

Grayson College
Vocational Nursing Program



VNSG 1226
GERONTOLOGY

FALL 2020
Course Syllabus

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

Reviewed and Revised: August 2020
BB

Grayson College
VNSG 1226
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Grayson College
Vocational Nursing Program
VNSG 1226
Fall 2020 Course Information

Course Hours:	2 Credit Hour Course
Course Level:	Level I, First Semester Course
Course Description:	Overview of the normal physical, psychosocial, and cultural aspects of the aging process. Addresses common disease processes of aging. Exploration of attitudes toward care of the older adult
Prerequisites:	Admission to the Vocational Nursing Program
Co-requisites:	VNSG 1502 Applied Nursing Skills VNSG 1360 PN Clinical I VNSG 1304 Fundamentals
WECM Learning Outcomes:	Describe normal aspects of aging, discuss common disease processes associated with aging, and identify common attitudes related to care of the older
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. The GCC VN Program incorporates the DEC into all theory courses and documentation of the DEC is maintained in a curriculum matrix. Information retrieved on July 11, 2011 from http://www.bon.state.tx.us/nursingeducation/edudocs/dec-presentation.pdf
Course Outcomes:	At the end of VNSG 1226, the Vocational Nursing Student should be able to: Member of the Profession: <ol style="list-style-type: none">1. Discuss the legal, ethical, social issues surrounding the nursing care of geriatric clients/families with common disorders.2. Determine resources for policies surrounding the nursing care of geriatric clients/families with common disorders.3. Discuss the vocational nursing scope of nursing practice in relationships to the care of geriatric clients/families with common disorders. Provider of Patient Centered Care: <ol style="list-style-type: none">4. Recall the growth, development, and nutritional needs and stages of adults and relate these factors to the holistic nursing care of the geriatric client with common disorders.5. Apply the nursing process as a critical thinking approach in order to assist geriatric patient/clients and their families who are adapting to imbalances in homeostasis or who need guidance to maintain homeostasis.6. Apply learned theory from VNSG 1226 to the holistic care of geriatric adult clients in nursing care environments including both hospitalized and non-

hospitalized clients and their families.

7. Develop or contribute to nursing plans of care and teaching plans for geriatric clients and their families.

Patient Safety Advocate:

8. Determine safe nursing practices for geriatric clients and families through assessment of safety needs and subsequent planning, implementation, and evaluation of interventions to maintain safety.
9. Determine self-educational needs to ensure safety of geriatric clients and families.

Member of the Health Care Team:

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

Withdrawal/Drop Date: The last date to withdraw from this course is November 13,,2020.

Required Texts:

Williams, (2019). *Basic Geriatric Nursing*. (7th ed). St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-55455-8. VNSG 1226.

Mosby, (2016). *Mosby's Dictionary of Medicine, Nursing and Health Professions*. (10th ed.) St. Louis, MO., Mosby Elsevier. ISBN: 978-0-323-22205-1 All courses.

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

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

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

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

90 -100 = A
80 - 89 = B
75 - 79 = C
60 - 74 = D
< 60 = F
W = withdrawal
I = Incomplete

Grades will be recorded for the student's convenience on Canvas. All grades will be calculated in Microsoft Excel for accuracy. Each unit exam will be rounded up or down to a whole number. Students must achieve a final score

of at least 74.5% in order to be rounded to 75% which is the minimal passing score.

Students should refer to all grading policies in the VN Student Handbook.

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.

Test Counseling:

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

Progression:

Each student must successfully pass this course and all of the first semester courses in order to progress to the second semester. Please refer to the Grayson College Vocational Nursing Program Handbook. Students who do not adhere to the withdrawal policies of Grayson College may be at risk for receiving an "F" on their transcripts.

Course Behaviors:

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

Course Attendance:

Academic success is closely associated with regular classroom attendance and course participation. Attendance is attending the complete time from start to finish of each course meeting. Attendance is mandatory in all scheduled classes and clinical. Absences place students in academic jeopardy. If absent, progress and continuation in the course may be at risk. Students who anticipate missing one or more class periods should contact the Professor ahead of time, just as they should contact their Professor as soon as possible after an absence. Students are responsible for monitoring their absences during the semester. The director may place a student on probation or withdraw a student from a nursing theory (non-clinical) course due to excessive absences and assign a grade of W (Withdrawn) if the student is absent more than 2 theory days per course or per course syllabus. **Theory absences cannot be made up.**

Tardiness:

A tardy is less than 5 minutes late after scheduled time. Tardiness of greater than 5 minutes in a scheduled nursing course will be counted as one absence. **Three tardies equal one absence.**

Cell Phones:

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

Disabilities/Special Needs Students: Students with special needs should contact the Disability Services Department in the Learning Assistance Center no later than the first week of each semester. Once appropriate documentation for the disability is received, coordination of approved accommodations will be made with the student and his/her instructor.

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. Students may also refer to policies in the GC VN Program Handbook.

Student Responsibility: You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

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

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
 - Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
 - Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8777
 - 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:

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

These descriptions and timelines are subject to change at the discretion of the Professor. ** Grayson College campus-wide student policies may be found at the following URL on the College website:

<https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>

Scans Competencies:

Refer to Appendix A

Course Instructor:

Beverly Berni, RN

Office hours: As posted

Email: bernib@grayson.edu

Phone: 903-415-2512

Students should contact the course instructor when help is needed.

GERONTOLOGY VNSG 1226
 Course Teaching and Exam Schedule
 Class is usually on Tuesdays 1245 to 1450
 (Schedule May be Subject to Changes)

August 25	Unit 1 Overview of the Aging Population
September 1	Unit 2 Health Promotion and Maintenance
September 9	Exam 1 (Unit 1 & 2) * Unit 3 Communication with the Older Adult
September 15	Unit 4 Nutrition and Fluid Balance Unit 5 Medications and the Older Adult
September 22	Exam 2 (Units 3, 4, 5) * Unit 6 Safety and the Older Adult
September 29	Unit 7 Assessment of the Older Adult Unit 8 Physiological Changes of the Older Adult
October 6	Continue Unit 8
October 13	Continue Unit 8
October 27	Exam 3 (Units 6, 7, 8) * Unit 9 Physical care of the Older Adult
November 3	Unit 9 Continued
November 10	Unit 10 End of Life Issues Unit 11 Psychosocial Issues
November 17	Exam 4 (Units 9 & 10) * Unit 11 Continued
November 24	Unit 11 Continued Movie "Grace"
December 2	Review
December 3	Comprehensive Final Exam * Includes all Units and Psychosocial Issues

***Exam location and format subject to change, users will be notified via Canvas**

VNSG 1226
Unit I
Overview of the Aging
Population

Objective	Content	Learning Activities
1. Identify aging	<ul style="list-style-type: none"> A. Historical perspective B. Categorizing the older adult C. Attitudes toward aging D. Demographics 	Required Reading prior to class: Basic Geriatric Nursing Chapter 1 & 2 page 1 – 31
2. Issues with aging	<ul style="list-style-type: none"> A. Economic issues B. Legal C. Ethical D. Social E Housing F. Health care G. Family H. Elder abuse <ul style="list-style-type: none"> a. Self-abuse b. Family abuse <ul style="list-style-type: none"> 1. Physical 2. Neglect 3. Emotional 4. Financial 5. Abandonment c. Caregiver abuse d. Prevention 	CAI: Research on the internet the percentage of the elderly population in the U.S, Read articles on Blackboard
3. Role of The LVN in geriatric nursing care.	<ul style="list-style-type: none"> A. Role of the LVN <ul style="list-style-type: none"> a. Contributing to care plan b. Provision of care c. Communication d. Collaboration e. Delegation f. Advocacy g. Referrals 	
4. Theories of aging	<ul style="list-style-type: none"> A. Biological theories B. Psychological theories C. Implications for nursing 	

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Unit II

The Role of the Vocational Nurse in Health Promotion and Maintenance of the Older Adult

Objective	Content	Learning Activities
1. Health Practices for older adults	<ul style="list-style-type: none"> A. Diet B. Exercise C. Tobacco and alcohol D. Physical examinations E. Dental Examinations 	Required Reading prior to class: Basic Geriatric Nursing, Chapter 4, pp 74- 88
2. Factors that affect health promotion and maintenance	<ul style="list-style-type: none"> A. Religious beliefs B. Cultural beliefs C. Knowledge and motivation D. Mobility E. Impact of cognitive and sensory changes F. Impact of changes related to accessibility G. Home Health and other caregivers 	
3. Nursing Process for ineffective health maintenance	<ul style="list-style-type: none"> A. Assessment B. Nursing Diagnosis C. Nursing Goals and outcomes D. Nursing Interventions E. Nursing process for noncompliance 	Classroom discussion: The steps of the Nursing Process

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Unit III

The Role of the Vocational Nurse in Communication with the Older Adult

Objective	Content	Learning Activities
1. Types of communication	<ul style="list-style-type: none"> A . Verbal <ul style="list-style-type: none"> a. Formal or therapeutic b. Informal or social B. Nonverbal <ul style="list-style-type: none"> a. Symbols b. Tone of voice c. Body language d. Space, distance and position e. Pace or speed f. Gestures g. Facial expression h. Eye contact i. Time and timing j. Touch k. Silence C. Respectfulness 	<p>Required Reading prior to class: Basic Geriatric Nursing, Chapter 5, pp 89 –103</p> <p>Classroom: Role play the different verbal and non-verbal communication skills.</p>
2. Barriers to communication	<ul style="list-style-type: none"> A. Hearing impairment B. Aphasia C. Dementia D. Cultural differences 	
3. Communication skills and techniques	<ul style="list-style-type: none"> A. Informing B. Direct questions C. Open-ended techniques D. Confronting E. Difficult conversations F. Communication with others G. Client teaching 	

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Unit IV

The Role of the Vocational Nurse in Nutrition and Fluid Balance for the Older Adult

Objective	Content	Learning Activities
1. Nutrition and aging	A. Calorie intake B. Nutrients a. Carbohydrates b. Proteins c. Fats d. Vitamins e. Minerals C. Water	Required Reading prior to class: Basic Geriatric Nursing, Chapter 6, pp 104-131 Classroom: Plan a daily diet for an elderly client meeting nutritional requirements.
2. Malnutrition and elderly	A. Factors affecting nutrition a. Chronic health factors b. Alcoholism c. Sensory changes d. Pain e. Medications f. Problems with chewing, swallowing or digesting g. Malabsorption h. Cost of food i. Transportation j. Obtaining variety and amount of food k. Social risk factors B. Social aspects C. Cultural aspects	Classroom discussion: Factors affecting the client that can lead to an alteration in nutrition. CAI: Research on the internet the available nutrition assistance programs available for the gerontologic client.

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Unit V

The Role of the Vocational Nurse in Medication Administration to the Older Adult

Objective	Content	Learning Activities
<p>1. Risks in medication administration related to the aging process.</p>	<p>A. Pharmokinetics B. Pharmacodynamics C. Physiological changes D. Polypharmacy E. Drug-testing methods F. Cognitive and sensory changes G. Inadequate knowledge H. Financial factors</p>	<p>Required Reading prior to class: Basic Geriatric Nursing, Chapter 7 pp 132 – 149</p> <p>Classroom discussion: Identify reasons the older adult is prone to polypharmacy.</p>
<p>2. Administration of medications to the older adult.</p>	<p>A. Administration in the institutional setting B. Nursing assessment C. Medications and nursing care plan D. Nursing interventions E. Patient rights and medications F. Self-medications a. In institutional setting b. In the home G. Teaching about medications H. Safety I. Non-compliance</p>	<p>CAI: Research the term polypharmacy on the internet and write a list of ways to prevent polypharmacy from occurring.</p>

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Unit VI

The Role of the Vocational Nurse in Providing a Safe Environment for the Older Adult

Objective	Content	Learning Activities
1. Risk factors for the older adult	A. Internal risks a. Falls B. External risks a. Fire hazards b. Home security c. Vehicle accidents d. Thermal hazards C. Restraints D. Policies and procedures in long-term facilities	Required Reading prior to class: Basic Geriatric Nursing, Chapter 9, pp 166-180 Classroom discussion: Safety in the home to prevent injuries of the older adult.
2. Nursing process for risk injury	A. Assessment B. Nursing Diagnosis C. Nursing Goals/Outcomes D. Nursing Interventions	CAI: Research the internet for the statistics related to fall injuries in the hospital in a year.
3. Nursing process for hypothermia/hyperthermia	A. Assessment B. Nursing Diagnosis C. Nursing goals/Outcomes D. Nursing Interventions	CAI: Research on the internet the average age of falls in the older adult.

**VNSG 1226
UNIT VII**

The Role of the Vocational Nurse in Assessment of the Older Adult

Objective	Content	Learning Activities
<p>Assessment: 1. Assessment of gerontologic clients</p>	<ul style="list-style-type: none">A. Health ScreeningB. Health assessmentC. Interviewing the older adultD. Physical assessment<ul style="list-style-type: none">a. Inspectionb. Palpitationc. Auscultationd. PercussionE. Vital sign assessment<ul style="list-style-type: none">a. Temperatureb. Pulsec. Respirationd. Blood pressureF. Sensory assessmentG. Psychosocial assessmentH. Special assessments<ul style="list-style-type: none">a. The Minimum Data Set 2.0	<p>Required Reading prior to class: Basic Geriatric Nursing, Chapter 8, pp 150 – 165</p> <p>Clinical setting: Identify and review the MDS on two clients in the long term care facility.</p>

VNSG 1226
Unit VIII
Physiological Changes in Aging

Objective	Content	Learning Activities
1. Physiologic changes of body systems in the aging process	<ul style="list-style-type: none"> A. Integumentary system B. Musculoskeletal system C. Respiratory system D. Cardiovascular system E. Hematopoietic and lymphatic F. Gastrointestinal system G. Urinary system H. Nervous system I. Special senses J. Endocrine system K. Reproductive and Genitourinary 	<p>Required Reading prior to class: Basic Geriatric Nursing Chapter 3 pp 32-73</p> <p>Classroom discussion about aging on the different body systems.</p> <p>Read articles on Blackboard</p>
2. Conditions common with aging	<ul style="list-style-type: none"> A. Integumentary <ul style="list-style-type: none"> a. Basal cell carcinoma b. Pressure ulcers c. Inflammation and infection d. Hypothermia B. Musculoskeletal <ul style="list-style-type: none"> a. Osteoporosis b. Degenerative joint disease c. Rheumatoid arthritis d. Bursitis e. Gouty arthritis C. Respiratory system <ul style="list-style-type: none"> a. Chronic obstructive pulmonary diseases b. Influenza c. Pneumonia d. Tuberculosis e. Lung cancer D. Cardiovascular system <ul style="list-style-type: none"> a. Coronary artery disease b. Coronary valve disease c. Cardiac arrhythmias d. Congestive heart failure e. Cardiomegaly f. Peripheral vascular disease g. Occlusive peripheral vascular problems h. Varicose veins i. Aneurysm j. Hypertensive disease 	

	<ul style="list-style-type: none"> E. Hematopoietic and lymphatic System <ul style="list-style-type: none"> a. Anemia b. Leukemia F. Gastrointestinal system <ul style="list-style-type: none"> a. Hiatal hernia b. Gastritis and ulcers c. Diverticulosis d. Diverticulitis e. Cancer f. Hemorrhoids g. Rectal prolapse G. Urinary system <ul style="list-style-type: none"> a. Urinary incontinence b. Urinary tract infections c. Chronic renal failure H. Nervous system <ul style="list-style-type: none"> a. Parkinson's disease b. Dementia c. Alzheimer's disease d. Transient Ischemic attack e. Cerebrovascular accident I. Special senses <ul style="list-style-type: none"> a. Blepharitis b. Diplopia c. Cataracts d. Glaucoma e. Macular degeneration f. Retinal detachment g. Otosclerosis h.. Tinnitus i. Deafness . Meniere's disease J. Endocrine system <ul style="list-style-type: none"> a. Diabetes mellitus b. Hypoglycemia c. Hypothyroidism K. Reproductive system <ul style="list-style-type: none"> a. Uterine prolapse b. Vaginal infection c. Breast cancer d. Prostate cancer 	<p>Classroom discussion about aging on the different body systems</p>
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**VNSG 1226
UNIT IX**

The Role of the Vocational Nurse in Physical Care of the Older Adult

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the use of the nursing process as a critical thinking approach for the gerontologic client with a physical problem.</p> <p>Assessment: 1. Assess gerontologic clients who are adapting to changes in homeostasis related to a physical problem.</p>	<ul style="list-style-type: none"> A. Nutrition and fluid needs <ul style="list-style-type: none"> a. Imbalanced nutrition b. Imbalanced fluid volume c. Impaired swallowing d. Risk for aspiration B. Skin and mucous membranes <ul style="list-style-type: none"> a. Impaired skin b. Impaired oral mucous membranes C. Elimination <ul style="list-style-type: none"> a. Constipation b. Diarrhea c. Bowel incontinence d. Impaired urinary elimination D. Activity and exercise <ul style="list-style-type: none"> a. Impaired physical mobility b. Activity intolerance c. Oxygenation problems d. Self-care deficits e. Deficient diversional activities E. Sleep and rest <ul style="list-style-type: none"> a. Disturbed sleep pattern 	<p>Required Reading prior to class: Basic Geriatric Nursing, Chapter 17-20, pp 272 – 346</p>

VNSG 1226

UNIT X

The Role of the Vocational Nurse in End-of Life-Care

Objective	Content	Learning Activities
1. The dying process.	<ul style="list-style-type: none"> A. American view on death B. Attitudes toward death C. Values clarification D. Communication E. Palliative care F. Psychosocial perspectives 	<p>Required Readings prior to class: Basic Geriatric Nursing, Chapter 15, pp 249-264</p> <p>Classroom discussion: Feelings on death.</p>
2. Psychosocial perspectives about death.	<ul style="list-style-type: none"> A. Cultural B. Spiritual C. Depression D. Anxiety E. Fear 	
3. Physiologic changes of death.	<ul style="list-style-type: none"> A. Pain B. Fatigue and Sleepiness C. Cardiovascular changes D. Respiratory Changes E. Gastrointestinal changes F. Urinary changes G. Integumentary changes H. Sensory changes I. Changes in cognition 	
4. Death	<ul style="list-style-type: none"> A. Post mortem care B. Funeral arrangements C. Bereavement 	

**VNSG 1226
UNIT XI**

The Role of the Vocational Nurse in Psychosocial Care of the Older Adult

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the use of the nursing process as a critical thinking approach for the gerontologic client with a psychosocial problem.</p> <p>Assessment: 1. Assess gerontologic clients who are adapting to changes in homeostasis related to a psychosocial problem.</p> <p>Diagnosis: 1. Discuss nursing diagnoses that may apply to gerontologic clients with a psychosocial problem.</p>	<p>A. Assessment of the cognitive and perception changes</p> <ol style="list-style-type: none"> a. Disturbed sensory perception b. Disturbed thought process <ol style="list-style-type: none"> 1. Dementia 2. Alzheimer's disease c. Impaired verbal communication d. Pain <p>B. Assessment of self-perception and self-concept</p> <ol style="list-style-type: none"> a. Disturbed body image b. Situational low self-esteem c. Fear d. Anxiety e. Hopelessness f. Powerlessness <p>C. Roles and relationships</p> <ol style="list-style-type: none"> a. Dysfunctional grieving b. Social isolation c. Interrupted family Processes <p>D. Coping and stress</p> <ol style="list-style-type: none"> a. Ineffective coping b. Relocation stress <p>D. Values and beliefs</p> <ol style="list-style-type: none"> a. Spiritual distress <p>E. Sexuality and aging</p> <ol style="list-style-type: none"> a. Sexual dysfunction 	<p>Required Reading prior to class: Basic Geriatric Nursing, Chapter 10-14, pp 181-248, Chapter 16, 265-271</p> <p>Video: Grace Assessment of the Mental Status of the Elderly Client</p>

<p>Planning/Implementation: 1. Plan nursing goals and holistic interventions that the vocational nurse can implement for gerontologic clients requiring nursing assistance with a psychosocial problem.</p> <p>Evaluation: 1. Discuss evaluation of the goals and nursing interventions for gerontologic clients with a pshychosocial problem.</p>	<p>A. Nursing diagnoses</p> <p>A. Nursing Care for the older client experiencing a psychosocial problem.</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</p>
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Grayson College
Vocational Nursing Program
Appendix A

SCANS Competencies

SCANS Competencies for VNSG 1226

The course VNSG 1226 assists the students to complete the following competencies by providing scientific theory as a foundation for nursing care of gerontologic patients.

Workplace Competencies:

- 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

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

Technology:

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