



VNSG 1304 Fundamentals Of Nursing I

Course Syllabus: Fall 2017

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

Lisa McCuller RN, BSN

Assistant Professor of Nursing/VN Program Coordinator

Office: UHS building 2nd floor # 206

Phone: 903-434-8277

Email: lmcculler@ntcc.edu

| Office Hours | Monday | Tuesday | Wednesday | Thursday | Friday | Online |
|--------------|--------|---------|-----------|--------------------------|---------------------------------|--|
| | 2-5 PM | 2-5 PM | 1-5 PM | clinicals off campus TBA | 9-12 By prearranged appointment | M through F 8AM-8PM Blackboard or NTCC email |

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): This course provides an introduction to the nursing profession including history, standards of practice, legal and ethical issues and the role of the vocational nurse. Topics include the vocational nurse as provider of care, coordinator of care and member of a profession; mental health; therapeutic communication; cultural and spiritual diversity; introduction to the nursing process; elements of critical thinking; elements of caring behaviors; holistic awareness; human needs; and stress and adaptation; elements of professional behavior to include accountability, responsibility, and honesty. Also included is an introduction to the patient care team and to the health care system: agencies, financing, and trends. Co-requisites include: VNSG 1429, 1260, and 1502.

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):

Elsevier. (2013) Mosby’s Dictionary of Medicine, Nursing & Health Professions (9th ed.) ISBN:0323074030

Jarvis, C. (2016). Physical Examination & Health Assessment pocket guide (7th Ed.) St. Louis, MO: Elsevier. ISBN: 9780323265379

Jones & Bartlett. (2017). Nurse’s Drug Handbook (17th Ed.) Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284099331

Key, J., Marshall, S. (2017). Clinical Calculations with applications to general and specialty areas, (8th ed.). St. Louis, MO: Elsevier ISBN: 978-0323390880

Smith, S., Duell, D., Martin, B., Aebersold, M., Gonzalez, L. (2017). Clinical nursing skills: basic to advanced skills (9th Ed.).Upper Saddle River, NJ: Pearson Education, Inc.
ISBN: 978-0-13-408792-4

Sanders., (2015) Comprehensive Review For NCLEX-PN Exam (6th ed.) ISBN: 0323289312

Vanleeuwen., (2015) Davis' Comprehensive Handbook Lab & Diagnostic Tests (6th Ed.) ISBN: 9780803644052

Nix, (2017) Williams' Basic Nutrition & Diet Therapy (17th Ed.) Elsevier. St. Louis, MO. ISBN: 9780323377317

Williams, L.S., Hopper, P. D., (2015) Understanding Medical Surgical Nursing (5th ed.) F.A. Davis, Philadelphia, PA. ISBN: 978-0-8036-4068-4

Williams, L.S., Hopper, P. D., (2015) Understanding Medical Surgical Nursing study guide (5th ed.) F.A. Davis, Philadelphia, PA. ISBN: 978-0-8036-4069-6

Yoost, B.L., Crawford, L.R., (2016) Fundamentals of Nursing. Elsevier. St. Louis, MO. ISBN:978-0-323-29557-

Yoost, B.L., Crawford, L.R., (2016) Fundamentals of Nursing study guide. Elsevier. St. Louis, MO. ISBN: 9780323358538

Publisher: See Above

ISBN Number: See Above

Recommended Reading(s): See Above

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

The student is responsible for accomplishment of all behavioral objectives either through class presentation or via independent study.

“C” denotes objectives that meet Differentiated Entry Level Competencies.

S” denotes objectives that meet SCANS competencies.

The student, upon completion of VNSG 1304, will be introduced to concepts necessary for the beginning roles (provider of care, coordinator of care, and member of a profession) by having the opportunity to complete course outcomes:

1. Describe vocational nursing. (C)
2. Relate the history of nursing to the present day. (C)
3. Identify the roles of the vocational nurse as provider of care, coordinator of care, and member of a profession. (C,S)
4. Identify the legal, ethical, and professional responsibilities of a vocational nurse as a member of the health care team in a variety of health care settings. (C)
5. Examine professional behavior, including accountability, responsibility, and honesty. (C,S)
6. Discuss the various healthcare delivery systems and the patients served, services provided, and financing. (C,S)
7. Examine the changing trends in nursing and in the healthcare delivery system and its impact on patient care. (C)
8. Differentiate the roles of the members of the health care team. (C,S)
9. Determine the role of human needs in planning nursing care. (C)
10. Discuss the concept of holistic care. (C)
11. Examine positive mental health practices emphasizing cultural and spiritual diversity. (C,S)
12. Identify characteristics of the therapeutic nurse-patient relationship.(C,S)
13. Differentiate aspects of verbal and non-verbal communication. (C,S)
14. Discuss the roles of the vocational nurse in providing culturally sensitive care to the diverse patient population. (C)
15. Give examples of the role of technology in healthcare.
16. Discuss the responsibilities of the vocational nurse related to documentation of patient care.
17. Discuss the relationship of spirituality to an individual's total being. (C)
18. Give examples of attitudes and behaviors that demonstrate caring in nursing. (C)
19. Apply the components of the nursing process relating to primary nursing interventions. (C,S)
20. Identify the role of the VN in applying basic clinical reasoning skills to the care of the patients and the family. (C,S)

Exemplary Educational Objectives:

Curriculum threads are specific concepts that are integrated throughout the curriculum to strengthen the student's development. They reflect areas of increased knowledge, skills, and attitudes of students as they progress in the program. These threads create cohesive learning experiences. The threads integrated in VNSG 1304 include:

1. Clinical reasoning and the nursing process
2. Concepts of mental health
3. Caring behavior
4. Communication skills
5. Healthcare settings
6. Diversity
7. Professional values
8. Roles of the vocational nurse
9. Competence in nursing interventions

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 are 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.

Lectures & Discussions:

Math Dosage Calculations Exam is a pass/fail exam. This exam is not calculated into the total course grade or given a percentage of the total course grade.

Lectures and classroom discussions include the following content:

Module I: The Nursing Process and Practice

Module 2: Understanding Nursing Basics: Nursing Principles: Nurses Assessing Health: vital signs, physical health assessment. Promoting Physiological Health: pain management, Integral Components of Client Care: understanding asepsis, patient safety, hygiene, perioperative nursing

Module 3: Understanding and Promoting Physiological Health: urinary and fecal elimination, oxygenation and tissue perfusion, Nutrition

Module 4: diagnostic testing, skin integrity and wound care

Module 5: Medication Administration

Module 6: Promoting Psychosocial & Physiological Health Concepts: health and wellness, sensory perception, self concept, sexuality, spirituality, loss/grieving/death

Module 7: Understanding lifespan development: concepts of growth and development, promoting health concepts from conception to older adults, concepts promoting family health.

Evaluation/Grading Policy:

Students will be evaluated by the instructor in the classroom both in group and individual settings. These evaluations may be provided verbally or in written form. Each student is given the opportunity to evaluate the course and the instructor. A link will be emailed to each student enrolled in the course by NTCC via campus email for anonymous evaluations of the course and course instructor near the end of the semester.

See grading policy below and refer to the VN program handbook for an indepth review of the policy.

Tests/Exams:

Grading scale:

A= 90-100 points

B= 80-89 points

C= 75-79 points

F= below 75 point.

Module content and exam timeline:

| | |
|--|----------------------------------|
| Seven Module Exams : | 10% each 7x10=70% of total grade |
| Cumulative Final Exam: | 15% of total grade |
| Group Case Studies/group classroom Projects: | 5% of total grade |
| ATI/Kaplan testing: | 10% of total grade |
| Total for course grade = | 100% |

Student Responsibilities/Expectations:

Refer to the 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 Shanin B. Garrett, Academic Advisor/Coordinator of Special Populations located in the College Connection. She can be reached by email sgarrett@ntcc.edu For more information and to obtain a copy of the Request for Accommodations, please refer to the [NTCC website - Special Populations](#).

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.