

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	Vocational Nursing								
COURSE RUBRIC AND NUMBER	VNSG 1160								
COURSE TITLE	Clinical–Licensed Practical/Vocational Nurse Training								
COURSE CREDIT HOURS	<table border="0" style="margin: auto;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">:</td> <td style="text-align: center;">4</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	1	0	:	4	Credits	Lec		Lab
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Credits	Lec		Lab						

I. Catalog Description

Provides the student with a health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. Provides clinical experience in basic patient care skills. Introduces the application of nursing process with emphasis on assessment, some on the nursing diagnosis, and planning. A grade of “C” or better is required in this course to take the next course. Students must successfully complete this course to take/stay enrolled in VNSG 1402 and VNSG 1260. **Corequisite: VNSG 1323. (0:4). Professional Practice Insurance required.**

II. Course Objectives

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

1. Use problem-solving techniques in providing basic patient care. (SLO #2,5)
2. 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 #4, 5)
3. Assist with a plan of care for gerontological patients/adult long-term care as a beginning vocational nursing student. (SLO #2)
4. Implement plan of care within legal, ethical, and regulatory parameters for gerontological/adult long-term care patients as a beginning vocational nursing student. (SLO #3, 4, 5)
5. Provide safe, compassionate basic nursing care to assigned gerontological/adult long-term care patients with predictable health care needs through a supervised, directed scope of practice as a beginning vocational nursing student. (SLO #4)
6. Use the problem-solving approach as the basis for decision making in nursing practice as a beginning vocational nursing student. (SLO #5)
7. Use clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice as a beginning vocational nursing student. (SLO #4)

8. Utilize effective verbal and non-verbal communication skills 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 #1)
9. Participate in 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 #2, 3, 5)

B. Unit II, Nurse as a 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 of gerontological/adult long-term care patients as a beginning vocational nursing student. (SLO #5)
2. 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 #5)
3. Participate in the identification of gerontological/adult long-term care patient needs for referral that facilitate continuity of care and ensure confidentiality as a beginning vocational nursing student. (SLO #3, 5)
4. Participate in activities which support the organizational framework of structured health care settings as a beginning vocational nursing student. (SLO #3, 4, 5)

C. Unit III. Nurse as a Member of the Profession

1. Demonstrate 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 #3, 4, 5)
2. 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 #5)
3. Demonstrate behaviors that promote the development and practice of the beginning vocational nursing student. (SLO #2, 5)
4. Demonstrate 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)
5. Demonstrate the nurse's responsibility for continued competence in nursing practice as a beginning vocational nursing student. (SLO #3, 4, 5)

D. Unit IV. Nurse as a Patient Safety Advocate

1. Utilize the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety as a beginning vocational nursing student. (SLO #2, 3, 4, 5)
2. Utilize measures to promote quality and a safe environment for patients, self, and others as a beginning vocational nursing student. (SLO #1, 4, 5)

3. Participate in activities to achieve goals and outcomes that reduce patient risks as a beginning vocational nursing student. (SLO #3, 4, 5)
4. Discuss mandatory reporting requirements of the Texas Nursing Practice Act as a beginning vocational nursing student. (SLO #2, 3, 4, 5)

E. Unit V. Laboratory Skills

Perform the following skills, adhering to the critical elements for successful performance, as they are available in the clinical setting:

1. Implements skills related to Basic Principles of Communication such as:
Charting on forms used by the vocational nurse.
2. Demonstrates skills related to the Gastrointestinal System such as:
Collection of stool specimens
Enema Administration
Height and Weight
3. Applies skills related to the Immune System such as:
Hand washing for medical asepsis
Isolation techniques
4. Demonstrates skills related to the Integumentary System
Bath, hair and nail care, oral care, back rub, and pericare
Bed making
5. Applies skills related to the Musculoskeletal System
Principles of body mechanics in patient activity, ambulation, and transfer to and from bed to chair
Positioning
Passive Range of Motion Exercises
6. Implements skills related to the Urinary System
Collection of routine urine specimen
Use of bedpan and urinal
7. Demonstrates skills related to Assessment of Vital Signs
Body temperature using both glass and an electronic thermometer
Radial pulses
Blood Pressure
Respirations

III. Student Learning Outcomes (SLO's): VOCATIONAL NURSING

Nursing Program Student Learning Outcomes (SLO's) assess the knowledge, skills/abilities, and/or attitudes that display behavioral evidence which the students have attained from their educational experiences. The ongoing assessment of Student Learning Outcomes is specifically linked to the El Paso

Community College Mission Statement, Institutional Strategic Goals, Program Review, and the Nursing Mission and Vision statement. Nursing Program Student Learning Outcomes specifically describe the end result of the Nursing program.

Student Learning Outcomes – SLO's
1. Integrate teaching-learning principles by developing, presenting, evaluating and modifying teaching plans to meet the needs of patients and their families.
2. Utilize nursing -clinical judgment, communication skills and a systematic process when advocating for safe caring and compassionate patient-centered care to culturally diverse patients and their families across the lifespan in a variety of health care settings.
3. Assume accountability for the quality of patient-centered nursing care within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
4. Provide evidence-based nursing care that promotes safety for the patient, family and their environment, while utilizing current technologies and nursing informatics.
5. 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
Revised: May 2018

IV. **THECB Learning Outcomes (WECM)**

As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

V. **Evaluation**

A. Proficiency Exams

Any student wishing to do a Proficiency Exam for a 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, if available, 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 are available and will be addressed by the nursing counselor.

C. Pre-clinical drug calculation Assessment

Mastery of drug calculations must be demonstrated for all nursing clinical courses. A score of 90% or higher on a pre-clinical drug calculation assessment examination must be received.

Students must receive the 90% score prior to administering medications in the clinical setting. This applies to all students taking or auditing a theory or a clinical course to include the first semester. This will validate their knowledge and skills as they prepare to advance to the next course and provide an opportunity for remediation, if appropriate. The first attempt at the calculation examination/math test will be counted as a theory quiz. A 10-point deduction from the A.D.N./VN Competencies (clinical evaluation) for each day that medications cannot be administered plus other areas as applicable. The Math exam will be offered once weekly.

D. Vocational Nursing Clinical Competencies

There will be 2 clinical rotations during the course with an evaluation at the end of each rotation. The rotations include a community rotation and a rotation of a long term care facility. The two evaluations are averaged together and count for 100% of the clinical grade.

E. Remediation

Remediation will be based upon identified weak areas in the clinical setting using the criteria specified in the Course Competencies. The student is expected to demonstrate competencies as a Member of the Profession, as a Provider of Patient-Centered Care, and as a Member of the Health Care Team. Should weaknesses be identified in any of these areas during the clinical rotation, the student will be counseled by the clinical instructor. It is the student's responsibility to seek additional assistance from the clinical instructor and/or the open lab instructor as needed.

F. Grading Criteria

1.	Clinical Evaluations (Vocational Nurse Competency – 1)	80%
2.	Community Rotation	<u>20%</u>
		100%

The student must obtain a minimum grade of 78% in this course for successful completion. In addition, the average of the two clinical competency grades must yield a minimum score of "78" Anything less than 78% on the averaged competencies will result in failure of the course. The following grading scale will be utilized:

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

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 78.00% is needed to pass the course with no rounding (i.e. 77.7 would be recorded as 77.7 and not rounded up to 78 ; 89.9 stays 89.9 and would not be rounded up to 90).

3. Rounding rule: All grades except for Final Course Grade

- 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).
- 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).

(See Nursing Student Handbook for Procedure on Rounding of Grades)

G. Standardized Exams

See Standardized Exam Procedure in Nursing Student Handbook. (See Appendix)

VI. 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).

VII. 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.

VIII. Title IX and Sex Discrimination

Title 9 (20 U.S.C. 1681 & 34 C.F.R. Part 106) states the following "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance." The Violence Against Women Act (VAWA) prohibits stalking, date violence, sexual violence, and domestic violence for all students, employees and visitors (male and female). If you have any concerns related to discrimination, harassment, or assault (of any type) you can contact the Assistant to the Vice President for Student and Enrollment Services at 915-831-2655. Employees can call the Manager of Employee Relations at 915-831-6458. Reports of sexual assault/violence may also be reported to EPCC Police at 915-831-2200.