

Grayson College
Vocational Nursing Program



VNSG 2510
Nursing In Health & Illness III
Summer 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: April 2020

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**Grayson College
Vocational Nursing Program
VNSG 2510, Nursing in Health & Illness III
Summer 2020**

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**Grayson College
Vocational Nursing Program
VNSG 2510
Summer 2020**

Course Hours:	Five (5) credit-hour course
Course Level:	Advanced, Level III, Third Semester Course
Course Description:	Introduction to common health problems requiring medical and surgical and psychiatric interventions.
Prerequisites:	All second semester vocational nursing courses must be passed in order to take VNSG 2510.
Corequisites:	All third semester courses are considered corequisite courses and must be taken concurrently with VNSG 2510.

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 and psychiatric health problems.
3. Incorporate nutrition, drug therapy, and nursing interventions in developing plans of care to meet the needs of the client experiencing common medical-surgical and psychiatric health problems.
4. Utilize the nursing process in caring for the client with common medical-surgical and psychiatric health problems.

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 2510, 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/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/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/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 date to withdraw is July 16, 2020.

Required Texts:

- Burke, K., LeMone, P., Mohn-Brown, E., & Eby, L., (2014). *Medical-Surgical Nursing Care*. (4th ed.). Upper Saddle River, NJ. Pearson Education, Inc. ISBN: 978-0-13-338978-4.
- Clayton, B. & Willihnganz, M., (2013). *Basic Pharmacology for Nurses*. (16th ed.). St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-08654-7.
- deWit, S., (2014). *Fundamental Concepts & Skills for Nursing*. (4th ed.). St. Louis, MO. Mosby Elsevier. ISBN: 978-1-4377-2746-3.
- Hoffman-Wold, G. (2012). *Basic geriatric nursing*. (5th ed). St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-07399-8.
- Ladwig, G., & Ackley, B., (2013). *Mosby's Guide to Nursing Diagnosis*. (4th ed.). St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-08920-3.
- Leeuwen, A., Poelhuis-Leth, D., & Bladh, M., (2015). *Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications*. (6thed.). FA Davis., Philadelphia, PA. ISBN: 978-0-8036-4405-2.

Mosby's (2013). *Dictionary of medicine, nursing & health professions*. (10th ed.) St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-22205-1.
 Nettina, S., (2013). *Lippincott Manual of Nursing Practice*. (10th ed.). Philadelphia, PA. Lippincott, Williams & Wilkins. ISBN: 978-1-4511-7354-3.
 Vallerand, A, & Sanoski, C., (2015). *Davis Drug Guide for Nurses*. (15th ed.). FA Davis., Philadelphia, PA. ISBN: 978-0-8036-5705-2.

Methods of Instruction: Classroom teaching
 Posted PowerPoint lessons on Canvas
 Posted lecture notes on Canvas
 Computer Assisted Instruction
 Internet research as assigned

Methods of Evaluation: Exams and External Exit (Capstone) Exam
 Students must achieve an average of 75% on unit exams

Average of four (4) unit exams	= 90% of grade
External Exit (Capstone) Exam	= 10% of grade

External Exit (Capstone) Exam Policy:

A standardized exit exam must be taken during the final semester of the VN Program. This exit exam will take the place of the final exam for the semester in VNSG 2510. In order to be consistent with the testing environment on the NCLEX-PN® exam, there is a three hour time limit for completing the external exit exam. The conversion score (a percentage score) earned on the exam will account for 10% of the VNSG 2510 course grade.

If a student does not pass the exit exam with a score of 75% or above, the student will be required to attend the Hurst Live NCLEX-PN® review course in order to successfully pass the course and meet graduation requirements. Students are required to pay the cost of the NCLEX-PN review course.

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 that are not completed as assigned will result in a grade of “incomplete (I)” for this course until the assignment is completed. Students may progress to the final 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
- I = Incomplete

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.

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 third semester courses in order to graduate from the Vocational Nursing Program. Please refer to the Grayson College Vocational Nursing Program Handbook. Students should refer to the Grayson College Catalog for 2019-2020 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 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. 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. Regina Organ, Title IX Coordinator (903-463-8714)
Mr. Brad Bankhead, Title IX Deputy Coordinator- South Campus (903) 415-2601
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	Office Hours: As posted email: fairl@grayson.edu Phone: 903-415-2508
Beverly Berni, RN	Office Hours: As posted email: bernib@grayson.edu Phone: 903-415-2512
Brittany Fuller, BSN, RN	Office hours: As posted Email: fullerb@grayson.edu Phone: 903-415-2500

VNSG 2510 Unit 1

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

Objective	Content	Learning Activities
<p>Assessment 1. Assess the client experiencing cardiac disorders.</p> <p>Diagnosing, Planning and Implementing: 1. Identify potential problems for clients with cardiac disorders.</p> <p>2. Plan goals and holistic nursing interventions that the vocational nurse can implement for clients with cardiac disorders, including nutritional and pharmacologic needs, Client teaching, and cultural and spiritual needs of clients.</p>	<p>A. Review of anatomy and physiology of the cardiac system.</p> <p>B. Assessment of clients with cardiac disorders.</p> <p>C. Diagnostic Tests for the cardiac system.</p> <p>D. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with coronary artery disease: 1. atherosclerosis 2. angina pectoris 3. acute coronary syndrome 4. myocardial infarction 5. cardiac dysrhythmias 6. sudden cardiac death</p> <p>E. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with disorders of cardiac function: 1. heart failure 2. cardiomyopathy 3. disorders of cardiac structure 4. rheumatic heart disease 5. endocarditis 6. myocarditis 7. pericarditis</p> <p>F. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with disorders of heart structure: 1. Valvular disease</p> <p>A. Potential problems for clients with cardiac disorders</p> <p>Planning of goals and nursing interventions for above diseases: A. Medical management B. Nursing management C. Client teaching D. Nutritional needs E. Pharmacology F. Older adults G. Cultural, spiritual, developmental, and psychosocial disorders H. Teaching plans</p>	<p>Required Readings prior to class: Burke, et al. <i>Medical Surgical Nursing Care:</i> <u>Chapter 15:</u> The Cardiovascular System and Assessment <u>Chapter 16:</u> Caring for Clients with Coronary Heart Disease and Dysrhythmias <u>Chapter 17:</u> Caring for Clients with Cardiac Disorders</p> <p>Clayton, Willihnganz: <i>Basic Pharmacology for Nurses</i></p> <p>Complete NCLEX-PN Study questions at the end of chapters.</p> <p><u>Students will learn the following basic ECG rhythms and dysrhythmias:</u> Normal sinus rhythm Sinus tachycardia/bradycardia Sinus irregularity Premature ventricular contractions Atrial fibrillation/flutter Premature atrial contractions Ventricular fibrillation Ventricular tachycardia Ventricular standstill (arrest)</p> <p>Apply nursing skills to the care of clients with cardiac disorders</p>

<p>Evaluation: 1. Evaluate goals and nursing interventions for clients with cardiac disorders.</p>	<p>A. Evaluation of goals and nursing interventions B. Collaboration with the RN on modifying the plan of care</p>	<p><u>Pharmacologic interventions:</u> Using a current drug reference research and be prepared to discuss the following drug classifications and name common drugs.</p> <p>Statins Bile acid sequestrants Antianginal drugs: Nitrates, Beta blockers, calcium channel blockers Fibrinolytic therapy Pain relief and vasodilators: Morphine sulfate, nitroglycerin Antidysrhythmic drugs ACE Inhibitors Diuretics Positive inotropic agents Sympathomimetic agents Phosphodiesterase inhibitors</p>
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VNSG 2510

Unit 2

The Role of the Vocational Nurse in Caring for Clients with Blood, Vascular and Lymphatic Disorders

Objective	Content	Learning Activities
<p>Assessment</p> <p>1. Assess the client experiencing blood, vascular and lymphatic disorders.</p>	<p>A. Review of anatomy and physiology of blood, vascular and lymphatic systems.</p> <p>B. Assessment of clients with blood, vascular and lymphatic disorders</p> <p>C. Diagnostic tests, labs for blood, vascular, and lymphatic systems:</p> <ol style="list-style-type: none"> 1. Complete blood count 2. Erythrocyte sedimentation rate 3. Hemoglobin electrophoresis 4. Tests for anemia 5. Gastric analysis 6. D-dimer 7. Sickledex 8. Bone marrow aspirations 9. Reticulocyte count 10. Doppler ultrasound 11. Angiography 12. Ascending phlebography 13. Plethysmography <p>D. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with disorders of red blood cells:</p> <ol style="list-style-type: none"> a. Anemias <ol style="list-style-type: none"> 1. Hypovolemic 2. Pernicious 3. Iron-deficiency 4. Aplastic 5. Folic acid 6. Hemolytic 7. Sickle cell disease 8. Polycythemia Vera <p>E. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with disorders of white blood cells:</p> <ol style="list-style-type: none"> 1. Agranulocytosis 2. Leukemia 3. Multiple myeloma 4. Lymphoma <p>H. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with platelet and coagulation disorders:</p> <ol style="list-style-type: none"> 1. Thrombocytopenia 2. Hemophilia <p>3. Disseminated intravascular coagulation</p>	<p><u>Required Readings prior to class:</u></p> <p>Burke, et al. <i>Medical Surgical Nursing Care:</i> <u>Chapter 18:</u> Caring for Clients with Peripheral Vascular Disorders <u>Chapter 19:</u> Disrupted Hematologic and Lymphatic Function <u>Chapter 20:</u> Caring for clients with Hematologic and Lymphatic Disorders</p> <p>Complete NCLEX-PN Study questions at the end of chapters</p> <p><u>Pharmacologic interventions:</u> Using a current drug reference, research and be prepared to discuss the following drug classifications and name common drugs.</p> <p>Antihypertensive agents NSAIDS Anticoagulants Coumadin and Heparin Fibrinolytics Vitamin B12 Folic acid Hydroxyurea Iron supplements Iron injections Erythropoietin, Filgrastim Oprelvekiin Corticosteroids Immunosuppressants Pradaxa Protamine Sulfate</p>

Objective	Content	Learning Activities
<p>Diagnosing, Planning and Implementing</p> <ol style="list-style-type: none"> 1. Identify potential problems for clients with blood and vascular disorders. 2. Plan goals and holistic nursing interventions that the vocational nurse can implement for client with vascular, blood and lymphatic disorders including nutritional and pharmacologic needs, client teaching, cultural and spiritual needs of clients. <p>Evaluation:</p> <ol style="list-style-type: none"> 1. Evaluate goals and nursing interventions for clients with blood, vascular, and lymphatic disorders. 	<ol style="list-style-type: none"> I. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with lymphatic system disorders: <ol style="list-style-type: none"> 1. Lymphangitis 2. Lymphedema J. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for Clients with vascular system disorders: <ol style="list-style-type: none"> 1. Hypertension 2. Disorders of the aorta <ol style="list-style-type: none"> a. Aneurysm 3. Peripheral Arterial disorders <ol style="list-style-type: none"> a. Arteriosclerosis and atherosclerosis b. Thrombus or Embolus c. Buerger's Disease. d. Raynaud's phenomenon 4. Venous disorders <ol style="list-style-type: none"> a. Venous insufficiency b. Thrombophlebitis c. Deep vein thrombosis d. Varicose veins <p>A. Potential Problems for clients with blood and vascular disorders.</p> <p>Planning of goals and nursing interventions for above diseases:</p> <ol style="list-style-type: none"> A. Medical management B. Nursing management C. Client teaching D. Nutritional needs E. Pharmacology F. Older adults G. Cultural, spiritual, developmental, and psychosocial disorders H. Teaching plans <p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaboration 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 blood, vascular, and lymphatic disorders.</p>

VNSG 2510

Unit 3

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

Objective	Content	Learning Activities
<p>Assessment 1. Assess the client experiencing neurological disorders.</p>	<p>A. Review of the anatomy and physiology of the Neurological System B. Assessment of clients with Neurological Disorders C. Diagnostic Tests for the Neurological System D. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with Intracranial Disorders: 1. Head Injuries 2. Brain Tumor 3. Cerebrovascular Accident 4. Cerebral Aneurysm 5. Seizure Disorder 6. Intracranial Infections 7. Headaches E. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with Degenerative Neurologic and Spinal Cord Disorders: 1. Multiple Sclerosis 2. Parkinson's Disease 3. Myasthenia Gravis 4. Huntington's Disease 5. Amyotrophic Lateral Sclerosis 6. Guillain-Barre' Syndrome 7. Trigeminal Neuralgia 8. Bell's Palsy 9. Rabies 10. Tetanus 11. Creutzfeldt-Jakob disease 12. Spinal Cord Injury 13. Herniated Intervertebral Disk 14. Spinal Cord Tumor</p>	<p>Required Readings prior to class: Burke, et al. <i>Medical Surgical Nursing Care:</i> <u>Chapter 37:</u> The Nervous System and Assessment <u>Chapter 38:</u> Caring for Clients with Intracranial Disorders <u>Chapter 39:</u> Caring for Clients with Degenerative, Neurologic and Spinal Cord Disorders</p> <p>Complete NCLEX-PN Study questions at the end of chapters.</p>
<p>Diagnosis, Planning and Implementation: 1. Identify potential problems for clients with neurological disorders 2. Plan goals and holistic nursing interventions that the vocational nurse can implement for clients with</p>	<p>A. Client Problems related to Neurological Disorders</p> <p>Planning of goals/ nursing interventions for above diseases: A. Medical management B. Nursing management C. Client teaching</p>	<p>Apply nursing skills to the care of clients with neurological disorders</p>

<p>neurological disorders, including nutritional and pharmacologic needs, Client teaching, and cultural and spiritual needs of clients.</p> <p>Evaluation:</p> <p>1. Evaluate goals and nursing interventions for clients with neurologic disorders.</p>	<p>D. Nutritional needs E. Pharmacology F. Older adults G. Cultural, spiritual, developmental, and psychosocial disorders H. Teaching plans</p> <p>A. Evaluation of goals and nursing interventions B. Collaboration with the RN on modifying the plan of care</p>	<p><u>Pharmacologic interventions:</u> Using a current drug reference, research and be prepared to discuss the following drug classifications and name common drugs. Anticonvulsants Barbiturate therapy Osmotic diuretics Corticosteroids H2 receptor antagonists Proton pump inhibitors Chemotherapy agents Penicillins Cephalosporins, third generation Propranolol Ergotamine Serotonin agonists</p>
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VNSG 2510

Unit 4

The Role of the Vocational Nurse in caring for clients with Renal and Male Reproductive Disorders

Objective	Content	Learning Activities
<p>Assessment 1. Assess the client experiencing renal and prostate disorders.</p>	<p>A. Review of anatomy and physiology of the renal system B. Assessment of clients with renal system disorders. a. Diagnostic Tests for Renal Disorders D. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with Renal and Urinary Tract Disorders: 1. Voiding Disorders 2. Urinary Incontinence 3. Urinary Retention 4. Urinary Tract Infections (UTI) 5. Pyelonephritis 6. Glomerulonephritis 7. Kidney Stones 8. Hydronephrosis 9. Polycystic Kidney Disease 10. Cancer of the Urinary Tract 11. Kidney Failure E. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for male clients with Reproductive System Disorders: 1. Benign Prostatic Hyperplasia 2. Cancer of the Prostate 3. Prostatitis 4. Structural and Inflammatory Disorders 5. Testicular Cancer 6. Cancer of the Penis</p>	<p>Required reading prior to class: Burke, et al. <i>Medical Surgical Nursing Care:</i> <u>Chapter 28:</u> The Urinary System and Assessment <u>Chapter 29:</u> Caring for Clients with Kidney and Urinary Tract Disorders <u>Chapter 31:</u> Caring for Male Clients with Reproductive System Disorders Complete NCLEX-PN Study questions at the end of chapters. <u>Pharmacologic interventions:</u> Using a current drug reference, research and be prepared to discuss the following drug classifications and name common drugs: Sulfonamides Fluroquinolones Urinary anti-infective Urinary analgesics</p>
<p>Diagnosis, Planning and Implementation 1. Identify potential problems for clients with renal and prostate disorders 2. Plan goals and holistic nursing interventions that the vocational nurse can implement for clients with renal and prostate disorders, including nutritional and pharmacologic needs, client teaching, cultural and spiritual needs of clients.</p>	<p>A. Client Problems related to renal disorders A. Planning of goals and nursing interventions for above diseases: A. Medical management B. Nursing management C. Client teaching D. Nutritional needs E. Pharmacology F. Older adults</p>	<p>Apply nursing skills to the care of clients with renal disorders. Apply nursing skills to the care of male clients with reproductive system disorders</p>

<p>.</p> <p>.</p>	<p>G. Cultural, spiritual, developmental, and psychosocial disorders</p> <p>H. Teaching plans</p>	
<p>Evaluation:</p> <p>1. Evaluate goals and nursing interventions for clients with renal and prostate disorders.</p>	<p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaboration with the RN on modifying the plan of care</p>	

**VNSG 2510,
Unit 5**

The Role of the Vocational Nurse in Caring for Clients with an Eye and Ear Disorder

Objective	Content	Learning Activities
<p>Assessment: 1. Assess the client experiencing and eye or ear disorder.</p>	<p>A. Review of the anatomy and physiology of the eye and ear B. Assessment of clients with eye and ear disorders C. Diagnostic tests for eye and ear disorders D. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with eye disorders: 1. Infectious/inflammatory eye disorders 2. Eye trauma 3. Refractive errors 4. Cataracts 5. Glaucoma 6. Detached retina 7. Retinopathy 8. Macular degeneration 9. Blindness E. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with ear disorders: 1. External otitis 2. Impacted cerumen 3. Otitis media 4. Otosclerosis 5. Labyrinthitis 6. Meniere's Disease 7. Hearing loss</p>	<p>Burke, et al. <i>Medical Surgical Nursing Care</i> <u>Chapter 40</u>: Caring for Clients with Eye and Ear Disorders</p> <p>Complete NCLEX-PN Study questions at the end of chapters</p> <p><u>Pharmacological Intervention:</u> Using a current drug reference text, review the following: Miotics Sympathomimetics Beta Blockers Prostaglandin Analogs Carbonic Anhydrase Inhibitors</p> <p>Review correct procedure for instilling eye drops and ear drops.</p>
<p>Diagnosis, Planning and Implementation 1. Identify potential problems for clients with eye or ear disorders</p> <p>2. Plan holistic nursing interventions that the vocational nurse can implement for Clients with eye and ear disorders, including nutritional and pharmacologic needs, Client teaching, and cultural and spiritual needs of Clients.</p>	<p>A. Client problems related to clients with eye and ear disorders.</p> <p>Planning of goals and nursing interventions for above diseases: A. Etiology / pathophysiology A. Medical management B. Nursing management C. Client teaching D. Nutritional needs E. Pharmacology F. Older adults G. Cultural, spiritual, developmental, and psychosocial disorders H. Teaching plans</p>	<p>Apply nursing skills to the care of clients with eye and ear disorders.</p>

Evaluation

1. Evaluate goals and nursing interventions for clients with eye and ear disorders.

- A. Evaluation of goals and nursing interventions
- B. Collaboration with the RN on modifying the plan of care

VNSG 2510

Unit 6

The Role of the Vocational Nurse in Caring for Clients with an Integumentary/Burn Disorder

Objective	Content	Learning Activities
<p>Assessment</p> <p>1. Assess the client experiencing an integumentary disorder or burn.</p>	<p>A. Review of anatomy and physiology of Integumentary System</p> <p>B. Assessment of clients with Integumentary Disorders and Burns</p> <p>C. Diagnostic tests for integumentary disorders and burns</p> <p>D. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with Integumentary Disorders:</p> <ol style="list-style-type: none"> 1. Common skin disorders 2. Infections <ol style="list-style-type: none"> a. Bacterial infections b. Viral infections c. Fungal infections d. Parasitic infections 3. Malignant skin disorders 4. Pressure ulcers <p>E. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for clients with Burns:</p> <ol style="list-style-type: none"> 1. Types of burns 2. Classification 3. Estimating burns 4. Pathophysiology of burns 5. Treatment of burns 6 Nursing interventions for burns 7. Pharmacology 8. Nutrition 9 Rehabilitation 	<p>Required Readings prior to class:</p> <p>Burke, et al. <i>Medical Surgical Nursing Care:</i> <u>Chapter 44</u> The Integumentary System and Assessment <u>Chapter 45</u> Caring for Clients with Skin Disorders <u>Chapter 46</u> Caring for Clients With Burns</p> <p>Complete NCLEX-PN Study questions at the end of chapters</p> <p><u>Pharmacologic interventions:</u> Using a current drug reference, research and be prepared to discuss the following drug classifications and name common drugs.</p> <p>Antiviral agents Emollients Antihistamines Antimicrobial skin cleansers Antipruritics Antifungals Antiacne agents Scabicides Pediculicides Antibacterial agents Topical medications for burns.</p>
<p>Diagnosis, Planning and Implementation:</p> <p>1. Identify potential problems for clients with integumentary disorders</p>	<p>A. Client problems related to disorders of the integumentary system</p>	<p>Apply nursing skills to the care of clients with integumentary disorders</p>

<p>2. Plan holistic nursing interventions that the vocational nurse can implement for clients with integumentary disorders and burns, including nutritional and pharmacologic needs, Client teaching, and cultural and spiritual needs of clients.</p> <p>Evaluation</p> <p>1. Evaluate goals and nursing interventions for clients with integumentary disorders and burns.</p>	<p>Planning of goals/ nursing interventions for above diseases:</p> <ul style="list-style-type: none"> A. Medical management B. Nursing management C. Client teaching D. Nutritional needs E. Pharmacology F. Older adults G. Cultural, spiritual, developmental, and psychosocial disorders H. Teaching plans <ul style="list-style-type: none"> A. Evaluation of goals and nursing interventions B. Collaboration with the RN on modifying the plan of care 	
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Grayson College
Vocational Nursing Program
SCANS Competencies

The course VNSG 2510 assists the student to complete the following competencies by providing scientific theory as a foundation for nursing care of adult clients with medical-surgical problems.

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

Resources:

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

Interpersonal:

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

Information:

- Acquires and evaluates data: Gathers data on clients and evaluates data under the supervision of an instructor; evaluates physical assessment data
- Organizes data: Completes database and records on required clinical paperwork
- Interprets and communicates data: Reports significant findings to registered nurse
- Uses a computer to process information: Retrieves Client 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