

El Paso Community College

Syllabus

Part II

Official Course Description

SUBJECT AREA	<u>Vocational Nursing</u>
COURSE RUBRIC AND NUMBER	<u>VNSG 1323</u>
COURSE TITLE	<u>Basic Nursing Skills</u>
COURSE CREDIT HOURS	<u>3 2 : 2</u> Credits Lec Lab

I. Catalog Description

Introduces the student to mastery of basic nursing skills and competencies for a variety of health care settings using the nursing process as the foundation for all nursing interventions. Introduces the student to the role of the vocational nurse as a provider of patient-centered care, member of the health care team, patient safety advocate, and member of the profession. A grade of "C" or better is required in this course to take the next course. NOTE: Students must successfully complete VNSG 1227 with a "C" or better to stay enrolled in VNSG 1323 and VNSG 1160. **Corequisite: VNSG 1160. (2:2). Lab fee.**

II. Course Objectives

A. Unit I. Nurse as Provider of Patient-Centered Care

1. Describe methods of problem solving. (SLO #1)
2. Discuss methods to assist the nurse in determining the physical and mental health status, health needs, and preferences of culturally, ethnically, and socially diverse gerontological/adult long-term care patients and their families based upon interpretation of health-related data and preventive health practices as a beginning vocational nursing student. (SLO #3, 6)
3. Discuss how 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 team for gerontological/adult long-term patients as a beginning vocational nursing student. (SLO #3, 6)
4. Discuss how to implement the plan of care within legal, ethical, and regulatory parameters for a gerontological/adult long-term care patients as a beginning vocational nursing student. (SLO #3, 4, 6)
5. Discuss identification and reporting of alterations in patient responses to therapeutic interventions in comparison to expected outcomes in a gerontological/adult long-term care patients as a beginning vocational nursing student. (SLO#3)
6. Discuss how to provide safe, compassionate basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice for assigned gerontological/adult long-term care patients as a beginning vocational nursing student. (SLO #3)

7. Demonstrate the use of clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice as a beginning vocational student. (SLO #2)
8. Discuss methods of verbal and non-verbal communication that may be utilized in the care and teaching of gerontological/adult long-term care patients and their families with common health problems and well-defined health learning needs as a beginning vocational nursing student. (SLO #2)
9. Discuss the coordination of human, information, and material resources in providing care to gerontological/adult long-term care patients and their families as a beginning vocational nursing student. (SLO #3, 4, 6)

B. Unit II. Nurse as a Member of the Health Care Team

1. Discuss ways to 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 of gerontological/adult long-term care patients as a beginning vocational nursing student. (SLO #6)
2. Discuss ways to communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of gerontological/adult long-term care patients and their families as a beginning vocational nursing student. (SLO #6)
3. Discuss how to participate in the identification of gerontological/adult long-term care patients' needs for referral that facilitate continuity of care and ensure confidentiality as a beginning vocational nursing student. (SLO #4, 5, 6)
4. Discuss ways to participate as an advocate in activities that focus on improving the health care of gerontological/adult long-term care patients and their families as a beginning vocational nursing student. (SLO #3, 6)
5. Discuss methods to participate in activities which support the organizational framework of structured health care settings as a beginning vocational nursing student. (SLO #1)

C. Unit III. Nurse as Member of a Profession

1. Discuss the nurse's legal scope of practice in accordance with the policies and procedures of a gerontological/adult long-term care setting as a beginning vocational nursing student. (SLO #1, 4)
2. Discuss why nurses participate as an advocate in activities that focus on improving the health care of gerontological/adult long-term care patients as a beginning vocational nursing student. (SLO #4)
3. Discuss what behaviors promote the development and practice of the beginning vocational nursing student. (SLO #3)
4. Discuss responsibility and accountability for the quality of nursing care provided to patients and their families in a gerontological/adult long-term care setting. (SLO #4)
5. Discuss the nurse's responsibility for continued competence in nursing practice as a beginning vocational nursing student. (SLO #1)

D. Unit IV. Nurse as a Patient Safety Advocate

1. Discuss the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety as a beginning vocational nursing student. (SLO #1, 2, 3, 4, 5)
2. Discuss measures to promote quality and a safe environment for patients, self, and others as a beginning vocational nursing student. (SLO #5)
3. Discuss goals and outcomes to reduce patient risks as a beginning vocational nursing student. (SLO #6)
4. Discuss mandatory reporting requirements of the Texas Nursing Practice Act as a beginning vocational nursing student. (SLO #1, 4, 5, 6)

E. Unit V. Laboratory Skills

Perform basic client care skills with 100% accuracy.

III. THECB Learning Outcomes (WECM)

1. Demonstrate competency in basic nursing skills.
2. Identify the steps in the nursing process and describe how each relates to nursing care.
3. Discuss the delivery of basic nursing skills in a variety of health care settings.

IV. Evaluation

A. Proficiency Exams

Any student wishing to do a Proficiency Exam for nursing course should speak to the VN Program Coordinator and/or to the Nursing Counselor. All nursing courses in the vocational nurse program can be challenged, but the student must meet residency requirements and have 6 vocational nursing hours at El Paso Community College to be a graduate of the EPCC Vocational Nurse Program.

B. Articulation

Articulation plans for the Vocational Nursing Program will be addressed by the nursing counselor.

C. Pre-Assessment of Drug Calculations

Course VNSG 1323, Basic Nursing Skills, does not have a Preassessment of Drug Calculations Exam.

D. Unit Assignments/Projects/Quizzes

1. Quizzes or Assignments = 10%

Assignments/Projects to be handed out in class and based on course objectives and/or student learning activities.

Assignments/Projects will be due per instructions given by the instructor. Guidelines for grading will be given at the time the assignments are handed out.

There will be a minimum of 3 quizzes in this course. **Quizzes cannot be made up.** If a student is absent or tardy on a day that a quiz has been given, or is due, a zero is assigned. A student who comes in more than 5 minutes late to a quiz that is in progress will be given a zero for that quiz.

E. Unit Exams and Final Exams

1. Unit Exams = 60%

There will be 3 multiple choice unit exams in this course. Several threads of the curriculum will be tested on the exams.

Any content related to course objectives previously presented has the potential for being tested,

2. Comprehensive Final Exam = 20%

The final examination is comprehensive and will cover all course objectives. The final examination will count 20% toward the course grade. The exam will be multiple choice.

F. Laboratory Skills

Laboratory Skills = 10% of final grade

Students will be held accountable for the performance of all skills on the Skills Checklist as the skill and corresponding theory content is presented. In order to receive credit for the course, skills on the skills checklist must be completed prior to the final exam. Failure to complete the skills will result in failure of the course. To receive a passing evaluation, skills must be demonstrated by the student without the assistance of the instructor. A score will be given to those skills designated as graded skills based on the number of attempts needed to successfully perform the skill.

Students are allowed 1 absence from a scheduled check-off. Additional absence from scheduled check-off will result in the student receiving a grade of 0 in the grade column for the skill(s) to be performed during that check-off session.

G. Grading Criteria

Course Grade will be determined by:

Graded Assignment/Projects and/or Quizzes..	10%
Unit Exams (3 exams @ 20% each).....	60%
Comprehensive Final Exam.....	20%
Selected Laboratory Skills.....	<u>10%</u>
	100%

The student must obtain a minimum of 75% in this course for successful completion. The procedure for calculating the course grade specified in the Nursing Student's Handbook will be followed. The following grading scale will be used.

90 - 100	=	A
80 - 89	=	B
78 - 79	=	C
70 - 77	=	D
0 - 69	=	F

1. Scores on each examination, assignment or clinical evaluation will be rounded and recorded to the closest whole number.
2. Final Course grades will NOT be rounded to the closest whole number. A 75.00% is needed to pass the course with no rounding (i.e. 74.7 would be recorded as 74.7 and not rounded up to 75; 89.9 stays 89.9 and would not be rounded up to 90).
3. Rounding rule: All grades except for Final Course Grade
 - a. To determine scores to record, use the value in the tenths column only; do not carry out any further. (82.459 would be recorded as 82 because only the tenths column is looked at).
 - b. 0.5 and above will be rounded to the next higher whole number (i.e., 84.6 becomes 85).
 - c. 0.4 and below will be rounded by dropping the tenths and leaving the whole number (i.e., 84.3 becomes 84).

H. Nursing Program Policies

Students will be expected to adhere to program procedures contained in the Nursing Student's Handbook. Students must pay particular attention to the following procedures:

1. Honesty Policy Nursing
2. Procedure on Scholastic Dishonesty
3. Criteria for Course Pursuit
4. Procedure for Written Examinations and Other Grades
5. Procedures on Rounding Grades
6. Nursing Laboratory Guidelines
7. Laboratory Safety Guidelines
8. Computer Use Policy - Nursing
9. Casual Attire for Nursing Classes
10. Needle, Blood and Body Precautions
11. Classroom Etiquette

I. Remediation

Students not obtaining a grade of 75 or above in this course must retake the course and complete it successfully in order to fulfill partial eligibility to sit for the Vocational Nurse Licensure Examination.

It is highly recommended that the student follow the instructions on a counseling form, if given. It is highly recommended that the student attend all mentoring (RETAIN) sessions for the course and utilize the CAI's available in the Nursing Lab and the Library.

V. Disability Statement (Americans with Disabilities Act [ADA])

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. 6 Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

VII. Student Learning Outcomes (SLO's)

The purpose of student learning outcomes is to assess the knowledge, skills, and or attributes which the student has attained from their educational experience (Reference from El Paso Community College Procedure 203.01.58 Student Learning Outcomes). There are six student learning outcomes for the discipline of nursing – Vocational Nursing program

Student Learning Outcomes – SLO's	
1.	Nursing students: Demonstrate a commitment to participating in activities that promote the growth, development and practice of vocational nursing, while valuing the need for lifelong learning.
2.	Nursing students: Integrate teaching-learning principles by developing, presenting, evaluating and modifying teaching plans to meet the needs of patients and their families.
3.	Nursing students: Utilize clinical judgment, communication skills and a systematic process when advocating for safe caring and compassionate patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
4.	Nursing students: Assume accountability for the quality of patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
5.	Nursing students: Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
6.	Nursing students: Collaborate and co-ordinate with patients, their families and the interdisciplinary/multidisciplinary health care team to implement best practices and to address health promotion and disease prevention, health maintenance and health restoration based on the individual's perception of their health needs.

Revisions to SLO's Fall 2011 & 6-7-2012