



VNSG 1502 Applied Nursing Skills

Course Syllabus: Fall 2019

“Northeast Texas Community College exists to provide responsible, exemplary learning opportunities.”

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Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Online
	Mornings/afternoon	Mornings 9-12	Mornings 9-12	Morning 9-12	9-12 by appt only	8-8 M-F email or Bb

The information contained in this syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Catalog Course Description (include prerequisites):

Five hour credit. Detailed education, training and work-based experience, plus direct patient/client care at a clinical site. Includes clinical and on-campus clinical instruction using web-based electronic health record/simulation laboratory, supervision, evaluation, and placement. Focus is on meeting basic needs for a variety of clients with common medical surgical disorders. Ten hours of clinical experience each week. Prerequisite: Admission into the VN program. Mandatory Co-requisite: VNSG 1260, VNSG 1304 and VNSG 1429.

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your faculty member or the department chair. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

Required Textbook(s):

Jarvis, C. (2016). *Pocket Companion for Physical Examination and Health Assessment* (8th ed.). St. Louis, MO: Elsevier. ISBN: 978-0-323-53202-0

- Ogden, Sheila J.; Fluharty, Linda K. (2016). *Calculation of Drug Dosages: A Work Text* (11th ed.). St Louis: Elsevier Health Services. ISBN: 978-0-323-55128-1
- Vallerand, April Hazard; Sanoski, Cynthia A.; Keglin, Judith Hopfer. (2018). *Davis's Drug Guide for Nurses*. (16th ed.). Philadelphia PA: F.A. Davis. ISBN: 978-0803669451
- Williams, L.S, Hopper, P.D. (2019). *Student Workbook for Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-6900-0
- Williams, L.S., Hopper, P.D. (2019). *Understanding Medical Surgical Nursing* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-6898-0
- Yoost, B.L., Crawford, L.R. (2019). *Fundamentals of Nursing* (2nd ed.). St Louis MO: Elsevier. ISBN: 978-0-323-50864-3
- Yoost, B.L., Crawford, L.R. (2016). *Study Guide for Fundamentals of Nursing* (1st ed.). St Louis, MO: Elsevier. ISBN: 978-0-323-62486-2

Recommended Reading(s):

- Mosby. (2016). *Mosby's Dictionary of Medicine, Nursing, & Health Professionals* (10th ed.). St. Louis, MO. ISBN: 978-0-323-22205-
- Nix, Staci. (2016) *Williams' Basic Nutrition & Diet Therapy* (15th Ed.). Elsevier. St. Louis, MO. ISBN: 978-0-32337731-7
- Silvestri, Linda A. PhD, RN. (2019). *Saunders's Comprehensive Review for NCLEX-PN Examination* (7th ed.). Elsevier. St. Louis, MO. ISBN: 978-0-323-48488-6
- Van Leeuwen, A. M. (2015). *Davis' Comprehensive Handbook Lab and Diagnostic Tests with Nursing Implications* (6th ed.). Philadelphia, PA: F.A. Davis. ISBN: 978-0-80364405-2

ATI and Kaplan learning and testing online resources

Student Learning Outcomes:

The Texas State Board of Nurses (BON) provides differentiated essential competencies (DECs) (2010) to guide nursing education programs in developing a curriculum which prepares graduates to provide safe, competent, compassionate care. The competencies from the BON show the expected level of performance, integrating knowledge, skills, abilities, and judgment based upon the preparation in the program of study. The differentiation is based upon the level of the nursing education program which the student is enrolled.

The NTCC nursing program director and faculty incorporate the Differentiated Essential Competencies (DECs) (2010) into the student learning outcomes of each course, based on the level of the nursing educational program. The learning outcomes of this course are based on the essential competencies of graduates of Texas Vocational nursing education program.

See separate **Student Learning Folder per Blackboard Learning System** for specific course outcomes and specific clinical skills objectives.

Student outcomes that meet Differentiated Entry Level Competencies are as follows:

A. As Member of the Profession:

1. Function within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
2. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
3. Contribute to activities that promote the development and practice of vocational nursing.
4. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

B. Provider of Patient-Centered Care:

1. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice
2. Assist in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.
3. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
4. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
5. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.
6. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
7. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
8. Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.

C. Patient Safety Advocate:

1. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.
2. Implement measures to promote quality and a safe environment for patients, self and others.
3. Assist in the formulation of goals and outcomes to reduce patient risks.

4. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
5. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
6. Accept and make assignments that take into consideration patient safety and organizational policy.

D. Member of the Health Care Team:

1. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
2. Participate as an advocate in activities that focus on improving the health care of patients and their families.
3. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.
4. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.
5. Communicate patient data using technology to support decision making to improve patient care.
6. Assign nursing care to fellow VNs or unlicensed personnel based upon an analysis of patient or unit need.
7. Supervise nursing care provided by others for whom the vocational nurse is responsible.

Exemplary Educational Objectives:

n/a

SCANS SKILLS:

Secretary's Commission on Achieving Necessary Skills (SCANS) is an attempt to help make courses more relevant to the needs of a modern work force. SCANS is divided into two types of skills: competencies and foundations. The competencies are the ability to manage resources, to work amicably and productively with others, to acquire and use information, to master complex systems, and to work with a variety of technologies. Foundation skills are organized into the basic literacy and computational skills, the thinking skills necessary to put knowledge to work, and the personal qualities that make workers dedicated and trustworthy. Both are required for successful performance in most jobs. Baseline Competency Activity To Evaluate Baseline Competency:

COMPETENCY STATEMENTS

Resources	C 1	Completes assignments as instructed.
Information	C 5	Apply nursing process and perform drug administration safely
	C 6	Transcribes and charts drug administration accurately.
	C 7	Charts drug administration and effectiveness.
	C 8	Computer assignments are completed with a passing grade.
Interpersonal		

Skills	C 9	Interacts with students and instructors in-group activities.
	C 14	Interacts with students and instructors in group activities.
Systems	C 15	Understand and use metric and apothecary equivalents with accuracy.
	C 16	Uses critical thinking.

FOUNDATION SKILLS

Basic Skills	F 1	Reading assignments
	F 2	Prepare reports
	F 3	Drug calculations using basic math skills.
	F 4	Drug calculations using higher math skills. Thinking
Skills	F 8	Completes clinical assignments accurately and timely
	F 9	Utilize critical thinking
	F 10	Describe steps taken in the administration of medications by IM, IV and Sub Q
	F 11	Complete clinical assignments
	F 17	Completes all assignments with honesty

NOTE: Student must meet all baseline competencies to pass the course

Lectures & Discussions:

Teaching methodology includes: direct client care in the clinical setting (long-term care and acute care) under the direct supervision of the nursing program faculty or a nurse preceptor.

Client assessments with the formulation of clinical care plans, clinical pre-post conference in person or via NTCC Blackboard Learning System discussion board.

Additional teaching methodologies include: guest speakers, unfolding clinical case studies, high-fidelity Simulation laboratory case scenarios, role playing/modeling, clinical presentations, and face-to face/written evaluations of the student's clinical performance by clinical instructors.

Evaluation/Grading Policy:

The performance grade will reflect compliance with clinical requirements and will be compiled in the following manner as specified in the VN Student Handbook:

Grades will be awarded as follows:

Tickets to Enter class	5%
First checkoff grade	65%
Mid Term Test	15%
Final Test	<u>15%*</u> Student MUST have 75 in order to sit for final
	100%

A (90-100)

B (80-89)

C (75-79)

D(less than 75)

The average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the

exams and other required course work. A minimum grade of 75% is required to receive credit for the nursing course.

A student success plan will be discussed and signed by the student/instructor as points are deducted or if mentoring/couching is performed.

As noted in the student handbook, an unsatisfactory clinical performance that reflects unethical behavior or places a patient at risk for harm will result in disciplinary action: minimal (probation) with maximal action being dismissal from the program without consideration for re-admission.

Skills Proficiency:

When students come to the campus laboratory for a skill conference or evaluation, they must come prepared with the objectives or Skill Evaluation Tool, and/or supplies. Point deductions totaling eleven (11) or greater will be considered failing and the skill will have to be performed again. Required forms (skills check-off sheets) must be presented to the instructor prior to beginning the procedure. The instructor is not obligated to do your evaluation if you do not have all of the proper materials (e.g. scrub attire, check list, name tag, etc.)

This is a test of the student's proficiency in a given skill and the instructor will not use this time to teach. Skill proficiency evaluation grades are given based on the student's performance of skills during scheduled skill evaluations. **In order to pass a skill, 90% proficiency must be attained, and critical elements must be met.** A student will have three opportunities to pass the skill. If 90% proficiency and critical elements are not met by the third attempt at a skill, a failing grade will be given for the course. If a student must repeat a skill evaluation, only the first evaluation grade will be used in the cumulative course grade calculations. The student is responsible for making an appointment with an Instructor to perform additional practice on the failed skill but cannot repeat check offs on failed skills within 1 week of 1st attempt. Practice times are scheduled and important to learning. Additional practice will be the responsibility of the student, and the student should not present for skills proficiency evaluation until they have sufficiently practiced. The following standard point deductions will be made on skill evaluations. Additional points may be deducted at the instructor's discretion.

Failure to provide basic communication	3 points
Failure to provide patient education	3 points
Failure to follow medical asepsis or surgical asepsis when appropriate	11 points
Failure to answer critical thinking questions	2 points
Failure to correctly gather supplies	5 points
Failure to perform an essential step in the procedure	11 points
Failure to provide client safety	11 points
Failure to verbalize or document appropriately	5 points
Failure to clean area and supplies	5 points
Failure to assess the patient	8 points
Failure to evaluate	6 points
Failure perform non essential step in procedure	3 points
Failure to follow uniform policy	3 points

Tests/Exams:

Per student written, verbal, and demonstrative performance in the clinical/simulation lab setting

Assignments:

Clinical assignments/high-fidelity simulation lab (on and off campus), unfolding case studies and the clinical schedule will be posted in the course calendar and downloaded from the Blackboard Learning System.

Other Course Requirements:

Access to a computer laptop/tablet, reliable internet access, student uniforms and assessment equipment, a working knowledge of Word, Excel, Email and Blackboard Learning System functionality plus web based learning environments

Student Responsibilities/Expectations:

Refer to VN Student Handbook for specifics.

NTCC Academic Honesty Statement:

"Students are expected to complete course work in an honest manner, using their intellects and resources designated as allowable by the course instructor. Students are responsible for addressing questions about allowable resources with the course instructor. NTCC upholds the highest standards of academic integrity. This course will follow the NTCC Academic Honesty policy stated in the Student Handbook."

Academic Ethics

The college expects all students to engage in academic pursuits in a manner that is beyond reproach. Students are expected to maintain complete honesty and integrity in their academic pursuit. Academic dishonesty such as cheating, plagiarism, and collusion is unacceptable and may result in disciplinary action. Refer to the student handbook for more information on this subject.

ADA Statement:

It is the policy of NTCC to provide reasonable accommodations for qualified individuals who are students with disabilities. This College will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to request accommodations. An appointment can be made with Katherine Belew, Academic Team Lead Coordinator of Special Populations located in the Student Services. The website to receive more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#) as well as contacting them at this email specialpopulations@ntcc.edu or calling (903)434-8104.

Family Educational Rights and Privacy Act (FERPA):

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's educational records. These rights transfer to the student when he or she attends a school beyond the high school level. Students to whom the rights have transferred are considered "eligible students." In essence, a parent has no legal right to obtain information concerning the child's college records without the written consent of the student. In compliance with FERPA, information classified as "directory information" may be released to the general public without the written consent of the student unless the

student makes a request in writing. Directory information is defined as: the student's name, permanent address and/or local address, telephone listing, dates of attendance, most recent previous education institution attended, other information including major, field of study, degrees, awards received, and participation in officially recognized activities/sports.

Other Course Policies:

Refer to the VN Program Handbook for specific policies.

Communication Policy
Vocational Nursing Program
Northeast Texas Community College

Communication with your Classmates

Each student is expected to interact with others in the class, develop and share ideas, share experiences, and receive feedback. In order to maintain a “therapeutic milieu” and environment conducive of learning, this communication is to be respectful, considerate, and courteous at all times and without fail. Should communication be deemed disrespectful by the instructor or perceived to be disrespectful by students, there will be disciplinary intervention of at least being asked to leave the class in which the student will expect to receive an absence; but may include intervention at the maximum of being dismissed from the program.

Methods of communications may include class face-to-face discussion, Blackboard discussions, school provided email, and any other route acceptable to all students involved in interaction.

Communication with the Instructor (outside of classroom)

College email will be utilized for all communications outside of the classroom or clinical environments, except as noted below. Additionally, the student will be expected to send all communications from their school provided email address. Please remember, that while the internet is available 24 hours a day, your instructor and other students are not. In this course, you can expect that your instructor will respond to messages within 48 hours, except for weekends, college breaks between semesters, and college recognized holidays when response times will be at the instructor’s discretion.

Classroom/Clinical “call-offs” and urgent/emergent matters are the only appropriate communications that should be directed to the instructor’s personal cell phone. It is important to use your best judgement in regard to utilizing the instructor’s personal cell phone number for communications. To help you make this determination, the following examples are provided:

Email Instructor:

- Computer problems experienced after normal business hours
- Questions regarding expectations, assignments, etc after normal business hours
- Questions regarding the schedule after normal business hours (remember, a calendar is provided to you; and you are to expect to be on campus from 0900-1600 every single day – no exceptions. Any unexpected start time will be communication to the student as soon as decision is made. Any early release is a perk for that day.)
- Uniform questions after normal business hours.
- Volunteer opportunity approval.

Call/Text Instructor:

- Urgent situation experienced on way to school/clinical (flat tire, witness wreck, etc)
- Emergency experienced that will prevent participation in classroom or clinical.
- Any of the above noted examples (email) occurring between the hours of 0900-1800 Monday-Thursday.
- Change in clinical assignment as provided by preceptor.
- Experiencing some sort of trouble in clinical.
- Early release from clinical.
- You had an overwhelmingly amazing day in clinical and want to share.

It is reasonable to expect there are situations outside of these examples, however, the student is asked to use their best judgement in choosing how to notify instructor.

Communication with Instructor (on campus)

Face-to-face conversations are welcome. Your instructor will have available office hours posted. Students may request a meeting by sending an email or making a call to the office number to arrange for a conversation during the instructor's posted office hours. Any meetings outside of these timeframes is at the instructor's discretion.

Unless otherwise noted, students are asked to be respectful of breaks provided during lecture hours and recognized lunch hours.

Questions or concerns regarding this policy may be directed to Carie Overstreet, RN at coverstreet@ntcc.edu.

By signing below, you acknowledge understanding of this policy and have had an opportunity to have your questions answered.

Student

Date