

**Grayson College
Vocational Nursing Program**



**VNSG 1509
Nursing In Health & Illness II**

Spring 2021
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: November 2020 LF

VNSG 1509
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Grayson College
Vocational Nursing Program
VNSG 1509, Nursing in Health & Illness II
Spring 2021

- Course Hours:** 5 credit hour course
- Course Level:** Introductory, Level II, Second Semester Course
- Course Description:** Introduction to common health problems requiring medical and surgical interventions.
- Prerequisites:** All level I, first semester vocational nursing courses must be passed in order to take this course.
- Co-requisites:** Co-requisite courses for second semester include: VNSG 1509, NHI II; VNSG 1230, Maternal Neonatal Nursing; VNSG 1238, Mental Illness; VNSG 1361, LVN Training. Co-requisite courses must be taken together and in case of failure of one or more of the co-requisite courses, must all be repeated together.

WECM Learning Outcomes:

1. Compare and contrast normal physiology of body systems to pathologic variations in the Client with medical surgical health problems.
2. Compare and contrast diagnostic evaluation and treatment of the Client with common medical-surgical health problems.
3. Apply the nursing process in caring for the Client with common medical-surgical health problems including nutrition and drug therapy.

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 1509, the Vocational Nursing Student should be able to:

Member of the Profession

1. Discuss the legal, ethical, social and cultural issues surrounding the nursing care of Clients/Clients families who are at various stages of the health-illness continuum and who are experiencing medical-surgical health problems.
2. Determine the resources available to the nurse for policies and procedures surrounding the safe nursing care of assigned Clients with common medical-surgical health problems.
3. Discuss the vocational nursing scope of practice in relationship to the nursing care of Clients/families with medical-surgical health problems that are experiencing imbalances in homeostasis.

Provider of Client Centered Care

4. Recall the growth, developmental, psychosocial, cultural, spiritual and nutritional needs of Clients across the life span and relate these factors to the holistic nursing care of Clients/families that are experiencing medical-surgical health problems.

5. Apply basic principles of physiology and pathophysiology to the nursing care of /Clients/families that are experiencing medical-surgical health problems.
6. Apply the nursing process as a critical thinking approach when providing basic nursing skills for Clients/families that are experiencing medical-surgical health problems.
7. Apply basic pharmacologic theory and principles to the holistic nursing care of the Clients/families with medical-surgical health problems that require medications.
8. Implement specific nursing plans of care and recommended nursing interventions for Clients/families that are experiencing medical-surgical health problems, followed by evaluation of effectiveness.

Client Safety Advocate

9. Discuss the role of the nurse as Client advocate for Clients/families.
10. Research disease processes and nursing care of Clients with medical-surgical problems using reliable texts and scientific resources.
11. Determine safe nursing practices for Clients/families that are experiencing medical-surgical health problems by providing careful assessment of physiologic and safety needs, planning, prioritization, implementation, and evaluation.
12. Assess educational needs of Clients/families on disease processes, treatments, and medications and provide/reinforce education as needed.
13. Recognize and report adverse abnormal findings to the appropriate supervisor.
14. Implement restorative, preventative, and palliative nursing care to Clients/families with medical-surgical health problems.

Member of the Health Care Team

15. Determine how the LVN functions as a member of the health care team through provision of care, communication, collaboration, evaluating, reporting, and delegating.
16. Discuss the role of cost containment when the nurse is administering nursing care.
17. Determine the need for consultation or assistance from others when administering nursing care.
18. Discuss how the nurse works within the health care system to provide care.

Withdrawal/ Drop Date: It is the student's responsibility to formally withdraw from this course. Failure to do so will result in an "F" on the student's transcript. Students should refer to the GC policies on withdrawal. The last day to withdraw is **April 9, 2021.**

Required Texts:

- Burke, Karen M., LeMone, Priscilla, Mohn-Brown, Elaine & Eby, Linda. (2016). *Medical-surgical nursing care*. (4th ed.) Upper Saddle River, NJ. Pearson Education, Inc. ISBN 978-0-13-338978-4
- Clayton, B., Willihnganz, M. (2017). *Basic pharmacology for nurses*. (17th ed.). St. Louis, MO. Elsevier. ISBN: 978-0-323-31112-0.
- deWit, S. (2018). *Fundamental concepts and skills for nursing*. (5th ed.) St. Louis, MO. Elsevier. ISBN: 978-0-323-39621-9.
- Mosby's Dictionary of medicine, nursing & health professions*. (2017) (10th ed.) St. Louis, MO. Elsevier. ISBN: 978-0-323-22205-1.
- Nettina, S. (2014). *Lippincott manual of nursing practice*. (10th ed.) Philadelphia, PA. Lippincott, Williams and Wilkins. ISBN: 978-1-4511-7354-3.

Methods of Instruction:

- Classroom teaching
- Posted Power Point lessons on Canvas
- Posted lecture notes on Canvas
- Computer Assisted Instruction
- Internet research as assigned

Methods of Evaluation: 6 Unit exams and Final Exam: Average of all grades on
Unit exams and Final exam:
(Final course grade must equal
75% or higher)

Students may be asked 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 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 progress to the third semester of the Vocational Nursing Program with an “Incomplete” grade.

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

All grades will be calculated in Microsoft Excel for accuracy. Students must achieve a final score of at least 74.5% in order to be rounded to 75% which is the minimal passing score.

Exam Day Absences: A student that misses an exam must make an appointment with the Program Director. Make-up exams are **not** automatic. Make-up exams will be at the discretion of the Program Director and the Course Professor.

Test Review: Test review will take place immediately after the exam is completed via ExamSoft. Students should use the Test Question Form when questioning a test item. These forms will subsequently be reviewed by faculty and a determination made on nullifying the question or accepting another answer.

Remediation: **Students are encouraged to seek help and remediation from the instructors as needed.**
Extended counseling requires an appointment with the instructor.
Remediation assignments are made by the instructor in order to assist a student who has low grades.
It is the responsibility of the student to complete and return the assignment when it is due.

Progression: Each student must successfully pass this course and all of the second semester courses in order to progress to the third semester. Please refer to the Grayson College Vocational Nursing Program Handbook.
Students should refer to the Grayson College Catalog for 2016-2017 for policies regarding withdrawal and dropping a course.
Failure to drop a course prior to the final allotted day may result in a grade of “F” for the course.

Course Behaviors: Students will follow all policies on classroom behaviors as outlined in the Grayson College VN Handbook.

Cell Phones: **Cell phones are not allowed to be used and must be turned off during classroom lecture and lab.**

Course/Clinical 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.**

Special Needs Students:

Students with special needs should contact the Disability Services Coordinator during the first week of class for assistance with disabilities.

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. 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. 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 (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:

Lisa Fair, BSN, RN fairl@grayson.edu Office hours as posted
 Beverly Berni, RN bernib@grayson.edu Office hours as posted
 Melinda Howard, RN howardm@grayson.edu Office hours as posted

VNSG 1509
Course Schedule Spring 2021
Mondays, 0830 – 1430 unless otherwise noted.

Monday, Jan 11, 2021 Unit 1, Diabetes Mellitus	Monday, Mar 8 SPRING BREAK
<u>TUESDAY, Jan 19, 2021</u> Unit 1: cont'd	Monday, Mar 15 8:30 – 11:00 Unit 4 cont'd 12:00 – 2:30 Unit 5, Cancer
Monday, Jan 25 <u>0830 – EXAM 1: Diabetes</u> Unit 2, Musculoskeletal	Monday, March 22 <u>0830- EXAM 4: Respiratory</u> Unit 5: cont'd
Monday, Feb 1 Unit 2: cont'd	Monday, March 29 Unit 5: cont'd
Monday, Feb 8 <u>0830 – EXAM 2: Musculoskeletal</u> Unit 3, Peri-Op	Monday, April 5 <u>0830 – EXAM 5: Cancer</u> Unit 6: GI
Monday, Feb 15 Unit 3: cont'd	Monday, April 12 Unit 6: cont'd
Monday, Feb 22 <u>0830 – EXAM 3: Peri-Op</u> Unit 4, Respiratory	Monday, April 19 <u>0830 – EXAM 6: GI</u> Unit 7, Endocrine
Monday, Mar 1 Unit 4: cont'd	Monday, April 26 Unit 8, Shock
	<u>MONDAY, MAY 3, 2021</u> <u>0900</u> <u>Comprehensive FINAL EXAM</u> <u>(Will include Units 7 and 8)</u>

***This schedule may be modified as needed by the instructors of the course. Instructors will post any changes on Canvas.**

VNSG 1509

Unit I

The Role of the Vocational Nurse in Caring for the Client with Diabetes Mellitus

Objective	Content	Learning Activities
<p>Nursing Process:</p> <p>Assessment</p> <p>1. Assess the Client experiencing an imbalance in homeostasis related to diabetes mellitus.</p>	<p>A. Review of the anatomy of the pancreas</p> <p>B. Overview of diabetes mellitus</p> <p>a. Types of diabetes</p> <p>b. Diabetes in the young or middle adult</p> <p>c. Diabetes in the older adult</p> <p>d. Pathophysiology of Type I and Type 2 diabetes</p> <p>C. Assessment of the signs and symptoms of diabetes mellitus:</p> <p>a. Subjective</p> <p>b. Objective</p> <p>D. Diagnostic Tests to monitor diabetes mellitus, nursing implications:</p> <p>a. Plasma Glucose level</p> <p>b. Fasting Blood Glucose</p> <p>c. Glucose tolerance test</p> <p>d. HgbA1c</p> <p>e. SMBG</p> <p>f. Urine testing for ketones and glucose</p> <p>Continued ↓</p>	<p><u>Required reading:</u></p> <p>Burke, et al. <i>Medical-Surgical Nursing Care</i> <u>Chapter 36:</u> Caring for Clients with Diabetes Mellitus</p> <p>Clayton, Willihnganz. <i>Basic Pharmacology for Nurses</i> <u>Chapter 35:</u> Drugs Used to Treat Diabetes Mellitus</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>Research new advances in insulin administration using the GC library resources and nursing journals on line.</p>

VNSG 1509
Unit I cont'd

The Role of the Vocational Nurse in Caring for the Client with Diabetes Mellitus

Objective	Content	Learning Activities
<p>Analyzing, Planning and Implementing</p> <p>1. Identify potential problems appropriate for clients with diabetes mellitus</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for the client with diabetes mellitus.</p>	<p>A. Potential problems for Clients with diabetes mellitus</p> <p>A. Management of Diabetes</p> <ol style="list-style-type: none"> a. Insulin b. Oral antidiabetic agents c. Other injectable agents d. Nutrition Therapy e. Exercise <p>B. Nursing implications for medications prescribed for Type I and Type 2 diabetes mellitus</p> <p>C. Continuity of Care: Client/ family teaching related to:</p> <ol style="list-style-type: none"> a. Insulin types b. Injection of insulin c. Oral medications d. Meal planning e. Exercise f. Foot care g. Sick Day care h. Surgery management i. Acute complications j. Chronic complications <p>D. Nursing care for acute complications of Diabetes</p> <ol style="list-style-type: none"> a. Diabetic Ketoacidosis b. Hyperosmolar Hyperglycemic State c. Hypoglycemia d. Smoygi Effect e. Dawn Phenomenon <p>E. Chronic Complications of Diabetes</p> <ol style="list-style-type: none"> a. Cardiovascular b. Peripheral Vascular Disease c. Diabetic Retinopathy d. Diabetic Nephropathy e. Neuropathy <p>Continued ↓</p>	<p>Continue required readings and learning activities.</p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <p>Insulin: Rapid acting, short acting, intermediate, and long acting Oral hypoglycemics</p> <p>Classroom discussion: Acute and chronic complications of Type I and 2 diabetes mellitus, including pathophysiology and collaborative care</p> <p>Prepare a teaching plan for the Client newly diagnosed with Type I and Type 2 diabetes mellitus.</p>

VNSG 1509
Unit I cont'd

The Role of the Vocational Nurse in Caring for the Client with Diabetes Mellitus

Objective	Content	Learning Activities
<p>Evaluation: 1. Discuss evaluation of the goals and nursing interventions for Clients with diabetes mellitus</p>	<p>A. Nursing Plans of Care B. Medications C. Teaching D. Nutritional Aspects</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care</p>	<p>Continue required readings and learning activities</p> <p>Apply nursing skills to the care of Clients with diabetes mellitus.</p>

**VNSG 1509
UNIT II**

The Role of the Vocational Nurse in Caring for Clients with Musculoskeletal Disorders

Objective	Content	Learning Activities
<p>Assessment 1. Assess the client experiencing musculoskeletal disorders.</p>	<p>A. Review of anatomy and physiology of the musculoskeletal system</p> <p>B. Assessment of the Musculoskeletal System:</p> <p style="padding-left: 20px;">a. Health History</p> <p style="padding-left: 20px;">b. Physical Exam</p> <p style="padding-left: 20px;">c. Diagnostic Tests</p> <p>C. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for Clients with Musculoskeletal Trauma:</p> <p style="padding-left: 20px;">a. Soft Tissue Trauma</p> <p style="padding-left: 20px;">b. Fractures</p> <p style="padding-left: 20px;">c. Hip Fracture</p> <p style="padding-left: 20px;">d. Joint Trauma and Injury</p> <p style="padding-left: 20px;">e. Amputation</p> <p style="padding-left: 20px;">f. Osteoporosis</p> <p style="padding-left: 20px;">g. Paget's Disease</p> <p style="padding-left: 20px;">h. Osteomalacia Osteomyelitis</p> <p style="padding-left: 20px;">i. Bone Tumors</p> <p style="padding-left: 20px;">j. Common Foot Disorders</p> <p style="padding-left: 20px;">k. Osteoarthritis</p> <p style="padding-left: 20px;">l. Rheumatoid Arthritis</p> <p style="padding-left: 20px;">m. Systemic Lupus</p> <p style="padding-left: 20px;">n. Erythematosis</p> <p style="padding-left: 20px;">o. Gout</p> <p style="padding-left: 20px;">p. Lyme Disease</p> <p style="padding-left: 20px;">q. Ankylosing Spondylitis</p> <p style="padding-left: 20px;">r. Fibromyalgia</p> <p style="padding-left: 20px;">s. Low Back Pain</p> <p>Continued ↓</p>	<p><u>Required reading:</u></p> <p>Burke, et al: <i>Medical –Surgical Nursing Care</i> <u>Chapter 41:</u> The Musculoskeletal System and Assessment <u>Chapter 42:</u> Caring for Clients with Musculoskeletal Trauma <u>Chapter 43:</u> Caring for Clients with Musculoskeletal Disorders</p> <p>Clayton, Willihnganz: <i>Basic Pharmacology for Nurses</i> <u>Chapter 19:</u> Drugs Used for Pain Management <u>Chapter 25:</u> Drugs Used to Treat PVD <u>Chapter 26:</u> Drugs Used to Thromboembolic Disorders <u>Chapter 37:</u> Corticosteroids <u>Chapter 49:</u> Miscellaneous Agents: Xanthine Oxidase Inhibitors, pg 797-798</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>Pharmacologic interventions: Using a drug reference be prepared to discuss the following classifications and name common drugs: NSAIDS Fosamax and Actonel Corticosteroids Colchicine Uricosuric Allopurinol Biphosphonates Fluoride Cox-2 inhibitors Aspirin</p>

**VNSG 1509
UNIT II cont'd**

The Role of the Vocational Nurse in Caring for Clients with Musculoskeletal Disorders

Objective	Content	Learning Activities
<p>Analyzing, Planning and Implementing</p> <ol style="list-style-type: none"> 1. Identify potential problems appropriate for clients with disorders of the musculoskeletal system. 2. Plan holistic nursing interventions that the vocational nurse can implement for clients with disorders of the musculoskeletal system. <p>Evaluation Discuss evaluation of the goals and nursing interventions for Clients with disorders of the musculoskeletal system</p>	<ol style="list-style-type: none"> A. Potential problems for individual disorders of the musculoskeletal system B. Planning of nursing interventions for musculoskeletal disorders listed under assessment: <ol style="list-style-type: none"> a. Etiology, pathophysiology b. Medical management c. Nursing management d. Client teaching e. Nutritional needs f. Pharmacology g. Older Clients h. Cultural, spiritual i. Developmental, Psychosocial A. Evaluation of goals and nursing interventions <p>Collaborating with the RN on modifying the plan of care</p>	<p>Continue required readings and learning activities</p> <p>Apply nursing skills to the care of Clients with a musculoskeletal disorder.</p>

VNSG 1509

Unit III

The Role of the Vocational Nurse in Caring for the Client in Pain and the Client Having Surgery

Objective	Content	Learning Activities
<p>Nursing Process: Preoperative Phase 1. Discuss the use of the nursing process as a critical thinking approach for the Client during the preoperative period.</p> <p>Assessment 1. Assess Clients during the pre-operative period.</p> <p>Analyzing, Planning and Implementing 1. Identify potential problems appropriate for Clients in the pre-operative period.</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for Clients in the preoperative period.</p>	<p>A. Types and settings for Surgery B. Phases of Surgical Experience</p> <p>Preoperative Clients: A. Observation of the psychological status of the pre-operative client B. Assessment of the physical status of the preoperative client a. Assessment of the cardiovascular, respiratory, endocrine, immune systems. b. Assessment of medications, allergies, health history c. Assessment of Surgical Risk Factors d. Assessment of Learning Needs</p> <p>A. Potential Problems for Clients having surgery A. Preoperative teaching: a. TCDB b. ROM c. Pain relief e. Special equipment B. Preoperative procedures: a. Vital signs b. Laboratory tests c. Radiology exams C. Informed Consent D. Physical preparation a. Marking operative site b. Skin Preparation c. Elimination d. Food and fluid e. Expected Tubes and Equipment f. Rest and Sedation g. Pain control h. Personal effects</p> <p>Continued ↓</p>	<p><u>Required reading:</u></p> <p>Burke, et al. <i>Medical-Surgical Nursing Care</i> <u>Chapter 10:</u> Caring for Clients Having Surgery <u>Chapter 8:</u> Caring for Clients in Pain</p> <p>Clayton, Willihnganz: <i>Basic Pharmacology for Nurses</i> <u>Chapter 19:</u> Drugs Used for Pain Management</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>deWit. <i>Fundamental Concepts and Skills for Nursing</i> <u>Chapter 37,</u> Care of the Surgical Patient <u>Chapter 31,</u> Pain, Comfort and Sleep</p>

VNSG 1509
Unit III cont'd

The Role of the Vocational Nurse in Caring for the Client in Pain and the Client Having Surgery

Objective	Content	Learning Activities
	<p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care</p> <p>A. Pharmacology:</p> <ul style="list-style-type: none"> a. General anesthesia b. Regional anesthesia c. Conscious Sedation d. Local anesthesia <p>B. Surgical team</p> <p>C. Role of the circulating RN</p> <p>D. Role of the scrub nurse</p> <p>E. Operating room safety</p> <ul style="list-style-type: none"> a. Infection Control b. Positioning c. Sponge and instrument count <p>F. Potential intraoperative complications</p> <ul style="list-style-type: none"> a. Infection b. Fluid Volume excess or deficit c. Imbalanced Body temperature d. Aspiration e. Injury related to positioning <p>A. Nursing diagnoses for the Client following surgery</p> <p>A. Immediate assessment</p> <ul style="list-style-type: none"> a. Airway, breathing, circulation, system review b. Vital signs c. Intake and output <p>B. Care in the PACU, ICU, client's room</p> <p>C. Wound healing and drainage</p> <p>Continued ↓</p>	<p>Continue required readings and learning activities.</p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <p>Sedatives Anticholinergics Muscle relaxants H2 Receptor blocking agents Antacids Antibiotics Corticosteroids Diuretics</p> <p>Emergency drugs: Antidysrhythmic agents</p>

VNSG 1509, Unit III cont'd

The Role of the Vocational Nurse in Caring for the Client in Pain and the Client Having Surgery

Objective	Content	Learning Activities
<p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for postoperative client.</p> <p>Nursing Process: Clients in Pain 1. Discuss the use of the nursing process as a critical thinking approach for the Client in pain.</p> <p>Assessment 1. Assess the Client experiencing an imbalance in homeostasis related to pain</p> <p>Analyzing, Planning and Implementation 1. Identify potential problems for Clients in pain.</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for the Client in pain</p> <p>Evaluation: 1. Discuss evaluation of the goals and nursing interventions for Clients who are in pain.</p>	<p>D. Common Postoperative Complications: a. Hemorrhage b. Shock c. DVT d. Pulmonary embolism e. Pneumonia f. Atelectasis g. Elimination complications h. Wound complications</p> <p>E. Nursing Management: a. Nursing Plan of Care b. Medications c. Teaching d. Nutritional Aspects</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care.</p> <p>A. Pain – “The 5th Vital Sign” B. Physiology of Pain a. Pain conduction b. Theory of Pain</p> <p>C. Types of Pain a. Acute pain b. Chronic pain c. Neuropathic pain d. Phantom pain e. Psychogenic pain</p> <p>Factors affecting response to D. Pain: a. Pain threshold b. Pain tolerance c. Age d. Cultural factors e. Emotional status f. Past experience g. Meaning of pain h. Knowledge deficit</p> <p>A. Potential Problems for the Client in pain.</p> <p>A. Nursing plans of care B. Medications C. Teaching D. Nutritional Aspects A. Evaluation of goals and nursing interventions</p>	<p>Continue required readings and learning activities</p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names: Non opioid drugs Opioid analgesics Adjuvant analgesics</p> <p>Review: Routes of medication administration</p>

**VNSG 1509
Unit IV**

The Role of the Vocational Nurse in Caring for Clients with a Respiratory Disorder

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the use of the nursing process as a critical thinking approach for the Client with a respiratory disorder.</p> <p>Assessment 1. Assess the Client experiencing an imbalance in homeostasis related to upper respiratory disorders.</p>	<p>A. Review of the anatomy and physiology of the respiratory system</p> <p>B. Diagnostic tests, labs for respiratory disorders, role of the VN</p> <ul style="list-style-type: none"> a. Chest X-Ray b. Computed tomography c. Pulmonary function tests d. Mediastinotomy e. Laryngoscopy f. Bronchoscopy g. Sputum specimen h. Cytology i. Thoracentesis j. Arterial blood gases k. Pulse oximetry <p>C. Review of nursing assessment</p> <ul style="list-style-type: none"> a. Physical exam b. Subjective data c. Objective data d. Adventitious breath sounds e. Signs and symptoms of hypoxia f. Sputum characteristics g. ABGs <p>D. Determine respiratory changes associated with aging</p> <p>E. Cultural variations related to time</p> <p style="text-align: center;">Continued ↓</p>	<p><u>Required Reading:</u></p> <p>Burke et al: <i>Medical Surgical Nursing Care</i> <u>Chapter 21:</u> The Respiratory System and Assessment <u>Chapter 22,</u> Caring for Clients with Upper Respiratory Disorders <u>Chapter 23,</u> Caring for Clients with Lower Respiratory Disorders</p> <p>Clayton, Willihnganz: <i>Basic Pharmacology for Nurses</i> <u>Chapter 29:</u> Drugs Used to Treat Upper Respiratory Disease <u>Chapter 30:</u> Drugs Used to Treat Lower Respiratory Disease</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p>

**VNSG 1509
Unit IV cont'd**

The Role of the Vocational Nurse in Caring for Clients with a Respiratory Disorder

Objective	Content	Learning Activities
<p>Assessment 1. Assess the Client experiencing an imbalance in homeostasis related to lower respiratory disorders.</p> <p>Analyzing, Planning and Implementing 1. Identify potential problems for Clients with lower respiratory disorders.</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for Clients with lower respiratory disorders.</p>	<p>A. Assessment of Clients with lower respiratory disorders</p> <ol style="list-style-type: none"> a. Acute bronchitis b. Pneumonia c. Tuberculosis d. Lung abscess, empyema e. Emerging respiratory infections f. Asthma g. COPD h. Cystic fibrosis i. Atelectasis j. Bronchiectasis k. Occupational Lung Diseases l. Sarcoidosis m. Lung cancer n. Pulmonary embolism o. Pulmonary hypertension p. Pleuritis q. Pleural effusion r. Pneumothorax, hemothorax s. Chest, lung trauma t. Respiratory failure u. Acute respiratory distress syndrome <p>A. Potential problems for Clients with lower respiratory disorders.</p> <ol style="list-style-type: none"> A. Nursing plans of care B. Medications C. Teaching D. Nutritional Aspects <p>Continued ↓</p>	<p>Discuss why the following therapies assist the Client with lower respiratory infection:</p> <ol style="list-style-type: none"> 1. Fluid therapy 2. Percussion 3. Vibration 4. Postural drainage <p>Study the nursing role for the following procedures:</p> <ol style="list-style-type: none"> 1. Thoracentesis 2. PPD skin testing 3. Chest x-ray 4. Using a metered-dose inhaler 5. Pursed-lipped breathing, abdominal breathing, controlled cough technique, huff technique 6. Chest tubes <p>Review: Oxygen delivery devices Postural drainage Administering a TB skin test Interpreting TB skin test results Antituberculosis drugs Giving asthma drugs safely Client teaching on cigarette smoking Nursing Care Checklist for thoracentesis Endotracheal suctioning Tracheostomy Care</p>

**VNSG 1509
Unit IV cont'd**

The Role of the Vocational Nurse in Caring for Clients with a Respiratory Disorder

Objective	Content	Learning Activities
<p>Planning/Implementation, cont'd</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for Clients with upper and lower respiratory disorders.</p>	<p>Cont'd</p> <p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care.</p>	<p>Create a teaching plan for a Client that smokes who needs to stop smoking.</p> <p>Research sarcoidosis on the internet for cultural considerations.</p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names: Antibiotics bronchodilators TB drugs Beta adrenergic agonists Anticholinergics Corticosteroids Pneumonia, flu vaccines Smoking cessation agents Thrombolytic Anticoagulants</p>

VNSG 1509

Unit V

The Role of the Vocational Nurse in Caring for Clients with Altered Immunity and Cancer

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the use of the nursing process as a critical thinking approach for the client with altered immunity.</p> <p>Assessment 1. Assess the Client experiencing an imbalance in homeostasis related to immune system disorders.</p>	<p>A. Assessment of Clients with immune disorders</p> <ul style="list-style-type: none"> A. Overview of the immune system a. Humoral and cell mediated immunity b. Immune function in the older adult c. Natural and acquired immunity d. Immunizations e. Laboratory and diagnostic tests f. Altered immune responses <ul style="list-style-type: none"> a. Hypersensitivity responses b. Latex allergy g. Immunizations h. Pharmacology i. Autoimmune disorders j. Organ, tissue transplants k. HIV l. Complications of HIV m. Laboratory, diagnostic tests n. Pharmacology o. Prevention <p>B. Assessment for Clients with cancer</p> <ul style="list-style-type: none"> a. Pathophysiology of cancer b. Malignant neoplasms c. Carcinogenesis d. Risk factors e. Cancer and the older adult f. Early detection g. Effects and manifestations of cancer h. Psychological responses i. Diagnostic tests j. Treatments <p>Continued ↓</p>	<p>Required Reading:</p> <p>Burke et al. <i>Medical Surgical Nursing Care</i> <u>Chapter 11:</u> Caring for Clients with Altered Immunity <u>Chapter 12:</u> Caring for Clients with Cancer <u>Chapter 13:</u> Loss, Grief, and End-of-Life Care</p> <p>Clayton, Willihnganz: <i>Basic Pharmacology for Nurses</i> <u>Chapter 43:</u> Drugs Used to Treat Cancer</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters</p> <p>Discuss the role of the LVN in caring for a Client receiving chemotherapy.</p>

VNSG 1509

Unit V

The Role of the Vocational Nurse in Caring for Clients with Altered Immunity and Cancer

Objective	Content	Learning Activities
<p>Analyzing, Planning and Implementing 1. Identify potential problems for clients with immune disorders and cancer.</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for clients with immune disorders and cancer.</p> <p>Evaluation 1. Discuss evaluation of the goals and nursing interventions for Clients with immune disorders and cancer.</p>	<p>A. Potential problems for Clients with immune disorders and cancer.</p> <p>A. Nursing plans of care B. Teaching C. Nutrition D. Pharmacology</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care</p> <p>A. Nursing care of Clients who are experiencing loss grief, and who need end of life care.</p> <p>a. Stages of grief b. Cultural responses to death c. Family support d. Spirituality e. Rituals of Mourning f. Nurses' responses to loss g. End of life care h. Legal and ethical issues i. Settings and services j. Physiologic changes in the dying client</p>	<p>Continue required readings and learning activities.</p> <p>Review for Immune: Cells of the immune system Recommended immunizations for adults Assessing client's immune system Types of hypersensitivity reactions Transplant rejection episodes Giving immunosuppressive agents safely Guidelines for safer sex Pharmacologic treatment of opportunistic infections and malignancies</p> <p>Nursing care for clients with cancer Nursing care for clients with loss or dying</p> <p>Review for Cancer: Focus on diversity Comparison of benign and malignant neoplasms Selected cancers and sites of metastases American Cancer Society Guidelines for cancer screening Common general manifestations of cancer Nursing care checklist for radiation therapy Giving chemotherapeutic agents safely Focus on older adults</p>

VNSG 1509

Unit VI

The Role of the Vocational Nurse in Caring for the Client with a Gastrointestinal Disorder, Gallbladder, Liver, Biliary Tract or Exocrine Pancreatic Disorder

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the use of the nursing process as a critical thinking approach for the Client with a gastrointestinal, gallbladder, liver, biliary tract or pancreatic disorder.</p> <p>Assessment 1. Assess the Client experiencing an imbalance in homeostasis related to gastrointestinal system, gallbladder, liver, and pancreas disorders.</p>	<p>A. Review of anatomy and physiology, accessory organs of digestion, and regulation of food intake.</p> <p>B. Diagnostic tests, imaging, endoscopic and laboratory tests for GI disorders, nursing implications: a. Gastric analysis b. Urea breath test c. Ambulatory pH monitoring d. Esophageal acidity e. Ultrasound f. Upper GI Series g. Barium enema h. CT Scans i. Upper Endoscopy (EGD) j. Colonoscopy k. Sigmoidoscopy l. Capsule endoscopy m. ERCP n. Serum bilirubin o. Liver enzymes p. Serum protein q. PTT</p> <p>C. Nursing Assessment of the GI System a. Subjective data b. Objective data</p> <p>D. Nursing management, clinical manifestations, specific diagnostic tests, medical treatment : 1. Disorders of the oral cavity a. Stomatitis b. Oral Cancer 2. Esophageal Disorders a. GERD b. Hiatal Hernia c. Esophageal Cancer</p> <p>Continued ↓</p>	<p>Required Reading: Burke, et al. <i>Medical-Surgical Nursing Care</i> <u>Chapter 24:</u> The Gastrointestinal System and Assessment <u>Chapter 25:</u> Caring for Clients with Nutritional and Upper Gastrointestinal Disorders <u>Chapter 26:</u> Caring for Clients with Bowel Disorders <u>Chapter 27:</u> Caring for Clients with Gallbladder, Liver, and Pancreatic Disorders</p> <p>Clayton, Willihnganz: <i>Basic Pharmacology for Nurses</i> <u>Chapter 32:</u> Drugs Used to Treat Gastroesophageal Reflux and Peptic Ulcer Disease <u>Chapter 33:</u> Drugs Used to Treat Nausea and Vomiting Chapter 34: Drugs Used to Treat Constipation and Diarrhea</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>List nursing responsibilities for Clients undergoing diagnostic testing of the GI system: Upper GI series Barium swallow Barium enema Sigmoidoscopy Colonoscopy Liver Biopsy</p>

VNSG 1509
Unit VI cont'd

The Role of the Vocational Nurse in Caring for the Client with a Gastrointestinal Disorder, Gallbladder, Liver, Biliary Tract or Exocrine Pancreatic Disorder

Objective	Content	Learning Activities
<p>Assessment continued</p>	<p>3. Disorders of the Upper GI System a. GI Bleed b. Gastritis/ Gastroenteritis c. Peptic Ulcer d. Gastric Cancer</p> <p>4. Disorders of the Lower GI System a. Appendicitis b. Peritonitis c. Inflammatory Bowel Disease d. Colorectal Cancer e. Hernia f. Bowel Obstruction g. Diverticular Disease h. Hemorrhoids i. Anorectal lesions</p> <p>5. Disorders of the Gallbladder, Liver and Pancreas a. Cholelithiasis b. Cholecystitis c. Hepatitis d. Cirrhosis of the Liver e. Cancer of the Liver f. Pancreatitis g. Cancer of the Pancreas</p> <p>Continued ↓</p>	<p>Continue required readings and learning activities</p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <p>Chemotherapeutic agents H2 receptor agonists Proton pump inhibitors Antacids Antispasmodic agents Antibacterial agents Anti-inflammatory agents Corticosteroids Lactulose Vitamin K Gamma globulin Hepatitis A, B vaccines Anticholinergic agents Pancreatic enzymes</p> <p>Develop a one-week diet for a Client with Crohn's disease</p> <p>Develop a one-week diet for a Client with diverticulosis</p>

VNSG 1509
Unit VI cont'd

The Role of the Vocational Nurse in Caring for the Client with a Gastrointestinal Disorder, Gallbladder, Liver, Biliary Tract or Exocrine Pancreatic Disorder

Objective	Content	Learning Activities
<p>Assessment, cont'd</p> <p>Analyzing, Planning and Implementing</p> <p>1. Identify potential problems for Clients with disorders of the gastrointestinal, gallbladder, liver, biliary tract or exocrine pancreatic disorders.</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for Clients with gastrointestinal, gallbladder, liver, biliary tract or exocrine pancreatic disorders.</p> <p>Evaluation</p> <p>1. Discuss evaluation of the goals and nursing interventions for Clients with gastrointestinal, gallbladder, liver, biliary tract or exocrine pancreatic disorders.</p>	<p>E. Considerations for Older Adults</p> <p>A. Potential problems for Clients with gastrointestinal and accessory organ disorders.</p> <p>A. Nursing plans of care B. Medications C. Teaching D. Nutritional aspects</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the nursing plan of care</p>	<p>Continue required readings and learning activities.</p> <p>Develop a plan of care for a Client following surgery for colorectal cancer</p>

VNSG 1509

Unit VII

The Role of the Vocational Nurse in Caring for Clients with an Endocrine System Disorder

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the use of the nursing process as a critical thinking approach for the Client with an endocrine system disorder.</p> <p>Assessment 1. Assess the Client experiencing an imbalance in homeostasis related to endocrine system disorders.</p>	<p>A. Review of anatomy and physiology of the endocrine system</p> <p>B. Diagnostic tests, labs for endocrine disorders, role of the VN: a. Pituitary hormones b. Water deprivation test c. Serum T3, T4 d. TSH (Thyroid stimulating hormone) e. Calcitonin f. Cortisol g. Adrenocorticotrophic hormone (ACTH) h. RAIU (Radioactive iodine uptake) i. Thyroid Scan</p> <p>C. Review of nursing assessment a. Subjective data b. Objective data</p> <p>Continued ↓</p>	<p><u>Required Reading:</u></p> <p>Burke, et al: <i>Medical Surgical Nursing Care</i> <u>Chapter 34:</u> The Endocrine System and Assessment <u>Chapter 35:</u> Caring for Clients with Endocrine Disorders</p> <p>Clayton, Willihnganz: <i>Basic Pharmacology for Nurses</i> Chapter 36: Drugs Used to Treat Thyroid Disease</p> <p>Complete NCLEX-PN Exam Preparation questions at end of chapters.</p>

**VNSG 1509
Unit VII cont'd**

The Role of the Vocational Nurse in Caring for Clients with an Endocrine System Disorder

Objective	Content	Learning Activities
<p>Assessment cont'd.</p>	<p>D. Nursing management, clinical manifestations, specific diagnostic tests, medical treatment :</p> <ul style="list-style-type: none"> a. Pituitary Tumors b. Gigantism/Dwarfism c. Diabetes Insipidus d. Syndrome of Inappropriate ADH secretion (SIADH) e. Hyperthyroidism f. Goiter g. Hypothyroidism h. Myxedema coma i. Hyperparathyroidism j. Hypoparathyroidism k. Cushing's Syndrome l. Addison's Disease m. Pheochromocytoma 	<p>Continue required readings and learning activities.</p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <p>Antithyroid drugs Iodine Sources Beta-Adrenergic Blockers Thyroid Preparations Corticosteroids</p>
<p>Analyzing, Planning and Implementing</p> <p>1. Identify potential problems for Clients with endocrine disorders.</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for clients with endocrine disorders.</p>	<p>A. Potential problems for clients with endocrine system disorders.</p> <p>A. Nursing plans of care B. Medications C. Teaching D. Nutritional Aspects</p>	<p>Develop a nursing care plan for a client with hyperthyroidism.</p>
<p>Evaluation:</p> <p>1. Discuss evaluation of the goals and nursing interventions for Clients with endocrine disorders.</p>	<p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care</p>	

VNSG 1509

Unit VIII

The Role of the Vocational Nurse in Caring for Clients Experiencing Shock, Trauma, or Disaster

Objective	Content	Learning Activities
<p>1. Discuss the use of the nursing process as a critical thinking approach for the Client experiencing shock, trauma or disaster.</p> <p>Assessment</p> <p>1. Assess the Client experiencing an imbalance in homeostasis related to shock, trauma or disaster.</p> <p>Analyzing, Planning and Implementation</p> <p>1. Identify potential problems for Clients experiencing shock, trauma or disaster.</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for Clients experiencing shock, trauma or disaster</p> <p>Evaluation</p> <p>1. Discuss evaluation of the goals and nursing interventions for Clients experiencing shock, trauma or disaster</p>	<p>A. Pathophysiology of shock</p> <p>B. Types of shock</p> <p>C. Manifestations found in each stage of shock</p> <p>D. Diagnostic tests</p> <p>E. Oxygen therapy</p> <p>F. Hypovolemic shock</p> <p>G. Colloid solutions and blood products</p> <p>H. Blood compatibility</p> <p>I. Blood transfusions</p> <p>J. Anaphylactic shock</p> <p>K. Neurogenic shock</p> <p>L. Cardiogenic shock</p> <p>M. Septic shock</p> <p>N. Complications of shock</p> <p>O. ARDS</p> <p>P. The Client experiencing disaster Disaster overview Natural and common injuries Weapons of mass destruction injuries Disaster planning and response</p> <p>A. Potential problems for clients with shock, trauma or disaster</p> <p>B. Nursing plan of care for shock, trauma or disaster</p> <p>C. Evaluation of care</p> <p>A. Causes and types of trauma or disaster</p> <p>B. Effects of trauma</p> <p>C. Risks for geriatrics</p> <p>D. Effects of traumatic injury</p> <p>E. Diagnostic tests</p> <p>F. Emergency surgery</p> <p>G. Critical care</p> <p>H. Psychosocial effects</p> <p>I. Organ donation</p>	<p>Required Reading:</p> <p>Burke, et al. <i>Medical Surgical Nursing Care</i> <u>Chapter 14</u>: Caring for Clients Experiencing Shock, Trauma, Or Disasters</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of the chapter</p> <p>Review: Stages of shock Multisystem effects of shock Initial manifestations of shock Prehospital emergency care of shock Giving colloid medications safely Blood and blood products Giving blood safely Review all boxes on manifestations of shock.</p>

Grayson College
Vocational Nursing Program
VNSG 1509

Appendix A:

SCANS Competencies
Course Outcome Evaluation Tool for Students

Scans Competencies

The course VNSG 1509 assists the student to complete the following competencies by providing scientific theory as a foundation for nursing care of Clients in long term and acute care settings.

Workplace Competencies:

- Allocation of staff, materials: recognizes levels of staffing and uses supplies for Client care in cost effective manner
- Interpersonal skills: Works within the health care team; communicates with Clients, families, staff
- Information: Acquires data on Clients, organizes data through prioritization, interprets Client data with help of the clinical instructor
- Technology: Manages basic health care equipment such as automatic blood pressure cuffs; computerized charting in selected clinical facilities.

Foundation Skills:

- Basic skills: Reads information on Clients, calculate medication dosages, speaks and listens 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 an intermediate 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 on disease processes.
- Serves Clients: Provides holistic nursing care to assigned Clients
- Exercises leadership: Communicates Client 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 regarding Client care.
- Works with cultural diversity: Provides care to men, women, and people of various cultures

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
- Uses a computer to process information: Retrieves Client data from computer and performs computer charting in selected facilities.

Systems:

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

Technology:

- Selects technology: Uses hospital equipment and chooses equipment to use; uses Canvas to achieve course objectives.
- 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

Reading:

- Reads assigned textbook, notes and PowerPoint slides. Follows written instructions in syllabus

Writing:

- Submits written assignments to instructor as required

Listening:

- Listens to and receives instructions on course requirements and on exams. Follows verbal instructions from course instructor

Speaking:

- Communicates with instructor and other students in order to complete course outcomes
- Asks questions of instructors as needed

Thinking Skills:

- Creative Thinking: Participates in role playing as assigned
- Decision-Making: Considers what is best for Client and discusses nursing care
- Problem-Solving: Uses nursing process to determine problems and what nursing care can assist with solving problems
- Knowing how to learn: Plans time and completes both classroom and reading assignments
- Reasoning: Discovers the relationship between the normal and abnormal function of the body systems.

Personal Qualities:

- Responsibility: Demonstrates effort and perseverance to achieve the course outcomes. Assumes responsibility for completing assignments
- Self-Esteem: Demonstrates an ability to provide care to Clients at various stages of the life span.
- Sociability: Plans nursing care to meet the psychosocial needs of the Client in the long term or acute care facility
- Self-management: Assesses own progress in course and evaluates success or need for improvement
- Integrity/honesty: Follows policies of Grayson County College VN Program Handbook and policies in the VNSG 1509 syllabus.