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Grayson College  
Vocational Nursing Program



VNSG 1219  
Leadership and Professional Development

Course Syllabus  
Spring Minimester 2020

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 5/2020 LF

**VNSG 1219**  
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**Grayson College**  
**Vocational Nursing Program**  
**VNSG 1219**  
**Leadership and Professional Development**  
**Spring Minimester 2020**

- Course Hours:** 2 credit hour course.
- Course Level:** Introductory, Level II, Third Semester Course
- Course Description:** Study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary health care team, professional organizations and continuing education.
- Prerequisites:** All level II, second semester vocational nursing courses must be passed in order to take this course.
- Corequisites:** All second semester minimester courses must be taken concurrently with this course. If a student does not pass one or more of the second semester minimester courses, the student will be required to withdraw from the Vocational Nursing Program.
- WECM Learning Outcomes:**
1. Describe the role of the vocational nurse in multi-disciplinary settings inclusive of basic principles of leadership and management.
  2. Discuss the role of professional organizations and regulatory agencies.
  3. Identify criteria and appropriate resources for continuing education.
- 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 Patient-Centered Care; Patient-Safety Advocate; Member of the Health Care Team.
- Course Outcomes:** **At the end of VNSG 1219, the Vocational Nursing Student should be able to:**
- Member of the Profession**
1. Discuss the legal and ethical parameters and guidelines in relation to the Texas Board of Nursing and the practice of vocational nursing.
  2. Discuss various professional characteristics, values, and communication techniques that are essential for every licensed vocational nurse.
  3. Pass the Nursing Jurisprudence Examination.
  4. Discuss issues that may affect the public image of vocational nursing.
  5. Determine distinctions between the evolving vocational and professional nursing roles.
  6. Discuss the importance of lifelong learning to facilitate competence.
  7. Apply for and attain licensure as a vocational nurse after graduation.

**Provider of Patient Centered Care**

- 8. Discuss accountability for clinical practice, following established policies and evidence-based guidelines.
- 9. Apply components of compassionate, patient-centered care to patients.
- 10. Implement patient rights and act as a patient advocate.

**Patient Safety Advocate**

- 11. Integrate principles of the Texas Nurse Practice Act and policies and procedures of the assigned nursing facility into actual nursing practice.
- 12. Implement quality improvement policies.
- 13. Report patient abuse to appropriate agencies and personnel.
- 14. Question orders, policies and procedures that may not be in the patient’s best interest, and if needed, make recommendations for improvement.
- 15. Practice nursing under the scope of practice for vocational nurses.
- 16. Discuss the role of federal, state and local governing agencies safety requirements and standards.
- 17. Make sound decisions after graduation regarding safe assignments of personnel.

**Member of the Health Care Team**

- 18. Determine how the vocational nurse functions as a member of the health care team.
- 19. Discuss availability and roles of interdisciplinary agencies in health care facilities.
- 20. Discuss the role of cost containment when administering nursing care.
- 21. Assist case manager as needed with planning and implementation of patient care.
- 22. Implement principles of management, change, and problem solving with other team members.

**Withdrawal/Drop Date:** The last day to withdraw from this course is May 28, 2020.

**Required Texts:** Kurzen, C., (2012). *Contemporary practical/vocational nursing* (8<sup>th</sup> ed.) Philadelphia, PA: Lippincott.

**Methods of Instruction:** Classroom teaching  
Student engagement in the classroom  
Posted Power Point lectures on Canvas  
Posted notes on Canvas  
Required readings  
Videos  
Internet research as assigned

<b>Methods of Evaluation:</b>	Professionalism in Attendance	25%
	Professional Résumé	25%
	Professional Interview	25%
	Article on Current Issues and Future Trends in Nursing	<u>25%</u>
		100%

**Assignments:** The assignments are for individual and group learning. All assignments must demonstrate adequate preparation. Assignments are expected to be completed as assigned. Assignments that are not completed as assigned will result in a grade of “incomplete (I)” for this course until the assignment is completed. Students may not graduate from the Vocational Nursing Program with an “Incomplete” grade.

**See objectives and grading criteria for assignments in Appendix A.**

**Professionalism in Attendance Grade:**

A student who has no missed class periods or tardies will receive a grade of **100%** for the Professionalism in Attendance Grade portion of the overall grade.

**For each missed class period** there will be a **twenty (20) point percentage deduction** from the Professionalism in Attendance grade.

1 missed class period:	80%
2 missed class periods:	60%
3 missed class periods:	40%
4 missed class periods:	20%
5 missed class periods:	0%

**For each Tardy accrued**, there will be a **ten (10) point percentage deduction** from the Attendance grade.

Class period is defined as the entire length of the class.

Tardy is defined as being late at the beginning of the class period, after breaks, or leaving prior to the end of the entire class period.

<b>Grading Criteria</b>	90 – 100 % = A
	80 – 89 = B
	75 -- 79 = C
	60 – 74 = D
	< 60 = F

Grades will be recorded for the student's convenience on Canvas. All grades will be calculated in Microsoft Excel for accuracy. Each assignment grade 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.

**Progression:** Each student must successfully pass this course and all of the second semester minimester courses in order to progress to the third semester of the Grayson College Vocational Nursing Program.

**Course Absences/Tardies:** This course requires professionalism in attendance. Refer to Professionalism in Attendance Grading Criteria as stated above.

**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 2018 - 2019 Grayson College Catalog.

**Scans Competencies:** Refer to Appendix A

**Student Rights:** Student rights are described in the GC Policy and Procedures Manual (Policy FL local) located on the college website at [www.grayson.edu](http://www.grayson.edu). A formal grievance procedure (Policy FLD local) is available if a student believes unfair treatment has occurred. The student should first meet with the course professor and then, if unable to resolve the differences, should file a written appeal to the Program

Director or Health Sciences Chairperson 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.

**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. Regina Organ, Title IX Coordinator (903-463-8714)

Mr. Brad Bankhead, Title IX Deputy Coordinator- South Campus (903) 415-2601

Mr. Mike McBryer, Title IX Deputy Coordinator (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

Grayson College campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>

**Disclaimer:**

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**Course Instructors:**

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**VNSG 1219**  
**Course Schedule**

Course meets Monday and Tuesday 8:30am – 2:45pm unless otherwise noted in the Calendar

<p><b><u>Monday, May 18</u></b> <b>LIVE ZOOM</b></p> <p>Unit 1: Chapter 8 – The Health Care Team Unit 2: Chapter 14 -- Beginning Your Nursing Career: Career Opportunities Resume and Interview Unit 3: Chapter 5 – <b><u>The NCLEX-PN and Jurisprudence Exam (Rule 217.17)</u></b> Chapter 15 – Maintaining Competence &amp; Continuing Education</p>	<p><b><u>Monday, June 1</u></b> <b>Article Due</b> Unit 8: Chapters 15 and 16 – Challenges in the Workplace <b>Current Issues and Future Trends</b></p>
<p><b><u>Tuesday, May 19</u></b></p> <p>Unit 4: Chapter 11 – Legally Responsible Nursing Unit 5: Chapter 10 Ethical Issues in Health Care</p>	<p><b><u>Tuesday, June 2</u></b>  <b>Professional Interview</b> (All students and faculty)</p>
<p><b><u>Tuesday, May 26</u></b> <b>LIVE ZOOM</b></p> <p><b>Résumé Due</b> Unit 6: Chapter 12 – Leadership and Followership Skills Unit 7: Chapter 13 – Management Skills</p>	

This schedule may be modified as needed by the instructor of the course. Instructor will post any changes on Canvas and will be announced in class on the board.

**VNSG 1219**  
**Unit I**  
**The Health Care Team**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the function of health care team members.</li> <li>2. Define the term health care team and describe the educational preparation of its members.</li> <li>3. List the members of the nursing team and describe their major responsibilities related to patient care.</li> <li>4. Explain and describe differences in case, functional, team and primary nursing care delivery methods.</li> <li>5. Discuss the role of the LVN in providing compassionate, quality, patient centered care, while acting as a patient advocate.</li> </ol>	<ol style="list-style-type: none"> <li>1. The Health Care Team</li> <li>2. Personal Qualities of Health Care Workers</li> <li>3. Organizational Arrangements</li> <li>4. Members of the Health Care Team</li> <li>5. The Nursing Team               <ol style="list-style-type: none"> <li>a. Clinical Nurse Specialist</li> <li>b. Nurse Managers</li> <li>c. Team Leaders</li> <li>d. Professional Nurse (RN)</li> <li>e. LVN</li> <li>f. Nursing Assistants</li> <li>g. Unlicensed Assistive Personnel</li> <li>h. Health Unit Coordinators</li> <li>i. Student Nurses</li> <li>j. Multiskilled Workers</li> </ol> </li> <li>6. The Multidisciplinary Team</li> <li>7. Nursing Care Delivery Methods               <ol style="list-style-type: none"> <li>a. Case Method</li> <li>b. Functional Nursing</li> <li>c. Total Patient Care</li> <li>d. Team Nursing</li> <li>e. Primary Nursing</li> </ol> </li> <li>8. Changing Roles of Nurses in Health Care</li> <li>9. Compassionate, Quality Patient Care               <ol style="list-style-type: none"> <li>a. Role of the nurse as patient advocate</li> <li>b. Quality Improvement</li> </ol> </li> <li>10. Quality Assurance, Peer Review and Risk Management</li> </ol>	<p><b>Required Reading:</b></p> <p>Kurzen, <i>Contemporary Practical/Vocational Nursing</i>:          Chapter 8, pg 157-173.          Chapter 7, pg 143-144.</p> <ol style="list-style-type: none"> <li>1. Define the following characteristics as related to health care delivery:              Altruism              Human Dignity              Truth              Justice              Freedom              Equality              Esthetics</li> <li>2. Each student determine what nursing care delivery method is used in the clinical affiliation where he/she is assigned.</li> <li>3. Determine whether this method is used in all patient care units in the facility.</li> </ol>



**VNSG 1219  
UNIT 2  
Beginning Your Nursing Career**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Compile a list of places, other than hospitals and nursing homes, where the LP/VN could be employed.</li> <li>2. List sources of information on available nursing positions.</li> <li>3. Write a letter of introduction.</li> <li>4. Prepare a personal résumé.</li> <li>5. Explain the purpose of the grievance process.</li> <li>6. Define the role of the LVN in Quality Improvement</li> </ol>	<ol style="list-style-type: none"> <li>1. Career Opportunities in Nursing               <ol style="list-style-type: none"> <li>a. Hospital Nursing</li> <li>b. Community and Public Health Nursing</li> <li>c. Office Nursing</li> <li>d. Private Duty Nursing</li> <li>e. Home Health Nursing</li> <li>f. Industrial/Occupational Nursing</li> <li>g. Hospice Nursing</li> <li>h. School Nursing</li> <li>i. Nursing Homes</li> <li>j. Veterans Administration Hospitals</li> </ol> </li> <li>2. Employer Expectations               <ol style="list-style-type: none"> <li>a. Professional Appearance and Demeanor</li> </ol> </li> <li>3. Transitional Challenges</li> <li>4. Finding a Position               <ol style="list-style-type: none"> <li>a. The Application Process</li> <li>b. The Letter of Introduction</li> <li>c. The Résumé</li> <li>d. The Interview</li> <li>e. The Job Offer</li> </ol> </li> <li>5. Evaluating Positions</li> <li>6. Resignation</li> <li>7. Dismissal</li> <li>8. Grievances</li> <li>9. Quality Improvement</li> <li>10. Peer Review Committee</li> <li>11. Nursing Organizations               <ol style="list-style-type: none"> <li>a. Practical/Vocational Nursing Organizations</li> <li>b. National League for Nursing</li> <li>c. American Nurses Association</li> </ol> </li> </ol>	<p><b>Required Reading:</b> Kurzen, <i>Contemporary Practical/Vocational Nursing</i>: Chapter 14, pg 287-315.</p> <p>Kurzen, pg 296: Assess Yourself: What are Your Personal and Interpersonal Characteristics?</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1. <b>Each student will prepare and turn in a professional résumé for <u>25% of course grade</u>. Refer to calendar for due date. Refer to objectives and grading criteria in Appendix A.</b></li> <li>2. <b>Review samples of resumes posted on Canvas.</b></li> <li>3. <b>Each student will participate in a professional interview for <u>25% of course grade</u>. Refer to calendar for due date. Refer to objectives and grading criteria in Appendix A.</b></li> </ol> <p><b>Learning Activities:</b></p> <ol style="list-style-type: none"> <li>1. Determine the salary range for LP/VNs in various health care facilities in the community.</li> <li>2. Think Critically About: Your nursing career goals. What position and responsibility do you want in 1 year, in 5 years, in 10 years? What will you have to do to achieve these goals? Are these goals realistic? Do you have the ability to achieve them? What changes (personal, educational, social) might you have to make to achieve your goals?</li> </ol>

**VNSG 1219**  
**UNIT 3**  
**The NCLEX-PN and Jurisprudence Exam**  
**Maintaining Competence**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the NCLEX-PN test plan.</li> <li>2. Follow NCLEX-PN application procedures.</li> <li>3. Comply with test center regulations.</li> <li>4. Identify jurisprudence exam requirements of the Board of Nursing for the State of Texas.</li> <li>5. Identify methods through which to maintain continuing education for the nurse license renewal</li> </ol>	<ol style="list-style-type: none"> <li>1. Computerized Adaptive Testing</li> <li>2. Development of the NCLEX-PN</li> <li>3. The NCLEX-PN Test Plan</li> <li>4. Reviewing for the NCLEX-PN               <ol style="list-style-type: none"> <li>a. Review Books</li> <li>b. Review Courses</li> <li>c. Mock Exams</li> </ol> </li> <li>5. Test Anxiety</li> <li>6. Application Procedures</li> <li>7. Test Center Regulations</li> <li>8. Getting the Results</li> <li>9. Texas Administrative Code, Chapter 217: Licensure, Peer Assistance, and Practice:               <ol style="list-style-type: none"> <li>217.11 Standards of Nursing Practice</li> <li>217.12 Unprofessional Conduct</li> <li>Interpretive guidelines for LVN Scope of Practice</li> </ol> </li> <li>10. The Jurisprudence Exam</li> <li>11. Maintaining Competence</li> <li>12. Continuing Education for License Renewal</li> </ol>	<p><b>Required Reading:</b></p> <p>Kurzen, <i>Contemporary Practical/Vocational Nursing</i>: Chapter 5, pg 95-110. Chapter 16, pg 348-349.</p> <ol style="list-style-type: none"> <li>1. Kurzen, pg 106: Assess Yourself : How Serious Is Your Test Anxiety?</li> <li>2. Visit the Web site that describes the NCLEX-PN examination at <a href="http://www.ncsbn.org">http://www.ncsbn.org</a>.</li> <li>3. Visit the Texas State Board of Nursing Web site and determine how many and what type of continuing education credits are required. <a href="http://www.bne.state.tx.us">http://www.bne.state.tx.us</a></li> <li>4. Read Appendix A, Texas Administrative Code, Chapter 217.</li> <li>5. Complete Jurisprudence Exam for Board of Nursing for state of Texas.</li> </ol>

**VNSG 1219  
UNIT 4  
Legally Responsible Nursing Practice**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. List the 2 sources of laws and give examples of each.</li> <li>2. Explain the association among responsibility, accountability, and legal liability.</li> <li>3. Differentiate between a tort and a crime.</li> <li>4. Identify how nurses can assist in preventing malpractice claims.</li> <li>5. Explain the purpose of malpractice insurance.</li> <li>6. Identify the relationship between the Nurse Practice Acts and The State Boards of Nursing.</li> <li>7. Explain the importance of following employers Policies and Procedures.</li> </ol>	<ol style="list-style-type: none"> <li>1. Good Samaritan Statutes</li> <li>2. Sources of Laws</li> <li>3. Regulation of Nursing Practice               <ol style="list-style-type: none"> <li>a. Responsibility and Liability</li> <li>b. Legal Relationships between employer and employee</li> <li>c. Standards of Care</li> <li>d. Texas Nurse Practice Act</li> <li>e. Position Statements and Guidelines</li> <li>f. Facility Policies and Procedures</li> <li>g. Interpretive Guideline for LVN Scope of Practice</li> <li>h. Differentiated Essential Competencies (DEC)</li> </ol> </li> <li>4. Legal Issues for Nurses               <ol style="list-style-type: none"> <li>a. Contracts</li> <li>b. Torts</li> <li>c. Malpractice Claims</li> <li>d. Documentation</li> <li>e. Delegation of Nursing Duties</li> <li>f. Malpractice Insurance</li> <li>g. Wills</li> <li>h. Gifts</li> </ol> </li> <li>5. Criminal Law and Nursing</li> </ol>	<p><b>Required Reading:</b></p> <p>Kurzen, <i>Contemporary Practical/Vocational Nursing</i>: Chapter 11, pg 229-247.</p> <ol style="list-style-type: none"> <li>1. Discuss the purpose of the Good Samaritan laws.</li> <li>2. Visit the Nurses Service Organization Web page at <a href="http://www.nso.com/">http://www.nso.com/</a> to read the case of the month.</li> <li>3. Access the Nurse Practice Act at the Texas Board of Nursing website. <a href="http://www.bon.state.tx.us">http://www.bon.state.tx.us</a></li> <li>4. Read: APPENDIX A: Interpretive Guidelines for LVN Scope of Practice</li> </ol>

**VNSG 1219  
UNIT 5  
Ethical Issues in Health Care**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. State the purpose of a code of ethics for nursing</li> <li>2. Determine the NFLPN and NAPNES statements regarding ethical behavior of practical/vocational nurses.</li> <li>3. Explain personal responsibility and accountability as they relate to ethical behavior.</li> <li>4. Outline the process for making decisions related to ethical dilemmas.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ethics               <ol style="list-style-type: none"> <li>a. Nursing and Ethics</li> <li>b. Personal Accountability</li> <li>c. Unethical Behavior</li> </ol> </li> <li>2. Code of Ethics Standards of Practice               <ol style="list-style-type: none"> <li>a. NAPNES</li> <li>b. NFLPN</li> </ol> </li> <li>3. Patient Confidentiality               <ol style="list-style-type: none"> <li>a. HIPAA</li> </ol> </li> <li>4. Cost Containment Measures</li> <li>5. Ethical Dilemmas               <ol style="list-style-type: none"> <li>a. Ethical Decision Making</li> <li>b. Bioethics Committees</li> </ol> </li> <li>6. Ethical Issues in Nursing: Contemporary Bioethical Dilemmas               <ol style="list-style-type: none"> <li>a. Reproductive Issues                   <ol style="list-style-type: none"> <li>1. Birth Control</li> <li>2. Abortion</li> <li>3. Alternative Fertilization</li> </ol> </li> <li>b. Genetic Issues                   <ol style="list-style-type: none"> <li>1. Human Genome Project</li> <li>2. Genetic Screening</li> <li>3. Stem Cell Research</li> <li>4. Organ Transplants</li> <li>5. Death</li> <li>6. Physician Assisted Suicide</li> <li>7. Euthanasia</li> <li>8. Advance Directives</li> </ol> </li> </ol> </li> <li>7. Transcultural Nursing</li> </ol>	<p><b>Required Reading:</b></p> <p>Kurzen, <i>Contemporary Practical/Vocational Nursing</i>: Chapter 10, pg 209-228</p> <p>NFLPN Nursing Practice: Standards for the Licensed Practical/Vocational Nurse Kurzen, Appendix B, pg 374-377.</p> <p>NAPNES Standards of Practice for Licensed Practical/Vocational Nurses Kurzen, Appendix C, pg 378-382.</p> <ol style="list-style-type: none"> <li>1. Compare and Contrast the NAPNES and NFLPN codes of ethics. Describe similarities and differences.</li> <li>2. Kurzen, pg 186-188. Assess Yourself: How Do You Relate to Various Groups of People in Society?</li> </ol>

**VNSG 1219  
UNIT 6  
Leadership Skills**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe a situation in which each style of leadership is appropriate.</li> <li>2. Define possible solutions to resolving conflict.</li> <li>3. List the qualities of effective leaders and followers.</li> </ol>	<ol style="list-style-type: none"> <li>1. Leader and Leadership defined.</li> <li>2. Leadership Styles               <ol style="list-style-type: none"> <li>a. Authoritarian</li> <li>b. Permissive</li> <li>c. Democratic</li> <li>d. Situational</li> </ol> </li> <li>3. Types of Behavior               <ol style="list-style-type: none"> <li>a. Passive</li> <li>b. Aggressive</li> <li>c. Assertive</li> </ol> </li> <li>4. Qualities of Effective Leaders</li> <li>5. Leading and Team Building               <ol style="list-style-type: none"> <li>a. Handling Change</li> <li>b. Handling Conflict</li> </ol> </li> <li>6. Followership Qualities</li> <li>7. Developing Leadership Skills</li> </ol>	<p><b>Required Reading:</b> Kurzen, <i>Contemporary Practical/Vocational Nursing</i>: Chapter 12, pg 249-263.</p> <ol style="list-style-type: none"> <li>1. Compare and contrast the styles of leadership</li> <li>2. Kurzen, pg 253: Assess Yourself: Leadership Self-Assessment Activity.</li> </ol>

**VNSG 1219  
UNIT 7  
Management Skills**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply beginning skills associated with managing care for a group of patients.</li> <li>2. Continue developing communication skills.</li> <li>3. Describe the responsibilities of the nurse for maintaining a safe environment.</li> </ol>	<ol style="list-style-type: none"> <li>1. Personal Qualities of Managers</li> <li>2. Levels of Management</li> <li>3. Managing Patient Care               <ol style="list-style-type: none"> <li>a. Assessing Staff Capabilities</li> <li>b. Diagnosing Patient Needs for Nursing Care</li> <li>c. Planning and Delegating Patient Care</li> <li>d. Implementing Assignments</li> <li>e. Evaluating Performance: Self, Staff and Peer</li> <li>f. Responsibility and Accountability for Supervision and Collaboration</li> </ol> </li> <li>4. Managing the Unit               <ol style="list-style-type: none"> <li>a. Ordering Supplies and Equipment</li> <li>b. Maintaining a Safe Environment</li> </ol> </li> <li>5. Managing Therapeutic Communication               <ol style="list-style-type: none"> <li>a. Communicating with Visitors</li> <li>b. Communicating with Supervisors</li> <li>c. Communicating with Primary Care Providers</li> <li>d. Communicating with other Departments</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Kurzen, <i>Contemporary Practical/Vocational Nursing</i>: Chapter 13, pg 2265-283.</p> <ol style="list-style-type: none"> <li>1. Kurzen, pg 268-269:  Assess Yourself: How Well Do you Manage Your Time?</li> <li>2. Think critically about: You are the charge nurse in a 20-bed long term care facility and one of the nursing assistants has not been coming back from her break on time. Outline what you would do and why.</li> <li>3. During a clinical experience, observe a conversation between a nurse and the nurse's supervisor. Analyze the conversation for its effectiveness in communicating information, ideas, or both.</li> </ol>

**VNSG 1219**  
**UNIT 8**  
**Challenges in the Workplace**  
**Current Issues and Future Concerns**

Objective	Content	Learning Activities
<p>At the end of this unit, the student will be able to:</p> <ol style="list-style-type: none"> <li>1. List techniques that will help the new nurse adapt to future changes in the workplace.</li> <li>2. Identify sources of information related to occupational risks.</li> <li>3. Analyze how changes in the health care system and new categories of health care workers affect patient care.</li> <li>4. Discuss current literature, available work setting resources and evidence-based practice to assist in decision making in nursing practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Work Related Challenges               <ol style="list-style-type: none"> <li>a. Abusive Work Environment</li> <li>b. Whistle Blowing</li> <li>c. Bullying</li> <li>d. Violence</li> <li>e. Diversity</li> <li>f. Sexual Harassment</li> <li>g. Job Stress</li> </ol> </li> <li>2. Occupational Challenges               <ol style="list-style-type: none"> <li>a. Diversity</li> <li>b. Work Fatigue</li> <li>c. Stress</li> <li>d. Burnout</li> <li>e. Compassion Fatigue</li> <li>f. Violence</li> </ol> </li> <li>3. Current Issues               <ol style="list-style-type: none"> <li>a. Change</li> <li>b. Green Health Care</li> <li>c. Occupational Risks</li> <li>d. Chemically Impaired Nurses</li> <li>e. Cultural Diversity and the Nursing Team</li> <li>f. Discrimination</li> <li>g. Nursing License Compact</li> <li>h. Delegation and Cross Training</li> <li>i. Safe Staffing</li> <li>j. Nurse Shortage</li> <li>k. Alternative Therapies</li> <li>l. Critical Thinking</li> <li>m. Bioethics</li> <li>n. End of Life Issues</li> <li>o. Violence in the Workplace</li> <li>p. Evidence-based practice</li> <li>q. Safe Harbor</li> </ol> </li> </ol>	<p><b>Required Reading:</b></p> <p>Kurzen, <i>Contemporary Practical/Vocational Nursing</i>: Chapter 15, pg 317-337. Chapter 16, pg 339-368.</p> <p>Kurzen, pg 347-352          Assess Yourself:          How Do You View Creativity?</p> <p><b>Assignment:</b>  <b>Each Student will submit an article related to Current Issues and Future Trends/Concerns in Nursing for <u>25% of course grade.</u></b></p> <p><b><u>Article must be from a reputable Nursing source.</u></b></p> <p><b><u>Access Grayson College Library online for sources.</u></b></p>

**VNSG 1219  
APPENDIX**

**SCANS COMPETENCIES  
TEXAS ADMINISTRATIVE CODE, CHAPTER 217  
Rule 217.11, Rule 217.12, Rule 217.17  
Texas Board of Nursing Position Statement 15.27: LVN SCOPE OF  
PRACTICE**

**OBJECTIVES AND GRADING CRITERIA:  
PROFESSIONAL RÉSUMÉ  
PROFESIONAL INTERVIEW**



## VNSG 1219 SCANS COMPETENCIES

The course VNSG 1219 assists the students to complete the following competencies by providing scientific theory as a foundation for nursing care of patients.

Areas covered in this course are indicated in bold.

Workplace Competencies:

- **Allocation of staff, materials:** recognizes levels of staffing and uses supplies for patient care in cost effective manner
- **Interpersonal skills:** Works within the health care team; communicates with patients, families, staff
- **Information:** Acquires data on patients, organize data through prioritization, interpret patient data with help of the clinical instructor
- **Technology:** Manages basic health care equipment such as automatic blood pressure cuffs; computerized reports

Foundation Skills:

- **Basic skills:** Reads information on patients, calculate medication dosages, speak and listen to patients, 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 graduate level.
- **Personal qualities:** Assumes responsibility for assigned patients; performs as a member of a profession

Resources:

- **Manages time:** Sets goals for patients 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 patient care
- **Teaches others:** Provides basic teaching for patients and families
- **Serves patients:** Provides holistic nursing care to assigned patients
- **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 patients 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
- **Uses a computer to process information:** Retrieves patient data from computer

Systems:

- **Understands systems:** Becomes familiar with long-term and acute health care systems
- **Monitors and corrects performance:** Distinguishes between the type of care given between long-term and acute care systems

Technology:

- **Selects technology:** Uses hospital equipment and chooses equipment to use
- **Applies technology to task:** Operates basic facility equipment such as intercom systems, telephones, oxygen equipment, equipment used for vital signs
- **Maintains and troubleshoots technology:** Reports malfunctioning equipment

# Texas Administrative Code

## TITLE 22 EXAMINING BOARDS

### PART 11 TEXAS BOARD OF NURSING

#### CHAPTER 217 LICENSURE, PEER ASSISTANCE AND PRACTICE

## Rules

- §217.1 Definitions
- §217.2 Licensure by Examination for Graduates of Nursing Education Programs Within the United States, its Territories, or Possessions
- §217.3 Temporary Authorization to Practice/Temporary Permit
- §217.4 Requirements for Initial Licensure by Examination for Nurses Who Graduate from Nursing Education Programs Outside of United States' Jurisdiction
- §217.5 Temporary License and Endorsement
- §217.6 Failure to Renew License
- §217.7 Change of Name and/or Address
- §217.8 Duplicate or Substitute Credentials
- §217.9 Inactive Status
- §217.10 Restrictions to Use of Designations for Licensed Vocational or Registered Nurse
- §217.11 **Standards of Nursing Practice**
- §217.12 **Unprofessional Conduct**
- §217.13 Peer Assistance Program
- §217.14 Registered Nurses Performing Radiologic Procedures
- §217.15 Copying the License/Permit/Permanent Certificate of a Licensed Vocational Nurse/Registered Nurse/Graduate Nurse/Advanced Practice Nurse
- §217.16 Minor Incidents
- §217.17 **Texas Nursing Jurisprudence Exam (NJE)**
- §217.18 Assisting at Surgery
- §217.19 Incident-Based Nursing Peer Review
- §217.20 Safe Harbor Peer Review for Nurses

# Texas Administrative Code

<b><u>TITLE 22</u></b>	<b>EXAMINING BOARDS</b>
<b><u>PART 11</u></b>	<b>TEXAS BOARD OF NURSING</b>
<b><u>CHAPTER 217</u></b>	<b>LICENSURE, PEER ASSISTANCE AND PRACTICE</b>
<b><u>RULE §217.11</u></b>	<b>Standards of Nursing Practice</b>

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The Texas Board of Nursing is responsible for regulating the practice of nursing within the State of Texas for Vocational Nurses, Registered Nurses, and Registered Nurses with advanced practice authorization. The standards of practice establish a minimum acceptable level of nursing practice in any setting for each level of nursing licensure or advanced practice authorization. Failure to meet these standards may result in action against the nurse's license even if no actual patient injury resulted.

(1) Standards Applicable to All Nurses. All vocational nurses, registered nurses and registered nurses with advanced practice authorization shall:

(A) Know and conform to the Texas Nursing Practice Act and the board's rules and regulations as well as all federal, state, or local laws, rules or regulations affecting the nurse's current area of nursing practice;

(B) Implement measures to promote a safe environment for patients and others;

(C) Know the rationale for and the effects of medications and treatments and shall correctly administer the same;

(D) Accurately and completely report and document:

(i) the patient's status including signs and symptoms;

(ii) nursing care rendered;

(iii) physician, dentist or podiatrist orders;

(iv) administration of medications and treatments;

(v) patient response(s); and

(vi) contacts with other health care team members concerning significant events regarding patient's status;

(E) Respect the patient's right to privacy by protecting confidential information unless required or allowed by law to disclose the information;

(F) Promote and participate in education and counseling to a patient(s) and, where applicable, the family/significant other(s) based on health needs;

(G) Obtain instruction and supervision as necessary when implementing nursing procedures or practices;

(H) Make a reasonable effort to obtain orientation/training for competency when encountering new equipment and technology or unfamiliar care situations;

(I) Notify the appropriate supervisor when leaving a nursing assignment;

(J) Know, recognize, and maintain professional boundaries of the nurse-patient relationship;

(K) Comply with mandatory reporting requirements of Texas Occupations Code Chapter 301 (Nursing Practice Act), Subchapter I, which include reporting a nurse:

(i) who violates the Nursing Practice Act or a board rule and contributed to the death or serious injury of a patient;

(ii) whose conduct causes a person to suspect that the nurse's practice is impaired by chemical dependency or drug or alcohol abuse;

(iii) whose actions constitute abuse, exploitation, fraud, or a violation of professional boundaries; or

(iv) whose actions indicate that the nurse lacks knowledge, skill, judgment, or conscientiousness to such an extent that the nurse's continued practice of nursing could reasonably be expected to pose a risk of harm to a patient or another person, regardless of whether the conduct consists of a single incident or a pattern of behavior.

(v) except for minor incidents (Texas Occupations Code §§301.401(2), 301.419, 22 TAC §217.16), peer review (Texas Occupations Code §§301.403, 303.007, 22 TAC §217.19), or peer assistance if no practice violation (Texas Occupations Code §301.410) as stated in the Nursing Practice Act and Board rules (22 TAC Chapter 217).

(L) Provide, without discrimination, nursing services regardless of the age, disability, economic status, gender, national origin, race, religion, health problems, or sexual orientation of the patient served;

(M) Institute appropriate nursing interventions that might be required to stabilize a patient's condition and/or prevent complications;

(N) Clarify any order or treatment regimen that the nurse has reason to believe is inaccurate, non-efficacious or contraindicated by consulting with the appropriate licensed practitioner and notifying the ordering practitioner when the nurse makes the decision not to administer the medication or treatment;

(O) Implement measures to prevent exposure to infectious pathogens and communicable conditions;

(P) Collaborate with the patient, members of the health care team and, when appropriate, the patient's significant other(s) in the interest of the patient's health care;

(Q) Consult with, utilize, and make referrals to appropriate community agencies and health care resources to provide continuity of care;

(R) Be responsible for one's own continuing competence in nursing practice and individual professional growth;

(S) Make assignments to others that take into consideration patient safety and that are commensurate with the educational preparation, experience, knowledge, and physical and emotional ability of the person to whom the assignments are made;

(T) Accept only those nursing assignments that take into consideration patient safety and that are commensurate with the nurse's educational preparation, experience, knowledge, and physical and emotional ability;

(U) Supervise nursing care provided by others for whom the nurse is professionally responsible; and

(V) Ensure the verification of current Texas licensure or other Compact State licensure privilege and credentials of personnel for whom the nurse is administratively responsible, when acting in the role of nurse administrator.

(2) Standards Specific to Vocational Nurses. The licensed vocational nurse practice is a directed scope of nursing practice under the supervision of a registered nurse, advanced practice registered nurse, physician's assistant, physician, podiatrist, or dentist. Supervision is the process of directing, guiding, and influencing the outcome of an individual's performance of an activity. The licensed vocational nurse shall assist in the determination of predictable healthcare needs of patients within healthcare settings and:

(A) Shall utilize a systematic approach to provide individualized, goal-directed nursing care by:

(i) collecting data and performing focused nursing assessments;

(ii) participating in the planning of nursing care needs for patients;

(iii) participating in the development and modification of the comprehensive nursing care plan for assigned patients;

(iv) implementing appropriate aspects of care within the LVN's scope of practice; and

(v) assisting in the evaluation of the patient's responses to nursing interventions and the identification of patient needs;

(B) Shall assign specific tasks, activities and functions to unlicensed personnel commensurate with the educational preparation, experience, knowledge, and physical and emotional ability of the person to whom the assignments are made and shall maintain appropriate supervision of unlicensed personnel.

(C) May perform other acts that require education and training as prescribed by board rules and policies, commensurate with the licensed vocational nurse's experience, continuing education, and demonstrated licensed vocational nurse competencies.

(3) Standards Specific to Registered Nurses. The registered nurse shall assist in the determination of healthcare needs of patients and shall:

(A) Utilize a systematic approach to provide individualized, goal-directed, nursing care by:

(i) performing comprehensive nursing assessments regarding the health status of the patient;

(ii) making nursing diagnoses that serve as the basis for the strategy of care;

(iii) developing a plan of care based on the assessment and nursing diagnosis;

(iv) implementing nursing care; and

(v) evaluating the patient's responses to nursing interventions;

(B) Delegate tasks to unlicensed personnel in compliance with Chapter 224 of this title, relating to patients with acute conditions or in acute care environments, and Chapter 225 of this title, relating to independent living environments for patients with stable and predictable conditions.

(4) Standards Specific to Registered Nurses with Advanced Practice Authorization. Standards for a specific

role and specialty of advanced practice nurse supersede standards for registered nurses where conflict between the standards, if any, exist. In addition to paragraphs (1) and (3) of this subsection, a registered nurse who holds authorization to practice as an advanced practice nurse (APN) shall:

(A) Practice in an advanced nursing practice role and specialty in accordance with authorization granted under Board Rule Chapter 221 of this title (relating to practicing in an APN role; 22 TAC Chapter 221) and standards set out in that chapter.

(B) Prescribe medications in accordance with prescriptive authority granted under Board Rule Chapter 222 of this title (relating to APNs prescribing; 22 TAC Chapter 222) and standards set out in that chapter and in compliance with state and federal laws and regulations relating to prescription of dangerous drugs and controlled substances.

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**Source Note:** The provisions of this §217.11 adopted to be effective September 28, 2004, 29 TexReg 9192; amended to be effective November 15, 2007, 32 TexReg 8165

## **Texas Administrative Code**

**TITLE 22**            EXAMINING BOARDS

**PART 11**            TEXAS BOARD OF NURSING

**CHAPTER 217**        LICENSURE, PEER ASSISTANCE AND PRACTICE

**RULE §217.12**        **Unprofessional Conduct**

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The unprofessional conduct rules are intended to protect patients and the public from incompetent, unethical, or illegal conduct of licensees. The purpose of these rules is to identify unprofessional or dishonorable behaviors of a nurse which the board believes are likely to deceive, defraud, or injure patients or the public. Actual injury to a patient need not be established. These behaviors include but are not limited to:

(1) Unsafe Practice--actions or conduct including, but not limited to:

(A) Carelessly failing, repeatedly failing, or exhibiting an inability to perform vocational, registered, or advanced practice nursing in conformity with the standards of minimum acceptable level of nursing practice set out in Rule 217.11.

(B) Carelessly or repeatedly failing to conform to generally accepted nursing standards in applicable practice settings;

(C) Improper management of patient records;

(D) Delegating or assigning nursing functions or a prescribed health function when the delegation or assignment could reasonably be expected to result in unsafe or ineffective patient care;

(E) Accepting the assignment of nursing functions or a prescribed health function when the acceptance of the assignment could be reasonably expected to result in unsafe or ineffective patient care;

(F) Failing to supervise the performance of tasks by any individual working pursuant to the nurse's delegation or assignment; or

(G) Failure of a clinical nursing instructor to adequately supervise or to assure adequate supervision of student experiences.

(2) Failure of a chief administrative nurse to follow appropriate and recognized standards and guidelines in providing oversight of the nursing organization and nursing services for which the nurse is administratively responsible.

(3) Failure to practice within a modified scope of practice or with the required accommodations, as specified by the board in granting a coded license or any stipulated agreement with the board.

(4) Careless or repetitive conduct that may endanger a patient's life, health, or safety. Actual injury to a patient need not be established.

(5) Inability to Practice Safely--demonstration of actual or potential inability to practice nursing with reasonable skill and safety to patients by reason of illness, use of alcohol, drugs, chemicals, or any other mood-altering substances, or as a result of any mental or physical condition.

(6) Misconduct--actions or conduct that include, but are not limited to:

- (A) Falsifying reports, patient documentation, agency records or other documents;
  - (B) Failing to cooperate with a lawful investigation conducted by the board;
  - (C) Causing or permitting physical, emotional or verbal abuse or injury or neglect to the patient or the public, or failing to report same to the employer, appropriate legal authority and/or licensing board;
  - (D) Violating professional boundaries of the nurse/patient relationship including but not limited to physical, sexual, emotional or financial exploitation of the patient or the patient's significant other(s);
  - (E) Engaging in sexual conduct with a patient, touching a patient in a sexual manner, requesting or offering sexual favors, or language or behavior suggestive of the same;
  - (F) Threatening or violent behavior in the workplace;
  - (G) Misappropriating, in connection with the practice of nursing, anything of value or benefit, including but not limited to, any property, real or personal of the patient, employer, or any other person or entity, or failing to take precautions to prevent such misappropriation;
  - (H) Providing information which was false, deceptive, or misleading in connection with the practice of nursing;
  - (I) Failing to answer specific questions or providing false or misleading answers that would have affected the decision to license, employ, certify or otherwise utilize a nurse; or
  - (J) Offering, giving, soliciting, or receiving or agreeing to receive, directly or indirectly, any fee or other consideration to or from a third party for the referral of a patient in connection with the performance of professional services.
- (7) Failure to repay a guaranteed student loan, as provided in the Texas Education Code §57.491, or pay child support payments as required by the Texas Family Code §232.001, et seq.
- (8) Drug Diversion--diversion or attempts to divert drugs or controlled substances.
- (9) Dismissal from a board-approved peer assistance program for noncompliance and referral by that program to the BNE.
- (10) Other Drug Related--actions or conduct that include, but are not limited to:
- (A) Use of any controlled substance or any drug, prescribed or unprescribed, or device or alcoholic beverages while on duty or on call and to the extent that such use may impair the nurse's ability to safely conduct to the public the practice authorized by the nurse's license;
  - (B) Falsification of or making incorrect, inconsistent, or unintelligible entries in any agency, patient, or other record pertaining to drugs or controlled substances;
  - (C) Failing to follow the policy and procedure in place for the wastage of medications at the facility where the nurse was employed or working at the time of the incident(s);
  - (D) A positive drug screen for which there is no lawful prescription; or
  - (E) Obtaining or attempting to obtain or deliver medication(s) through means of misrepresentation, fraud, forgery, deception and/or subterfuge.
- (11) Unlawful Practice--actions or conduct that include, but are not limited to:
- (A) Knowingly aiding, assisting, advising, or allowing an unlicensed person to engage in the unlawful practice of vocational, registered or advanced practice nursing;
  - (B) Violating an order of the board, or carelessly or repetitively violating a state or federal law relating to the practice of vocational, registered or advanced practice nursing, or violating a state or federal narcotics or controlled substance law;
  - (C) Knowingly aiding, assisting, advising, or allowing a nurse under Board Order to violate the conditions set forth in the Order; or
  - (D) Failing to report violations of the Nursing Practice Act and/or the Board's rules and regulations.
- (12) Leaving a nursing assignment, including a supervisory assignment, without notifying the appropriate personnel.
- (13) Criminal Conduct--including, but not limited to, conviction or probation, with or without an adjudication of guilt, or receipt of a judicial order involving a crime or criminal behavior or conduct that could affect the practice of nursing.

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**Source Note:** The provisions of this §217.12 adopted to be effective September 28, 2004, 29 TexReg 9192

# Texas Administrative Code

## TITLE 22

### EXAMINING BOARDS

#### PART 11

#### CHAPTER 217

### TEXAS BOARD OF NURSING

#### LICENSURE, PEER ASSISTANCE AND PRACTICE

#### RULE §217.17

#### Nursing Jurisprudence Exam (NJE)

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##### (a) Exam Development.

(1) The Board will develop a Nursing Jurisprudence Exam (NJE) as authorized by Nursing Practice Act (NPA) §301.252.

(2) The NJE will be required for each person who submits an application seeking initial licensure on or after September 1, 2008.

(3) The NJE will be a minimum of 50 questions and shall be psychometrically validated.

(4) The NJE shall be designed to test an applicant's knowledge relating to board statutes, rules, position statements, guidelines, disciplinary sanction policies, frequently asked questions, and other resource documents accessible on the board's web page relating to the regulation, licensure, and practice of nursing under the following categories:

(A) Nursing Licensure and Regulation in Texas;

(B) Nursing Ethics;

(C) Nursing Practice;

(D) Nursing Peer Review;

(E) Disciplinary Action.

##### (b) Grading Procedures.

(1) In this chapter, applicants required to take the NJE exam, must achieve a passing score as determined by the Board of Nursing in consultation with a psychometrician. Should an applicant fail to achieve a passing score on the NJE, such applicant, shall retake the NJE until such time as a passing score is achieved.

(2) In accordance with NPA §301.252(a)(3), an applicant for initial nursing licensure in Texas shall not be granted a nursing license until the applicant achieves a passing score on the NJE.

(3) A person who has passed the NJE shall not be required to retake the NJE for another or similar license, except as a specific requirement of the board.

(4) A passing grade on the NJE is valid for purposes of licensure for one year from the date the passing grade is achieved.

##### (c) Taking the NJE.

(1) An applicant may take the NJE at any time during the application process.

(2) Should an applicant fail to achieve a minimum passing score on the NJE, such applicant may retake the NJE until such time as a passing score is achieved.

##### (d) Notice of Results.

(1) Attaining a passing score on the NJE is a requirement of initial licensure in Texas effective September 1, 2008.

(2) Each applicant will be notified upon successful completion of all requirements for initial licensure.

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**Source Note:** The provisions of this §217.17 adopted to be effective November 15, 2007, 32 TexReg 8167; amended to be effective October 19, 2008, 33



Texas Board  
of Nursing

The Interpretive Guideline for the LVN Scope of Practice under Rule 217.11 was retired in July 2011 and replaced with [Position Statement 15.27, The LVN Scope of Practice](#).

## 15.27 The Licensed Vocational Nurse Scope of Practice

**The BON recommends that all nurses utilize the [Six-Step Decision-Making Model for Determining Nursing Scope of Practice](#)<sup>1</sup> when deciding if an employer's assignment is safe and legally with the nurse's scope of practice.**

The Texas Board of Nursing (BON) is authorized by the Texas Legislature to regulate the nursing profession to ensure that every licensee is competent to practice safely. The Texas Nursing Practice Act (NPA) and the Board's Rules and Regulations define the legal scope of practice for licensed vocational nurses (LVN). The LVN scope of practice is a directed scope of practice and requires appropriate supervision. The LVN, with a focus on patient safety, is required to function within the parameters of the legal scope of practice and in accordance with the federal, state, and local laws, rules, regulations, and policies, procedures and guidelines of the employing health care institution or practice setting. *The LVN is responsible for providing safe, compassionate and focused nursing care to assigned patients with predictable health care needs.*

The purpose of this position statement is to provide direction and recommendations for nurses and their employers regarding the safe and legal scope of practice for licensed vocational nurses and to promote an understanding of the differences between the LVN and RN levels of licensure. [The RN scope of practice is interpreted in Position Statement 15.28](#).

Every nursing education program in the state of Texas is required to ensure that their graduates exhibit competencies outlined in the [Board's Differentiated Essential Competencies \(DECs\) of Graduates of Texas Nursing Programs](#).<sup>2</sup> These competencies are included in the program of study so that every graduate has the knowledge, clinical behaviors and judgment necessary for LVN entry into safe, competent and compassionate nursing care. The DECs serve as a guideline for employers to assist LVNs as they transition from the educational environment into nursing practice. As LVNs enter the workplace, the DECs serve as the foundation for the development of the LVN scope of practice.

Completion of on-going, informal continuing nursing education offerings and on-the-job trainings in a LVN's area of practice serves to develop, maintain, and expand the level of competency. Because the LVN scope of practice is based upon the educational preparation in the LVN program of study, there are limits to LVN scope of practice expansion parameters. The Board believes that for a nurse to successfully make a transition from one level of nursing practice to the next requires the completion of a formal program of education.<sup>3</sup>



## **The LVN Scope of Practice**

The LVN is an advocate for the patient and the patient's family and promotes safety by practicing within the NPA and the BON Rules and Regulations. LVN scope of practice does not include acts of medical diagnosis or the prescription of therapeutic or corrective measures.<sup>4</sup> The practice of vocational nursing must be performed under the supervision of a RN, APRN, physician, physician assistant, podiatrist or dentist.<sup>5</sup> Supervision is defined as the active process of directing, guiding, and influencing the outcome of an individual's performance of an activity.<sup>6</sup> The LVN is precluded from practicing in a completely independent manner; however, direct and on-site supervision may not be required in all settings or patient care situations. Determining the proximity of an appropriate clinical supervisor, whether available by phone or physical presence, should be made by the LVN and the LVN's clinical supervisor by evaluating the specific situation, taking into consideration patient conditions and the level of skill, training and competence of the LVN. An appropriate clinical supervisor may need to be physically available to assist the LVN should emergent situations arise.

The setting in which the LVN provides nursing care should have well defined policies, procedures, and guidelines, in which assistance and support are available from an appropriate clinical supervisor. The Board recommends that newly licensed LVNs work in structured settings for a period of 12-18 months, such as nursing homes, hospitals, rehabilitation centers, skilled nursing facilities, clinics or private physician offices.<sup>7</sup> This allows the new nurse sufficient practice experience in more structured settings in order to assimilate knowledge from their education. As competencies are demonstrated, if the LVN transitions to unstructured settings where the clinical supervisor may not be on-site, it is the LVN's responsibility to ensure he or she has access to an appropriate clinical supervisor and that the policies, procedures and guidelines for that particular setting are established to guide the LVN practice.

The LVN uses a systematic problem-solving process in the care of multiple patients with predictable health care needs to provide individualized, goal-directed nursing care. LVNs may contribute to the plan of care by collaborating with interdisciplinary team members, the patient and the patient's family. The essential components of the nursing process are described in a side by side comparison of the different levels of education and licensure (see Table).

### **Assessment**

The LVN assists 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. The LVN collects data and information, recognizes changes in conditions and reports this to the RN supervisor or another appropriate clinical supervisor to assist in the identification of problems and formulation of goals, outcomes and patient-centered plans of care that are developed in collaboration with patients, their families, and the interdisciplinary health care team. The LVN participates in the nursing process by appraising the individual patient's status or situation at hand. Also known as a focused assessment, this appraisal may be considered a component of a more comprehensive assessment performed by a RN or another appropriate clinical supervisor. For example, a RN may utilize the data and information collected and reported by the LVN in the formation of the nursing process; however, the RN's comprehensive assessment lays the foundation for the nursing process. The LVN reports the data and information collected either verbally or in writing. Written documentation must be accurate and complete, and according to policies, procedures and guidelines for the employment setting.<sup>8</sup>

### **Planning**

The second step in which the LVN participates and contributes to the nursing process is planning. After the focused assessment, the LVN reports data and other information such as changes in patient conditions to the appropriate clinical supervisor, such as a RN. This information may be considered in planning, problem identification, nursing diagnoses, and formulation of goals, teaching plans and outcomes by the RN supervisor

or another appropriate clinical supervisor. A nursing plan of care for patients is developed by the RN and thus the RN has the overall responsibility to coordinate nursing care for patients.

## **Implementation**

Implementing the plan of care is the third step in the nursing process. The LVN is responsible for providing safe, compassionate and focused nursing care to assigned patients with predictable health care needs. The LVN may implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors. The LVN organizes aspects of patient care based on identified priorities. Delegating tasks to unlicensed assistive personnel (UAPs) is beyond the scope of practice for LVNs; however, LVNs may make appropriate assignments to other LVNs and UAPs according to Rule 217.11(2).<sup>6</sup> The RN is generally responsible and accountable for supervising not only the LVN's practice but the UAP's performance of tasks as well. For example, the RN may have trained, verified competency and delegated the tasks to a UAP and the LVN may then proceed to assign those tasks that need to be accomplished for that day. Teaching and counseling are interwoven throughout the implementation phase of the nursing process and LVNs can participate in implementing established teaching plans for patients and their families with common health problems and well defined health learning needs.

## **Evaluation**

A critical and fourth step in the nursing process is evaluation. The LVN participates in the evaluation process identifying and reporting any alterations in patient responses to therapeutic interventions in comparison to expected outcomes. The LVN may contribute to the evaluation phase by suggesting any modifications to the plan of care that may be necessary and making appropriate referrals to facilitate continuity of care.

## **Essential Skills Use in the Nursing Process**

### **Communication**

Communication is a fundamental component in the nursing process. The LVN must communicate verbally, in writing, or electronically with members of the healthcare team, patients and their families on all aspects of the nursing care provided to patients. Communications must be appropriately documented in the patient record or nursing care plan. Because LVNs are members of the healthcare team, provide nursing care, and contribute to the nursing process, collaboration is a quality that is crucial to the communication process. When patient conditions or situations have changed or exceeded the LVN's level of competency and scope of practice, the LVN must be prepared to seek out his or her clinical supervisor and actively cooperate to develop solutions that ensure patient safety.

### **Clinical Reasoning**

Clinical reasoning is another integral component in the nursing process. LVNs must use clinical reasoning and established evidence-based policies, procedures or guidelines as the basis for decision making in nursing practice. LVNs are accountable and responsible for the quality of nursing care provided and must exercise prudent nursing judgment to ensure the standards of nursing practice are met at all times.<sup>9</sup>

### **Employment Setting**

When an employer hires a nurse to perform a job, the nurse must assure that it is safe and legal. For instance, the LVN must have a clinical supervisor who is knowledgeable and aware of his or her role. Caution must be exercised not to overstep the legal parameters of nursing practice when an employer may not understand the limits of the LVN scope of practice and makes an assignment that is not prudent or safe. The LVN must

determine before he or she engages in an activity or assignment whether he or she has the education, training, skill, competency and the physical and emotional ability to safely carry out the activity or assignment.<sup>10</sup> The LVN's duty is to always provide safe, compassionate, and focused nursing care to patients.

## **Making Assignments**

The LVN's duty to patient safety when making assignments to others is to take into consideration the education, training, skill, competence and physical and emotional ability of the persons to whom the assignments are made.<sup>11 12</sup> If the LVN makes assignments to another LVN or UAP, he or she is responsible for reasonable and prudent decisions regarding those assignments. It is not appropriate and is beyond the scope of practice for a LVN to supervise the nursing practice of a RN. However, in certain settings, i.e.: nursing homes, LVNs may expand their scope of practice through experience, skill and continuing education to include supervising the practice of other LVNs, under the oversight of a RN or another appropriate clinical supervisor. The supervising LVN may have to directly observe and evaluate the nursing care provided depending on the LVN's skills and competence, patient conditions and emergent situations. Timely and readily available communication between the supervising LVN and the clinical supervisor is essential to provide safe and effective nursing care.

## **Summary**

The LVN, with a focus on patient safety, is required to function within the parameters of the legal scope of practice and in accordance with the federal, state, and local laws, rules, regulations, and policies, procedures and guidelines of the employing health care institution or practice setting. The LVN functions under his or her own license and assumes accountability and responsibility for quality of care provided to patients and their families according to the standards of nursing practice.<sup>9</sup> The LVN demonstrates responsibility for continued competence in nursing practice, and develops insight through reflection, self-analysis, self-care, and lifelong learning.

The table below offers a brief synopsis of how the scope of practice for nurses differs based on educational preparation and level of licensure. These are minimum competencies, but also set limits on what the LVN or RN can do at his or her given level of licensure, regardless of experience.

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- <sup>1</sup>Texas Board of Nursing (2010). Six-step decision-making model for determining nursing scope of practice
  - <sup>2</sup>Texas Board of Nursing (2010). Differentiated essential competencies (DECs) of graduates of Texas Nursing Programs.
  - <sup>3</sup>Texas Board of Nursing (2011). Position statement 15.10 Continuing education: Limitations for expanding scope of practice.
  - <sup>4</sup>Texas Nursing Practice Act, TOC § 301.002(5).
  - <sup>5</sup>Texas Nursing Practice Act, TOC § 301.353.
  - <sup>6</sup>Texas Administrative Code, 22 TAC §217.11(2).
  
  - <sup>7</sup>Texas Board of Nursing (2011). Rules and guidelines governing the graduate vocational and registered nurse candidates or newly licensed vocational or registered nurse.
  - <sup>8</sup>Texas Administrative Code, 22 TAC §217.11(1)(D).
  - <sup>9</sup>Texas Administrative Code, 22 TAC §217.11.
  - <sup>10</sup>Texas Administrative Code, 22 TAC §217.11(1)(T).
  - <sup>11</sup>Texas Administrative Code, 22 TAC §217.11(1)(S).
  - <sup>12</sup>Texas Administrative Code, 22 TAC §217.11(2)(B).

## Additional Resources

- Idaho Board of Nursing (2010). Position on safety to practice.
- Kentucky Board of Nursing. (2005). Components of licensed practical nursing practice (AOS #27 LPN Practice).
- National Council of State Boards of Nursing. (2009). Changes in healthcare professions' scope of practice: Legislative considerations.
- North Carolina Board of Nursing. (2010). LPN scope of practice: Clarification: Position statement for LPN practice.
- North Carolina Board of Nursing. (2010). RN scope of practice: Clarification: Position statement for RN practice.
- Texas Administrative Code, 22 TAC §224.
- Texas Administrative Code, 22 TAC §225.
- (Adopted 07/2011)
- (Reviewed 01/2012)

**Synopsis Of Differences in Scope Of Practice for Licensed Vocational, Associate, Diploma and Baccalaureate Degree Nurses**

<b>Nursing Practice</b>	<b>LVN Scope of Practice Directed/Supervised Role</b>	<b>ADN or Diploma RN Scope of Practice Independent Role</b>	<b>BSN RN Scope of Practice Independent Role</b>
<b>Education</b>	<p>The curriculum for the VN education is in a clinically intensive certificate program of approximately one year in length. The Texas BON rules mandate a minimum of 558 theory and 840 clinical hours in the VN program of study.</p> <p>The VN curriculum includes instruction in five basic areas of nursing care: adults; mothers and newborns; children; elderly; and individuals with mental health problems. Clinical experience in a unit or a facility specifically designed for psychiatric care is optional.</p> <p>Required support courses should provide instruction in biological, physical, social, behavioral, and nursing sciences, including body structure and function, microbiology, pharmacology, nutrition, signs of emotional health, human growth and development, vocational adjustments, and nursing skills.</p>	<p>ADN programs require a minimum of two full years of study, integrating a balance between courses in liberal arts; natural, social, and behavioral sciences; and nursing. Academic associate degrees consist of 60-72 credit hours with approximately half the program requirements in nursing courses.</p> <p>The Texas BON approved curriculum includes requirements for didactic instruction and clinical experiences in four contents areas: medical-surgical, maternal/child health, pediatrics, and mental health nursing.</p> <p>Diploma programs are hospital-based, single purpose schools of nursing that consist of two-three years of general education and support courses.</p>	<p>The BSN program of study integrates approximately 60 hours from liberal arts and natural, social, and behavioral science courses and approximately 60-70 hours of nursing courses. In addition to the ADN/Diploma education requirements, BSN education includes instruction in community health, public health, research, nursing leadership, and nursing management with preparation and skills to practice evidence based nursing</p>
<b>Supervision</b>	<p>Supervision is required for the LVN scope of practice. LVNs are not licensed for independent nursing practice. A LVN must ensure that he or she has an appropriate clinical supervisor, i.e. RN, APRN, Physician, PA, Dentist or Podiatrist. The proximity of a clinical supervisor depends on skills and competency of the LVN, patient conditions and practice setting. Direct, on-site supervision may not always be necessary depending on the LVN's skill and competence and should be determined on a case-by-case situation taking into consideration the practice setting laws. However, clinical supervisors must provide timely and readily available supervision and may have to be physically present to assist LVNs should emergent situations occur.</p>	<p>Provides supervision to other RNs, LVNs and UAPs. Supervision of LVN staff is defined as the process of directing, guiding, and influencing the outcome of an individual's performance and activity.</p>	<p>Provides supervision to other RNs, LVNs and UAPs. Supervision of LVN staff is defined as the process of directing, guiding, and influencing the outcome of an individual's performance and activity.</p>

<b>Nursing Practice</b>	<b>LVN Scope of Practice Directed/Supervised Role</b>	<b>ADN or Diploma RN Scope of Practice Independent Role</b>	<b>BSN RN Scope of Practice Independent Role</b>
<b>Setting</b>	<p>Provides focused nursing care to individual patients with predictable health care needs under the direction of an appropriate clinical supervisor.</p> <p>The setting may include areas with well defined policies, procedures and guidelines with assistance and support from appropriate clinical supervisors, i.e. nursing home, hospital, rehabilitation center, skilled nursing facility, clinic, or a private physician office. As competencies are demonstrated, if the LVN transitions to other settings, it is the LVN's responsibility to ensure he or she has an appropriate clinical supervisor and that the policies, procedures and guidelines for that particular setting are available to guide the LVN practice.</p>	<p>Provides independent, direct care to patients and their families who may be experiencing complex health care needs that may be related to multiple conditions.</p> <p>Provides healthcare to patients with predictable and unpredictable outcomes in various settings.</p>	<p>Provides independent, direct care to patients, families, populations, and communities experiencing complex health care needs that may be related to multiple conditions.</p> <p>Provides healthcare to patients with predictable and unpredictable outcomes in various settings</p>
<b>Assessment</b>	<p>Assists, contributes and participates in the nursing process by performing a focused assessment on individual patients to collect data and gather information. A focused assessment is an appraisal of the situation at hand for an individual patient and may be performed prior to the RN's initial and comprehensive assessment.</p> <p>The LVN reports and documents the assessment information and changes in patient conditions to an appropriate clinical supervisor.</p>	<p>Independently performs an initial or ongoing comprehensive assessment (Extensive data collection). Anticipates changes in patient conditions to include emergent situations. Reports and documents information and changes in patient conditions to a health care practitioner and or a responsible party.</p> <p>Determines the physical and mental health status, needs, and preferences of culturally diverse patients and their families.</p>	<p>Independently performs an initial or ongoing comprehensive assessment (Extensive data collection). Anticipates changes in patient conditions to include emergent situations. Reports and documents information and changes in patient conditions to a health care practitioner and or a responsible party. Determines the physical and mental health status, needs, and preferences of culturally diverse patients, families, populations and communities.</p>
<b>Planning</b>	<p>Uses clinical reasoning based on established evidence-based policies, procedures and guidelines for decision-making.</p> <p>May assign specific daily tasks and supervise nursing care to other LVNs or UAPs.</p>	<p>Uses clinical reasoning based on established evidence-based policies, procedures and guidelines for decision-making.</p> <p>Analyzes assessment data to identify problems, formulate goals and outcomes, and develops nursing plans of care for patients and their families.</p>	<p>Uses clinical reasoning based on established evidence-based practice outcomes and research for decision-making and comprehensive care.</p> <p>Synthesizes comprehensive data to identify problems, formulate goals and</p>

	Provides safe, compassionate and focused nursing care to patients with predictable health care needs.	May assign tasks and activities to other nurses. May delegate tasks to UAPs.	outcomes, and develop nursing plans of care for patients, families, populations, and communities. May assign tasks and activities to other nurses. May delegate tasks to UAPs.
Implementation	<p>Implements aspects of the nursing care plan, including emergency interventions under the direction of the RN or another appropriate clinical supervisor.</p> <p>Contributes to the development and implementation of teaching plans for patients and their families with common health problems and well-defined health needs.</p>	Provides safe, compassionate, comprehensive nursing care to patients, and their families through a broad array of health care services. Implements the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles. Develops and implements teaching plans to address health promotion, maintenance, and restoration.	<p>Provides safe, compassionate, comprehensive nursing care to patients, families, populations, and communities through a broad array of health care services.</p> <p>Implements the plan of care for patients, families, populations, and communities within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles. Develops and implements teaching plans to address health promotion, maintenance, restoration, and population risk reduction.</p>
Evaluation	<p>Participates in evaluating effectiveness of nursing interventions.</p> <p>Participates in making referrals to resources to facilitate continuity of care.</p>	Evaluates and reports patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plans follow-up nursing care to include referrals for continuity of care.	Evaluates and reports patient, family, population, and community outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice and research, and plans follow-up nursing care to include referrals for continuity of care.

**VNSG 1219  
PROFESSIONAL RÉSUMÉ  
OBJECTIVES**

Each student, using information contained in Kurzen, *Contemporary Practical/Vocational Nursing*, Chapter 14, pp 295-323 and examples of résumés posted on Blackboard, will prepare a professional résumé. The résumé will be turned in to the instructor by the specified date on Class Calendar.

Each student will receive a grade that will be **25% of the overall grade for the course.**

Students may use a résumé format that best suits their personal work and educational history, using examples provided.

After this exercise the graduate vocational nursing student should be able to prepare a professional résumé that demonstrates the following objectives:

1. Concise letter of introduction that introduces the applicant and the purpose of the résumé.
2. Overall appearance and neatness.
3. No more than two (2) pages in length.
4. Correct spelling and grammar throughout.
5. Clarity of expression.
6. Complete educational history.
7. Work history stated succinctly and in reverse chronological order.
8. Personal attributes

This would include organizations to which the applicant is or has been a member of, leadership positions held in organizations or previous employment and personal qualities that the applicant feels would enhance the organization or position for which they are applying.



**VNSG 1219  
PROFESSIONAL RÉSUMÉ  
GRADING CRITERIA**

STUDENT \_\_\_\_\_

<b>Criteria</b>	<b>0</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Concise letter of Introduction</b>					
<b>Correct spelling throughout</b>					
<b>Correct grammar</b>					
<b>Clarity of expression</b>					
<b>Educational history listed</b>					
<b>Work history listed</b>					
<b>Personal Attributes listed</b>					
<b>Overall appearance and neatness</b>					

- 0 --- Criteria not completed.
- 5 --- Criteria completed below expected level.
- 6 --- Criteria completed at minimum expected level.
- 7 --- Criteria completed at slightly higher than minimum expected level.
- 8 --- Criteria completed exceeding expected level.

Comments :

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**VNSG 1219  
PROFESSIONAL INTERVIEW  
OBJECTIVES**

Using information from Kurzen, *Contemporary Practical/Vocational Nursing*, Chapter 14, pg 308-310, and information presented in class, each student will participate in a practice professional interview.

Each student will receive a grade that will be **25% of the overall grade** for the course.

At the end of this exercise the graduate vocational nursing student should be able to demonstrate the following objectives:

1. Demonstrates appropriate grooming and dress for a professional interview.
  - a. Appropriate grooming and dress will be defined as:
    - i. Clean body with no body odors.
    - ii. Hair clean and away from the face.
    - iii. No perfume or cologne.
    - iv. Clothing should be modest, clean and professional. It is recommended that ladies wear a dress or skirt and shirt, however, dress pants and a dress shirt can be acceptable. Men should wear long dress pants and a button up dress shirt. Clothing should not expose personal body areas such as breasts, abdomen or buttocks. Closed toes shoes should be worn by both men and women.
    - v. Jewelry should be kept to a minimum. No earrings for men and only one pair of stud earrings, one in each ear, for women. Necklaces, as appropriate to the clothing, are acceptable.
2. Communicates verbally and non-verbally in a professional manner.
  - a. Professional verbal communication will be defined as:
    - i. Introducing him or herself, using a firm handshake.
    - ii. Answering all questions in a straight forward, truthful manner.
    - iii. Use of correct grammar.
  - b. Professional non-verbal communication will be defined as:
    - i. Using correct posture, sitting up straight in the chair.
    - ii. Feet should be together on the floor, arms and hands loosely in the lap.
    - iii. Eye contact should be maintained during the interview.
    - iv. Appropriate facial expressions such as smiling and nodding should be used.
    - v. Demonstrating confident and professional behavior.
3. States goals for a nursing career.
  - a. Short term goals related to professional growth as a nurse.
  - b. Long term career goals.
4. Emphasizes patient oriented nursing care during the interview.
  - a. Holistic nursing.
  - b. Patient safety.
  - c. Following policies and procedures of the facility.
5. Verbalizes Clinical experiences
  - a. Ability to discuss learning situations in the clinical setting.
6. Completes interview with concluding statement.

**VNSG 1219  
PROFESSIONAL INTERVIEW  
GRADING CRITERIA**

STUDENT \_\_\_\_\_

Criteria	0	5	6	7	8
<b>Demonstrates appropriate grooming and dress.</b>					
<b>Communicates verbally and nonverbally in a professional manner.</b>					
<b>States goals for a nursing career.</b>					
<b>Emphasizes patient oriented nursing care.</b>					
<b>Verbalizes Clinical experiences.</b>					
<b>Completes Interview with a concluding statement</b>					

- 0 --- Criteria not completed.
- 5 --- Criteria completed below expected level.
- 6 --- Criteria completed at minimum expected level.
- 7 --- Criteria completed at slightly higher than minimum expected level.
- 8 --- Criteria completed exceeding expected level.

INTERVIEWER \_\_\_\_\_