VNSG 1219 PROFESSIONAL DEVELOPMENT

CLASSROOM

STUDENT LEARNING RESOURCE FOLDER

SUMMER SESSION 2017

VNSG 1219 PROFESSIONAL DEVELOPMENT

COURSE OUTLINE:

I. Math Calculations Exam
II. Module 2: Leadership and Management
   a. Read Anderson's textbook Chapters 3-5, Chapter 10-13
III. Module 3: Preparation for Practice
   a. Read Anderson's textbook Chapters 9
      i. Resume and letter of introduction assignment
   b. NCLEX-PN preparation and Jurisprudence Exam
      i. Use of online learning system and Texas BON website
      ii. Conduct of exam
      iii. Test skills
      iv. Exam development
      v. Blueprint
      vi. Testing guidelines
IV. Nursing Ethics and The Law
   a. Read Anderson's textbook Chapter 8
      i. Nurse Practice Act
      ii. Mentoring
      iii. Strategies
   b. Read Anderson's textbook Chapter 17
      i. Ethical dilemma presentation assignment
         1. See specific learning packet document for topics
V. Beginning Your Nursing Career
   a. Read Anderson's Chapter 14 to 16 and 18 to 21
   b. Portfolio with resume, letter & skills set competency sheet
      i. Benefits of change
      ii. Priority Setting strategies
      iii. Roles of LPN in conflict management
      iv. Dealing with chaos
      v. Power and the Role of LPN
      vi. Motivating employees
      vii. Team Building
      viii. Making assignments and Couching

Ethical or Legal Dilemma Presentation

Requirements and Grading Rubric

Students will present a study of a professional issue with a partner. The student will select the issue from a list of professional issues options listed separately on blackboard. Please select from the list.

An outline of the subject matter, written in APA formatting with a cover sheet listing: course #, school name , names of each team members, presentation title, and date, plus a separate reference citation sheet should be emailed to me @ lmcculler@ntcc.edu prior to the date of presentations.

Please notify your instructor of the topic and partner you have chosen. Each topic may only be chosen by one group.

Students may use a prezi.com, video, or power point to focus your presentation.
The classroom presentation of the ethical or legal dilemma facing the nurse should include a **20 minute presentation addressing the following concepts:**

- Law and policy related to the case (evidence-based research only)
- Associated professional guidelines (Standards of practice, Code of Ethics, etc) related to this case
- How new graduates and novice nurses can avoid similar pitfalls
- Initiate and guide a class discussion over various perspectives of the issues. Formulate three questions to stimulate learning.
- Rubric completed and turned in following presentation.
- Cite references using APA 6th edition on power point or prezi reference page

Presentation Grading Rubric: Both Teammate and Self-assessment
(TURN IN 2 <u>COMPLETED </u>SEPARATE GRADING RUBRICS)

Rating	5	4	3	2
Ethical Concepts	Each team member applies ethical perspectives/concepts to an ethical question, accurately, and is able to consider mplications	Student can apply ethical perspectives/conce pts to an ethical question, but does not consider the implications	Student minimally apply ethical perspectives/concepts to an ethical question,	Student cannot apply ethical perspectives/concepts to an ethical question
Problem Solving and legal consideration	Identify the various approaches to solving the problem from various perspectives. Incorporates appropriate members of the health care team	Identifies more than one approach to solving the problem	Identifies one approach to solving the problem	Unable to identify a viable solution
Team Work	Fully contributes as an equal partner. Resolves conflict independently. Accepts lead and subordinate roles without conflict	Participates and meets deadlines; whether lead or Assisting role	Builds on ideas of others with no new ideas of their own	Does not contribute to the group
Presentation	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident and prepared.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable and unprepared
Presentation	Attire and personal appearance, hygiene is professional and appropriate to a work place setting			Does not follow recommended attire for office workplace.
References	Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth. Uses 3 or more references appropriately	Communicates, organizes and synthesizes information from sources. Intended purpose is achieved.	Communicates and organizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.), so the intended purpose is not achieved. Only one reference
Evidence and Insight into the problem	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence with some revelation of patterns	Organizes facts, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists data, but it is not organized and/or is unrelated to focus.
Transfer of content to practice	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation to plan performance **in a new situation.**			Does not provide any plan or methodology for use of skills, theory and content in practice
Comprehensive	Creatively fulfills the assignment, providing additional activities and class involvement	Completely Fulfills the assignment(s) **in an appropriate form**.	Meets criteria with only minimal Effort or attempt to understand content	Minimally completes assignment expectations
Self Evaluation And Reflection	Describes own performance a being team player, completely Involved in development & Implementation.	Fulfilled assignment Communicated with Teammate in a timely Manner and shared responsibility	Fulfilled assignment but wanted To be the leader and asked for no Input from partner or wanted to Only assist in formation & Delivery of assignment. Had little Feedback or input into process	Did not contribute to the Group work and was Unorganized

Resume assignment criteria

Prepare a Letter of Introduction and Resume

Examples of resume and letter of introduction can be found in Anderson's text pages 127 through129. Examples of dressing for success are found on page 130 in your Anderson's text

- Utilize guidelines described in course handout and discussed in class.

- The assignment should be printed on resume quality paper, and be ready for review before guest speaker Lee Giles' " Resume and interview Classroom Exercise."

- The grading criteria sheet from this syllabus should accompany the letter of application and resume. Submit by the due date in a red folder.

Portfolio assignment criteria

- The assignment will consist of the following components:
  - Letter of Introduction
  - Resume (after grading)
  - Listing of your skills sets competencies completed during this year
- The assignment will be color printed on resume quality heavy grade paper and placed in a portfolio binder

DRESS OPTIONS CATEGORIES FOR OPTIMAL SELF-PRESENTATION
Ranked from Very Casual to Very Formal Wear

Usually use Category *4 (Everyday Business) or *5 (Power Business) for Professional Presentations/ Interviews/ Public Day Ceremonies/ Graduation. Category 3 Dressy Casual is acceptable for students attending class but not for any classroom presentations. Note that Dressy Casual does not include athletic shoes.

OCCASION	DRESS	ACCESSORIES	NOT ADVISED
1. Home Repairs/ Gardening	Worn jeans, cutoffs, shorts, old shirt. Leggings	Baseball caps	Overly frayed, worn or soiled. Obscene logos or mottos.
2. Active Sports/ At Home Casual	Jeans, sweatshirt, warmup suit. Leggings Athletic shoes.	Baseball caps, golf/tennis shirts.	"Grubby" look, as for manual labor.
3. Dressy Casual Occasion/ Casual Work Days	"Casual chic" (dressy casual): Khaki/denim pants/skirt. Pressed shirt. Sweater/casual jacket. Real shoes.	Simple accessories, minimal jewelry.	Manual labor or at home wear: Old jeans, sports logos. Baggy tops. Athletic shoes.
*4. Everyday Business	Slacks or skirt, shirt or blouse tucked in. Sweater/jacket (Solid colors/ classic prints).	Simple, non-sparkle jewelry. Solid or nice print ties/ scarves. No bling	Jeans, at-home look, wild prints. Leggings No platform shoes No palazzo pants
*5. Power Business/ Dressy Day Social	Suit, dress, dressy separates. Solid colors, high contrast, nice fabrics: silk, linen, polished cotton	Classic gold or silver jewelry. Leather cases / purses. No bling	No evening wear. No leggings or jeans No Shiny or sparkle fabrics/ accessories. No platform bling shoes No palazzo pants
6. Evening	Nice "party" outfit, slick or shiny fabrics. Formal jackets/coats. Suit for men, "little black dress" women	Fancy ties, elegant wraps, sparkling jewelry. Bling	Daytime or casual wear. Nothing Too revealing.
7. Formal	Elegant classic outfits, long dresses, "black tie" suits.	Expensive classic jewelry, ties, scarves, wraps. Bling	Daywear or casual. Nothing Too revealing.

*Not on scale: Costume look, overtly sexual, gang colors or logos, obscene slogans or pictures, bedroom wear, torn or tattered garments.