vocational nursing student. 2. Determine your best learning Style. 3. Explain what is meant by critical thinking. 4. Determine strengths & weaknesses 5. Determine your learning style to increase your learning and retention. 6. Identify your role in maintaining physical and mental health as a student 	<ol style="list-style-type: none"> A. Defining new role as the vocational nursing student. <ol style="list-style-type: none"> a. Your current expectations b. Understanding adjustments c. VN program structure: lecture, lab, clinical, courses B. Learning theory <ol style="list-style-type: none"> a. Major learning styles b. Applying your learning style d. Self-assessment e. Critical thinking: Definition, developing, applying, characteristic of f. Personal strengths & Weaknesses g. Test-taking: Preparedness/study habits, strategies C. Maintaining physical and mental health <ol style="list-style-type: none"> a. Human needs: Maslow b. Physical health and well being c. Emotional health d. Understanding yourself e. Chemical dependency f. Prejudice g. Stress, stress index 	<p>Required Reading prior to class: Kurzen, Chapter 1, 2</p> <p>Assignments:</p> <p>Create a stress index and then list ways you can maintain physical and mental health during your education to become a nurse,</p> <p>Determine learning style and actively use this method to retain information during the semester.</p> <p>Created methods from test-taking theory and implement for exams this semester.</p> <p>Create at time management plan/tool for home, school, family, social and recreational activities for this semester.</p> <p>Actively use resources on Canvas and ATI this semester</p>
<p>Planning</p> <ol style="list-style-type: none"> 5. Use organizational skills for notes and planning. 6. Incorporate components of classroom learning. 7. Explain the difference between classroom and clinical learning. 8. Use your understanding of learning styles to increase your learning and retention. 	<ol style="list-style-type: none"> D. Time and Organizational Management <ol style="list-style-type: none"> a. Scheduling time b. Time management c. Organizing and planning E. Classroom Instruction <ol style="list-style-type: none"> a. Lectures, listening taking notes b. Studying c. Computerized learning 	

<p>Implementation/Evaluation</p> <p>8. Design achievable & measurable goal specific to individual needs.</p> <p>9. Create schedule specific to Individual needs that includes Study time, personal time, family and recreational time.</p> <p>10.</p> <p>Evaluation</p> <p>1. Evaluate the effectiveness of measures taken to succeed In nursing school.</p> <p>2. Determine what changes, if any, need to be made.</p>	<p>d. Audiovisual</p> <p>e. Reading assignments</p> <p>f. Using references</p> <p>g. Writing assignments</p> <p>h. Using other resources</p> <p>i. Using internet & BB</p> <p>F. Goal setting for success.</p> <p>a. Define goals</p> <p>b. Determine needs</p> <p>c. Why to set goals</p> <p>d. How to set goals</p> <p>e. How to achieve goals</p> <p>f. Setting the goals</p> <p>g. Creating a weekly schedule</p> <p>G. Complete assignments and evaluate using timeline given by instructor.</p>	
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**VNSG 1304 Unit 1 continued
Vocational Nursing Concepts**

Objective	Content	Learning Activities
<p>1. Identify the history from which vocational nursing began.</p> <p>2. Define the present day role of the vocational nurse.</p> <p>3. Define the present day frame work of practice for the vocational nurse.</p> <p>4. Identify the educational ladder That is available to nurses.</p> <p>5. Principles of Quality Improvement.</p> <p>6. Explain how a health maintenance organization and a preferred provider organization differ.</p> <p>7. Relate how the managed health system has affected your own health care.</p> <p>8. Differentiate traditional and current views of the meanings of health and illness.</p> <p>9. Discuss reasons why the vocational nurse needs to be aware of any cultural, educational, and social differences that might exist between themselves and their .</p> <p>10. Identify the areas of human needs and give an example within each level of needs.</p> <p>11. List the components of holistic</p>	<p>A. Evolution of Vocational Nursing:</p> <p>B. Defining Present Day Nursing</p> <p style="padding-left: 20px;">a. Wellness Promotion</p> <p style="padding-left: 20px;">b. Prevention of illness</p> <p style="padding-left: 20px;">b. Facilitation of coping</p> <p style="padding-left: 20px;">c. Restoration of Health</p> <p>C. Framework of Practice:</p> <p style="padding-left: 20px;">a. American Nurses Association (ANA)</p> <p style="padding-left: 20px;">b. Standards of Nursing Practice</p> <p>D. Nursing Education Pathways</p> <p style="padding-left: 20px;">a. Practical Nursing</p> <p style="padding-left: 20px;">b. Registered Nursing</p> <p style="padding-left: 20px;">c. Advanced Practice Nursing</p> <p>E. Delivery of Nursing Care</p> <p style="padding-left: 20px;">a. Functional Nursing</p> <p style="padding-left: 20px;">b. Team Nursing</p> <p style="padding-left: 20px;">c. Primary Nursing</p> <p>F. Practice Settings</p> <p style="padding-left: 20px;">a. Hospital</p> <p style="padding-left: 20px;">b. Long-term Care</p> <p style="padding-left: 20px;">c. Home Health</p> <p style="padding-left: 20px;">d. Infection Control</p> <p style="padding-left: 20px;">e. Quality Improvement</p> <p>G. Today's Health Care</p> <p style="padding-left: 20px;">a. HMO's</p> <p style="padding-left: 20px;">b. PPO's</p> <p style="padding-left: 20px;">c. Managed Care</p> <p>H. Concepts of Health & Illness</p> <p style="padding-left: 20px;">a. health</p> <p style="padding-left: 20px;">b. illness</p> <p style="padding-left: 40px;">1. acute</p> <p style="padding-left: 40px;">2. chronic</p> <p style="padding-left: 40px;">3. terminal</p> <p style="padding-left: 40px;">4. primary</p> <p style="padding-left: 40px;">5. secondary</p> <p style="padding-left: 40px;">6. idiopathic</p> <p>I. Stages of Illness</p> <p style="padding-left: 20px;">a. transition</p> <p style="padding-left: 20px;">b. acceptance</p> <p style="padding-left: 20px;">c. convalescence</p> <p>J. Consumer's Concept of Health & Illness</p> <p>K. Holistic Approach</p> <p style="padding-left: 20px;">a. defined</p>	<p>Required Reading prior to class: deWit, Chapters 1,2 Complete study questions at end of chapters 1, 2. Kurzen, Chapters 6,7, 8</p> <p>Assignment:</p> <p>Students will discuss individual perception of nursing and reason for entering into this profession.</p> <p>Class discussion on the scope of vocational nursing practice.</p> <p>Discuss ways in which the body maintains homeostasis.</p> <p>Class discussion: Areas in our society which teach both health promotion and illness prevention</p>

health care.	b. Maslow's Theory L. Homeostasis a. adaptation b. effects of stress M. Health Promotion/Illness Prevention	
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VNSG 1304
Unit II
The Role of the Vocational Nurse in Communication

Objective	Content	Learning Activities
<p>Assessment: 1. Describe common communication needs in the health-care setting.</p> <p>Diagnosis/Analysis: 1. List barriers to communication.</p> <p>Planning: 1. Describe components of the communication process. 2. List factors that influence the way a person communicates. 3. State the importance of communication in the collaborative process.</p> <p>Implementation: 1. Identify ways to delegate effectively.</p> <p>Evaluation: 1. Describe the difference between a therapeutic nurse-client relationship and a social relationship. 2. List guidelines for effective communication with a physician by telephone.</p>	<p>A. Communication Process a. verbal b. non-verbal</p> <p>B. Factors Affecting Communication a. cultural differences b. past experience c. emotions/mood d. attitude</p> <p>C. Communication Skills a. active listening b. interpreting non-verbal messages c. obtaining feedback d. focusing e. adjusting style</p> <p>D. Therapeutic Communication a. silence b. open-ended questions c. restating d. clarifying e. touch f. general leads g. offering of self h. encouraging elaboration i. giving information j. looking at alternatives k. summarizing</p> <p>E. Blocks to Therapeutic Communication a. changing the subject b. false reassurance c. giving advice d. defensiveness e. prying f. using cliché's g. inattentive listening</p> <p>F. Interviewing Skills</p> <p>G. Nurse-Client Relationship a. rapport b. empathy c. becoming non-judgmental d. maintaining hope</p> <p>H. Application of Nursing Process</p> <p>I. Communication in Difficult Circumstances a. hearing impaired b. elderly</p>	<p>Required Reading prior to class: deWit, Chapter 8. Complete study questions at end of chapter 8. Kurzen, Chapter 3</p> <p>Assignment:</p> <p>Class discussion comparing effective communication techniques with blocks to communication.</p> <p>Required Ungraded Assignment: Dates To Be Announced Group presentations of each of the therapeutic communication techniques.</p>

	<ul style="list-style-type: none">c. childrend. different cultures <p>J. Communication within the Health Care Team</p> <ul style="list-style-type: none">a. end of shift reportb. physician/nurses/OT/PTc. delegation	
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**VNSG 1304
Unit III
Nursing Documentation**

Objective	Content	Learning Activities
<p>Assessment: 1. Identify purposes of documentation.</p> <p>Diagnosis/ Analysis: 1. List the legal guidelines for recording on medical records</p> <p>Planning/ Implementation: 1. Correlate the nursing process with the process of charting. 2. List the legal guidelines for recording on medical records.</p> <p>Evaluation: 1. Discuss the advantages and disadvantages of computerized and paper charting.</p>	<p>A. Documentation of Nursing Care. a. purpose b. components c. nursing process d. medical record</p> <p>B. Charting Process a. accuracy b. brevity c. completeness d. content</p> <p>C. Methods a. source-oriented/narrative charting b. problem-oriented medical record charting c. charting by exception d. case management system charting</p>	<p>Required Reading prior to class: deWit, Chapter 7.</p> <p>Complete study questions at end of chapter.</p> <p>Assignment: Class discussion on confidentiality of medical records.</p> <p>Practice on narrative charting for physical assessment class</p>

**VNSG 1304
Unit IV
NURSING PROCESS**

Objective	Content	Learning Activities
<p>1. Explain the use of the nursing process.</p> <p>2. Identify the components of the Nursing process.</p> <p>3. Define "Critical Thinking".</p> <p>4. Explain the basic principles of setting priorities for nursing care.</p> <p>5. List factors to be considered when setting priorities.</p> <p>Assessment:</p> <p>1. Identify purpose & sources of assessment.</p> <p>Diagnosis:</p> <p>1. Identify appropriate outcome criteria for selected nursing diagnoses.</p> <p>Planning:</p> <p>1. Identify factors to consider in planning for client care.</p> <p>Implementation:</p> <p>1. Identify factors to consider in implementing the plan of care.</p> <p>2. List the Standard Steps commonly carried out for all nursing procedures.</p> <p>Evaluation:</p> <p>1. Identify the steps a nurse uses to evaluate care given.</p>	<p>A. Overview of the Nursing Process and Critical Thinking</p> <ol style="list-style-type: none"> a. assessment b. diagnosis c. planning d. implementation e. evaluation <p>B. Critical Thinking</p> <ol style="list-style-type: none"> a. Problem solving and decision making b. Skills for critical thinking c. Critical thinking in nursing <p>C. Priority Setting and Work Organization</p> <p>D. Application of Problem Solving and Critical Thinking</p> <p>E. Assessment</p> <ol style="list-style-type: none"> a. data base b. objective data c. subjective data/interview d. focused assessment e. chart review <p>F. Nursing Diagnosis</p> <ol style="list-style-type: none"> a. North American Nursing Diagnosis Association (NANDA) b. etiologic factors c. prioritization of problems <p>G. Planning</p> <ol style="list-style-type: none"> a. expected outcomes b. long term goals c. short term goals <p>H. Implementation</p> <ol style="list-style-type: none"> a. considerations b. collaborative care c. implementing care <p>I. Documentation</p> <p>J. Evaluation of the Nursing Process</p> <p>K. Revision</p>	<p>Required Reading prior to class: deWit, Chapters 4, 5, 6.</p> <p>Complete study questions at end of chapters 4, 5, 6.</p> <p>Assignment: Class discussion on use of critical thinking skills for a vocational nurse in a health care setting.</p> <p>Class discussion on ways to improve critical thinking skills.</p> <p>Class participation in exercise correlating client problems with nursing diagnoses from NANDA.</p> <p>Class discussion: How the evaluation process correlates with expected outcomes.</p> <p>Assignment: Write a care plan for a designated medical diagnosis TBA.</p>

VNSG 1304

Unit V

The Role of the Vocational Nurse with Standards of Practice (Legal/Ethical)

Objective	Content	Learning Activities
<ol style="list-style-type: none"> 1. Define the present day framework for the vocational nurse. 2. Discuss standards of care for nursing. 3. State the purposes of the Standards of Nursing Practice. 4. Explain the legal requirement for the practice of nursing, and how they relate to a student nurse. 5. Identify consequences of violating the nurse practice act. 6. Identify what a nurse can do to protect self from lawsuits. 7. Identify client right in various healthcare settings. 8. Recognize roles of vocational nursing organizations, regulatory agencies and organizational committees. 	<ol style="list-style-type: none"> A. Framework of Practice: <ol style="list-style-type: none"> a. American Nurses Association (ANA) b. Standards of Nursing Practice B. Role of the vocational nurse in relation to maintaining current Standards of Nursing Practice C. Legal and Ethical Aspects of Nursing: Laws <ol style="list-style-type: none"> a. sources of law b. civil/criminal law c. related to nursing practice d. related to licensure e. legal documents f. violations of law D. Decreasing Legal Risk E. Ethics in Nursing F. Client Rights G. Texas Nursing Practice Act H. Scope of Practice 	<p>Required Reading prior to class: deWit, Chapter 3 Complete study questions at end of chapter 3.</p> <p>Kurzen: Chapter 4, 11</p> <p>Assignment:</p> <p>Research the role of the vocational nurse on the Texas Board of Nursing website. www.bon.state.tx.us</p> <p>Presentations of case studies. (TBD)To be assigned by instructor.</p> <p>www.napnes.org</p>

VNSG 1304
Unit VI
The Role of the Vocational Nurse in Holistic Nursing

Objective	Content	Learning Activities
<ol style="list-style-type: none"> 1. Define "holistic nursing." 2. Define each component of holistic nursing. 3. Identify the five areas of human needs and give an example within each level of need. 	<ol style="list-style-type: none"> A. Holistic Nursing <ol style="list-style-type: none"> a. biological b. psychological c. sociological d. spiritual B. Role of the vocational nurse in holistic nursing C. Prioritizing Maslow's Theory <ol style="list-style-type: none"> a. physiologic needs b. security and belonging c. self-esteem and love d. self-actualization 	<p>Required Reading prior to class:</p> <p>deWit, Chapter 2.</p> <p>Complete study questions at end of chapter.</p> <p>Assignment: Class discussion on Maslow's hierarchy of needs and how they affect the ill client.</p>

VNSG 1304

Unit VII

The Role of the Vocational Nurse in Relating to Various Cultures

Objective	Content	Learning Activities
<p>Assessment:</p> <p>1. Identify reasons the vocational nurse should consider cultural background in determining care of .</p> <p>2. Identify resources available in Caring for / from Various cultural backgrounds.</p>	<p>A. Cultural Influences on Concepts of Health/Illness and nursing care</p> <ul style="list-style-type: none"> a. The concept of caring b. Cultural Characteristics c. Ethnic Characteristics d. Language e. Race f. Aging g. Views on Childbearing h. Religion i. Views on pain j. Views on nutrition k. Views on death l. Views on mourning m. Cultural assessment n. Care of the mentally ill o. Single parents p. Homosexual q. Withdrawn r. Hostile s. with substance abuse t. The dying client 	<p>Required Reading prior to class:</p> <p>deWit, Chapter 2, pp 15-17, Chapter 14</p> <p>Complete study questions at end of chapter</p> <p>Kurzen, Chapter 9</p> <p>Assignment: Class discussion on why the vocational nurse needs to be aware of any cultural, educational, and social differences that might exist between themselves and their clients.</p> <p>Required Ungraded Assignment: Dates To Be Determined Group / Individual presentations of various cultures</p>

Grayson College
Vocational Nursing Program
Appendix A
SCANS Competencies
VNSG 1304 Course Evaluation Tool

Grayson College
Vocational Nursing Program
VNSG 1304
SCANS Competencies

The course VNSG 1304 assists the students to complete the following competencies by providing scientific theory as a foundation for nursing care of clients.

Workplace Competencies:

- Interpersonal skills: Works within the health care team; communicates with clients, families, staff
- Information: Acquires data on clients, organize data through prioritization, interpret client data with help of the clinical instructor

Foundation Skills:

- Basic skills: Reads information on clients, calculate medication dosages, speak and listen to clients, families, other members of the health care team
- Thinking skills: Uses the nursing process which is a problem solving model to plan nursing care at a beginning level
- Personal qualities: Assumes responsibility for assigned clients; performs as a member of a profession

Resources:

- Manages time: Sets goals for clients and attempts to reach goals during shift
- Manages materials: Practices cost effectiveness in a health care facility

Interpersonal:

- Participates as a member of a team: Works with members of the health care team to provide holistic client care
- Teaches others: Provides basic teaching for clients and families
- Serves clients: Provides holistic nursing care to assigned clients
- Exercises leadership: Communicates needs to instructor or primary care nurse during assigned shift; seeks help when needed
- Negotiates to arrive at a decision: Seeks the advice of experienced nurses when a decision needs to be made
- Works with cultural diversity: Provides care to men, women, and people of various culture

Information:

- Acquires and evaluates data: Gathers data on clients and evaluates data under the supervision of an instructor; evaluates physical assessment data
- Organizes data: Completes database and records on required clinical paperwork
- Interprets and communicates data: Reports significant findings to registered nurse
- Understands systems: Becomes familiar with long-term care clients.
- Monitors and corrects performance: Distinguishes between the type of care given between long-term and acute care systems

Technology:

- Applies technology to task: Operates basic facility equipment such as beds, intercom systems, telephones, oxygen equipment, equipment used for vital signs
- Maintains and troubleshoots technology: Reports malfunctioning equipment