

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Vocational Nursing</u>
COURSE RUBRIC AND NUMBER	<u>VNSG 1219</u>
COURSE TITLE	<u>Leadership and Professional Development</u>
COURSE CREDIT HOURS	<u>2 2 :</u> <u>0</u>
	Credits Lec Lab

I. Catalog Description

Studies the importance of professional growth. Includes topics on the role of the licensed vocational nurse in the multi-disciplinary health care team, professional organizations, and continuing education. Analyzes in-depth role of the vocational nurse in the development of the nursing care plan, in conjunction with the registered nurse. Discusses typical professional career paths, including leadership roles. Researches the process for licensure. A grade of "C" or better is required in this course to take the next course.

Corequisites: VNSG 1230 and VNSG 1234 and VNSG 1262 and VNSG 1263. (2:0).

II. Course Objectives

A. Unit I. Role of the LVN on the Health Care Team; Nursing Organizations

1. Identify and explore the role of the vocational nurse in the health care team, particularly in relationship to the registered nurse, and recognize the role of the vocational nurse in the development of the care plan. **(SLO #4)**
2. Describe the role of the various nursing organizations in vocational nursing. **(SLO #4)**
3. Identify the continuing education requirements and how to meet them. **(SLO # 2, 4)**

B. Unit II. How the Board of Nursing (BON) Regulates Nursing Practice

Explore the laws of Texas regarding nursing to include the: **(SLO #4)**

- Nurse Practice Act,
- Rules and regulations, and
- Position statements on the BON website and how they regulate, define, and shape nursing in Texas.

C. Unit III. Role of the BON in Peer Review and Licensing; Ethics and Legalities

1. Identify some of the legal and ethical issues in nursing today and discuss negligence and malpractice. **(SLO #4, 5)**
2. Discuss the concept of peer review and how it affects vocational nurses. **(SLO #4)**

3. Explain the Safe Harbor provision available to nurses in Texas, how to access and utilize it effectively, and what implications it carries. **(SLO #4, 5)**

D. Unit IV. Taking the NCLEX and Starting Practice

1. Explain BON’s rubric for determining what actions are in a nurse’s scope of practice. **(SLO #4)**
2. Identify the role of the LVN as a leader and manager, to include delegation and supervision, and discuss the variety of careers available to vocational nurses. **(SLO #4, 5)**
3. Access the National Council of the State Boards of Nursing website to identify NCLEX format and methods. **(SLO #4)**

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)

1. Describe the role of the licensed vocational nurse in multi-disciplinary settings inclusive of basic principles of leadership and management.
2. Discuss the role of professional organizations and regulatory agencies.
3. Explain the Texas Board of Nursing Rules and Regulations and the Nurse Practice Act.
4. Identify criteria and appropriate resources for continuing education.

V. Evaluation

A. Proficiency Exam

Any student wishing to challenge 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. However, the student must meet certain requirements to qualify for graduation.

B. Articulation

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

C. Exams

Course grade will be determined by:

- 1. Unit exams (4@ 10% each)40%

There will be 4 unit exams in this course. Students will take these online, accessing them at the time scheduled through Blackboard.

- 2. Comprehensive Final Exam.....25%

The final examination is comprehensive and will cover all course objectives. The exam will be in multiple choice format, available online at the scheduled time.

- 3. Discussions.....15%

Students will each post a thesis or comment relating to the assigned topic on the Blackboard discussion board during the course of each unit. This will be a response that they formulate after reading the assigned or suggested sources. Each student will then respond to two other student's postings with meaningful replies. (This means there should be three grades for each discussion: one for the student's original comment/response on the assigned topic, and one for each of two responses to other's postings. If the student replies to more than two of the other's postings, the best two will be graded.) Here is the rubric the instructor will utilize for grading discussions:

100%: The comment is accurate, original, relevant, teaches something new, is well written, and any sources are cited. The comment will elucidate and stimulate additional thought about the issue under consideration.

75%: The comment lacks at least one of the above criteria and is average in quality. A comment of this quality will make a significant contribution to our understanding of the issue at hand.

50%: Comments of this caliber offer no authoritative information; often personal experiences or personal opinion fall in this category.

25%: This sort of comment offers little or no new information. However, comments of this category may add important social character and a collegial attitude to the discussion.

0%: Either there was no comment or it added no value to the discussion.

- 4. Quizzes (4 @ 5% each)20%

Quizzes are taken on the website and may have multiple choice, fill-in-the-blank, essay questions, and other types as well.

5. Grading Scale

A = 90 – 100
B = 81 – 89
C = 75 – 80
F = below 75

See rounding of grade procedure in the EPCC Nursing Student Handbook.

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).

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).

D. 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. The student must take responsibility to communicate with the instructor if he or she is having difficulty in completing the course successfully.

E. ATI Exams:

Students are required for course completion to take the Proctored ATI Assessment as scheduled, or they will receive a grade of "I" incomplete for the course, with the exception of the fourth semester ADN program and the third semester LVN program. The fourth semester ADN and third semester LVN students are required to take and pass the ATI Comprehensive Predictor assessment at the 90% level for course completion. Although it is mandatory to take the Proctored ATI Assessment it will not affect whether or not the student passes the course, with the exception of RNSG 2130 or VNSG 1119 unless it is not taken. For RNSG 2130 or VNSG 1119 the student must pass the ATI Comprehensive Predictor assessment or fail the course, they will have two chances to pass the assessment at the 90% level. If unsuccessful, a grade of F will be given for the course the course must be repeated.

A grade of 75 must be attained to receive the ATI points. Once the course has been successfully passed with a grade of 75 or greater, depending upon the proficiency level achieved on the assessment the student the following points will be added to the final course grade.

- Proficiency level of 3 will receive 3 additional points to overall grade
- Proficiency level of 2 will receive 2 additional points to overall grade
- Proficiency level of less than 2 will result in no additional points added to the overall grade and may be required to do remediation

In order to receive the additional points for the Proctored Assessment, the test must be taken as scheduled and the appropriate proficiency level reached. If not taken as scheduled then no points will be awarded.

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.