

COURSE SYLLABUS

VNSG 1260.003 (2:0:6)

**CLINICAL PRACTICAL NURSING (LPN TRAINING)
LEVEL I**

Vocational Nursing Program

Health Occupations Department

Health Sciences Division

Plainview Campus

SOUTH PLAINS COLLEGE

Fall 2021

PLAINVIEW

COURSE TITLE: VNSG 1260.003 (2:0:6)
CLINICAL-PRACTICAL NURSING (L.P.N. TRAINING)

INSTRUCTOR: Suzanne Griffin, AND, RN, Program Coordinator & Asst. Professor
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OFFICE HOURS: M 1:00 PM – 4:00 PM
T 8:00 AM – 9:00 AM and 1:00 PM - 4:00 PM
W & TR By Appointment
F 8:00 AM – 9:00 AM

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE

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COURSE DESCRIPTION:

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 / instructor. Specific detailed learning objectives are developed for each course by the faculty. On-site clinical instruction, supervision, evaluation, and placement is the responsibility of the college faculty. Clinical experiences are unpaid external learning experiences. Course may be repeated if topics and learning outcomes vary. Virtual Simulations (vSims) will also be utilized to enhance the student’s ability to critically think and provide safe and competent care.

STUDENT LEARNING OUTCOMES:

As outlined in the learning plan, the student will apply the theory, concepts, and skills involving specialized materials, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the particular occupation and the business / industry; and demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, communicating in the applicable language of the occupation and the business or industry.

COURSE COMPETENCIES:

Student must complete with a passing grade of 77% or above based on the course objectives and in order to move to Level II of clinical competencies.

ACADEMIC INTEGRITY:

Refer to the Plainview Vocational Nursing Student Handbook and the SPC Catalog. In addition, all students are expected to maintain professional conduct and standards, and comply with all clinical guidelines as outlined in the Student Handbook.

SCANS & FOUNDATION SKILLS:

See Clinical Objectives

VERIFICATION OF WORKPLACE COMPETENCIES:

NCLEX-PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

TEXTBOOKS:

All current vocational nursing program textbooks.
Outside resources may be utilized, yet must be appropriate to the nursing profession and current (within 5 years).

ATTENDANCE POLICY: (Student Handbook)

Level I Clinical – 1 absence Student will be dismissed from the course if a second absence occurs.

**The student is responsible for notifying the Assigned Nursing Unit / Clinical Instructor if unable to be at the assigned clinical site. The unit should be called at least 30 minutes prior to the time scheduled for duty. When student does not call in before 6:30 AM, assignments will be relinquished and the student will be counted absent.

Tardies in the clinical area will not be tolerated. A student is considered tardy if he/she does not report for duty at the scheduled time for that clinical area. A student who accumulates (2) tardies in the clinical component will be counseled by the Program Coordinator. Three (3) tardies in the clinical aspect of the program will be grounds for disciplinary action. **If a student is absent any portion of a clinical shift, this will be considered as one absence. If a student must leave the clinical site for any reason, he/she should report to the instructor assigned to the affiliate, and to the person in charge so that patient responsibilities or duties may be reassigned.

Dropping a class

Students should submit a [Student Initiated Drop Form](#) online.

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters.**

Withdrawing from all classes

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

Schedule Change (after late registration and before census date)

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a [Schedule Change Form](#).

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

COURSE REQUIREMENTS:

Student must successfully meet all clinical competencies for Level I by the completion of this course with a grade of 77% or above.

Student is to review the Policies and Procedures along with the Confidentiality Agreement for the Center for Clinical Excellence – Reese Center at the following link: www.SIMSPC.org

Confidentiality Agreements should be printed and signed and presented to the nursing office no later than October 1st.

Confidentiality Agreements from each clinical affiliate site will be presented to the student during clinical orientation and the student will provide their signature indicating that they have read and understand the policy set forth by the institution/s. This documentation will also become part of the student file.

GRADING:

Weekly Clinical Evaluations and vSim Assignments..... 90%
ATI and Post Conference Activities 10%

A	93 – 100	
B	84 – 92	
C	77* - 83	*Passing
D	70 – 76	
F	69 or below	

All activities, assignments, lectures, skills, or exams are subject to change per instructor’s discretion.

2021

SCHEDULE OF CLINICAL EXPERIENCES:

10 - 28 (Campus) Clinical Orientation with vSim Introduction & Affiliate Presentations

10 - 29 (Campus) Clinical Orientation Continued
ATI Proctored Assessment “Critical Thinking Entrance”

11 - 4 (CCE) Health Assessments

11 - 5 (CCE) Health Assessments and Clinical Debrief & Post Conference

11 – 11 (CHP) Health Assessments & Basic Bedside Care with vSim

11 – 12 (CHP) Health Assessments & Basic Bedside Care with vSim
Clinical Post Conference

11 – 18 (CHP) Health Assessments & Basic Bedside Care with vSim

11 – 19 (CHP) Health Assessments & Basic Bedside Care with vSim
Clinical Post Conference

11 / 24 – 26 *Thanksgiving Holiday*

12 – 2 (Campus) Skill Review & Performance with vSim

12 – 3 (Campus) Skill Review & Performance with vSim

12 – 9 (Campus) Skill Review & Performance with vSim

12 – 10 (Campus) Skill Review & Performance with vSim

12 – 16 Clinical Evaluations

LEVEL I CLINICAL OBJECTIVES VNSG 1260.003

LEVEL I CLINICAL PRACTICUM: The student should be able to demonstrate satisfactory progress in the following levels of performance toward competency of skills for entry into Level II of clinical application.

(C – 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 / F – 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17)

Clinical practice standards for student performance are based on the SPC Graduate Outcomes. For each graduate outcome, a level of achievement is indicated in the table below. Students are expected to complete the semester at the level indicated, showing progress and increasing competency throughout the semester. Student performance standards are defined as follows (adapted from Krichbaum et al, 1994):

- (1) *Provisional*: performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.
- (2) *Assisted*: performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to patient; identifies principles but still may need direction in application of principles.
- (3) *Supervised*: performs safely and accurately each time behavior is observed; requires occasional supportive and directive cues; spends reasonable time on task and appears generally relaxed and confident; applies theoretical knowledge accurately with occasional cues; focuses on patients initially but as complexity increases, still may focus more on task.
- (4) *Independent*: performs safely and accurately each time behavior is observed and without need of supportive cues; demonstrates dexterity in skills; spends minimum time on task; applies theoretical knowledge accurately; focuses on patient while giving care.

GRADUATE OUTCOMES	LEVEL 1	LEVEL 2	LEVEL 3
Member of the Profession	1	2-3	4
Provider of Patient-Centered Care	2	3	4
Patient Safety Advocate	2	3	4
Member of the Health Care Team	1	2-3	4

The student is evaluated on a weekly basis at the end of the level indicated. In order to exit the clinical course, the student must have a 77% average or above and must be at the Level indicated on the Summative Clinical Evaluation Tool.

Upon satisfactory completion of the course, the student will be progressing toward meeting the SPC Graduate Outcomes and the Texas BON *Differentiated Essential Competencies (DECs)*. The DECs are listed by numbers and letters on the clinical evaluation tool:

- I. Member of the Profession
- II. Provider of Patient-Centered Care
- III. Patient Safety Advocate
- IV. Member of the health Care Team

Krichbaum, K., Rowan, M., Duckett, L., Ryden, M. & Savik, K. (1994). The Clinical evaluation tool: a measure of the quality of clinical performance of baccalaureate students. *Journal of Nursing Education*, 33 (9), 395-404

I. Graduate Outcome: Member of the Profession

A licensed nurse (LVN or RN) who exhibits behaviors that reflect commitment to the growth and development of the role and function of nursing consistent with state and national regulations and with ethical and professional standards; aspires to improve the discipline of nursing and its contribution to society; and values self-assessment, self-care, and the need for lifelong learning. ELA: 1

A. Functions within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.

1. Function within a directed scope of practice of the vocational nurse with appropriate supervision.
2. Assist in determination of predictable health care needs of patients to provide individualized, goal-directed nursing care.
3. a. Practice according to facility policies and procedures and provide input in the development of facility policies and procedures.

b. Question orders, policies, and procedures that may not be in the patient's best interest.

B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.

1. Practice according to the Texas laws and regulations.
2. a. Provide nursing care within the parameters of vocational nursing knowledge, scope of practice, education, experience, and ethical/ legal standards of care.

b. Participate in evaluation of care administered by the interdisciplinary health care team.
3. a. Practice nursing in a caring, nonjudgmental, nondiscriminatory manner.

b. Provide culturally sensitive health care to patients and their families.

c. Provide holistic care that addresses the needs of diverse individuals across the lifespan.
4. a. Use performance and self-evaluation processes to improve individual nursing practice and professional growth.

b. Evaluate the learning needs of self, peers, and others and intervene to assure quality of care.

5. a. Assume accountability for individual nursing practice.
b. Follow established evidence-based clinical practice guidelines.
6. a. Follow established policies and procedures.
b. Question orders, policies, and procedures that may not be in the patient's best interest.
c. Use nursing judgment to anticipate and prevent patient harm, including implementing Nursing Peer Review.
7. Demonstrate professional characteristics that display a commitment to nursing care and to recognizing and meeting patient needs.
8. Use communication techniques to maintain professional boundaries in the nurse/patient relationship.
9. Uphold professional behavior in nursing comportment and in following organizational standards and policies.
10. Implement principles of quality improvement in collaboration with the health care team.

C. Contribute to activities that promote the development and practice of vocational nursing.

1. Identify historical evolution of nursing practice and issues affecting the development and practice of vocational nursing.
2. Work collegially with members of the interdisciplinary health care team.
3. Participate in activities individually or in groups through organizations that promote a positive image of the vocational nursing role.
4. Recognize roles of vocational nursing organizations, regulatory agencies, and organizational committees.
5. Practice within the vocational nursing role and Scope of Practice.
6. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.

D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

1. Participate in educational activities to maintain/ improve competency, knowledge, and skills.
2. ** Participate in nursing continuing competency activities to maintain licensure.*
3. Use self-evaluation, reflection, peer evaluation, and feedback to modify and improve practice.
4. Demonstrate accountability to reassess and establish new competency when changing practice areas.
5. Demonstrate commitment to the value of lifelong learning.
6. Engage in self-care practices that promote work-life balance.

II. Graduate Outcome: Provider of Patient-Centered Care:

A licensed nurse (LVN or RN) who, based on educational preparation and scope of practice, accepts responsibility for the quality of nursing care and provides safe, compassionate nursing care using a systematic process of assessment, analysis, planning, intervention, and evaluation that focuses on the needs and preferences of patients and their families. The nurse incorporates professional values and ethical principles into nursing practice. The patients for LVNs and for Diploma and ADN educated RNs include individual patients and their families; the BSN-educated RN is also prepared to provide care to populations and communities.
ELA: 2

A. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.

1. Use problem-solving approach and nursing knowledge to make decisions regarding care of assigned patients.
2.
 - a. Organize care for assigned patients based upon problem-solving and Identified priorities.
 - b. Proactively manage priorities in patient care and follow-up on clinical problems that warrant investigation with consideration of anticipated risks.
 - c. Recognize potential care needs of vulnerable patients.
3. Identify and communicate patient physical and mental health care problems encountered in practice.
4. Apply relevant, current nursing practice journal articles to practice and

clinical decisions.

B. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge from the vocational nursing program of study.

1. Use structured assessment tool to obtain patient history.
2. Perform focused assessment to assist in identifying health status and monitoring change in patients.
3. Report and document focused patient assessment data.
4. Identify predictable and multiple health needs of patients and recognize signs of decompensation.
5. Share observations that assist members of the health care team in meeting patient needs.
6. Assist with health screening.
7. Differentiate abnormal from normal health data of patients.
8. Recognize healthcare outcomes and report patient status.
9.
 - a. Recognize that economic and family processes affect the health of patients.
 - b. Identify health risks related to social determinants of health.
10. N/A

C. 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.

1. Integrate concepts from basic sciences and humanities to deliver safe and compassionate care in delivery of patient care.
2. Identify short-term goals and outcomes, select interventions considering cultural aspects, and establish priorities for care in collaboration with patients, their families, and the interdisciplinary team.
3. Participate in the development and modification of the nursing plan of care across the lifespan, including end-of-life care.
4. Contribute to the plan of care by collaborating with interdisciplinary team members.
5. Assist in the discharge planning of selected patients.
6. Demonstrate fiscal accountability in providing patient care.

7. Demonstrate basic knowledge of disease prevention and health promotion in delivery of care to patients and their families.

D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.

1. Assume accountability and responsibility for nursing care through a directed scope of practice under the supervision of a registered nurse, advanced practice registered nurse, physician assistant, physician, podiatrist, or dentist using standards of care and aspects of professional character.
2.
 - a. Identify priorities and make judgments concerning basic needs of multiple patients with predictable health care needs in order to organize care.
 - b. Manage multiple responsibilities.
 - c. Recognize changes in patient status.
 - d. Communicate changes in patient status to other providers.
3.
 - a. Implement plans of care for multiple patients.
 - b. Collaborate with others to ensure that healthcare needs are met.
4. Participate in management activities.

E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

1. Implement individualized plan of care to assist patient to meet basic physical and psychosocial needs.
2. Implement nursing interventions to promote health, rehabilitation, and implement nursing care for clients with chronic physical and mental health problems and disabilities.
3. Initiate interventions in rapidly-changing and emergency patient situations.
4. Communicate accurately and completely and document responses of patients to prescription and nonprescription medications, treatments, and procedures to other health care professionals clearly and in a timely manner.
5. Foster coping mechanisms of patients and their families during alterations in health status and end of life.
6.
 - a. Assist interdisciplinary health care team members with examinations and procedures.
 - b. Seek clarification as needed.

- c. Provide accurate and pertinent communication when transferring patient care to another provider.
- 7. a. Inform patient of Patient Bill of Rights.
 - b. Encourage active engagement of patients and their families in care.
- 8. Communicate ethical and legal concerns through established channels of communication.
- 10. Use basic therapeutic communication skills when interacting with patients, their families, and other professionals.
- 11. Apply current technology and informatics to enhance direct patient care while maintaining patient confidentiality and promoting safety.
- 12. Facilitate maintenance of patient confidentiality.
- 13. a. Demonstrate accountability by providing nursing interventions safely and effectively using a directed scope of practice.
 - b. Provide nursing interventions safely and effectively using established evidence-based practice guidelines.
- 14. Provide direct patient care in disease prevention and health promotion and/or restoration.

F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

- 1. Report changes in assessment data.
- 2. Use standard references to compare expected and achieved outcomes of nursing care.
- 3. Communicate reasons for deviations from plan of care to supervisory health care team member.
- 4. Assist in modifying plan of care.
- 5. Report and document patient's responses to nursing interventions.
- 6. Assist in evaluating patient care delivery based on expected outcomes in plan of care and participate in revision of plan of care.

G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.

- 1. Identify health-related learning needs of patients and their families.

2. Contribute to the development of an individualized teaching plan.
3. Implement aspects of an established teaching plan for patients and their families.
4. Assist in evaluation of learning outcomes using structured evaluation tools.
5. Teach health promotion and maintenance and self-care to individuals from a designated teaching plan.
6. Provide the patient with the information needed to make choices regarding health.
7. Provide patients and families with basic sources of health information.

H. Assist in the coordination of human, information, and physical resources in providing care for assigned patients and their families.

1. Participate in implementing changes that lead to improvement in the work setting.
2.
 - a. Report unsafe patient care environment and equipment.
 - b. Report threatening or violent behavior in the workplace.
3. Implement established cost containment measures in direct patient care.
4. Assign patient care activities taking patient safety into consideration according to Texas Board of Nursing rules (217.11).
5. Use management skills to assign to licensed and unlicensed personnel.
6. Assist with maintenance of standards of care.

III. Graduate Outcome: Patient Safety Advocate:

A licensed nurse (LVN or RN) who promotes safety in the patient and family environment by: following scope and standards of nursing practice; practicing within the parameters of individual knowledge, skills, and abilities; identifying and reporting actual and potential unsafe practices; and implementing measures to prevent harm. The BSN-educated RN is also prepared to be a patient safety advocate for populations and communities. ELA: 2

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

1. Attain and maintain nursing licensure.

2. Practice according to Texas Nursing Practice Act and Texas Board of Nursing rules.
3. Seek assistance if practice requires behaviors or judgments outside of individual knowledge and expertise.
4. Use standards of nursing practice to provide and evaluate patient care.
5. Recognize and report unsafe practices and contribute to quality improvement processes.
6. Participate in nursing peer review.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

1. Promote a safe, effective, caring environment conducive to the optimal health, safety, and dignity of the patients, their families, the health care team, and others consistent with the principles of just culture.
2. Accurately identify patients.
3.
 - a. Safely perform preventive and therapeutic procedures and nursing measures including safe patient handling.
 - b. Safely administer medications and treatments.
4. Clarify any order or treatment regimen believed to be inaccurate, non-
efficacious, contraindicated, or otherwise harmful to the patient.
5. Document and report reactions and untoward effects to medications, treatments, and procedures and clearly and accurately communicate the same to other health care professionals.
6. Report environmental and systems incidents and issues that affect quality and safety, and promote a culture of safety.
7. Use evidence-based information to contribute to development of interdisciplinary policies and procedures related to a safe environment including safe disposal of medications and hazardous materials.
8. Implement measures to prevent risk of patient harm resulting from errors and preventable occurrences.
9. Inform patients regarding their plans of care and encourage participation to ensure consistency and accuracy in their care.

- C. Assist in the formulation of goals and outcomes to reduce patient risks.**
 - 1. Assist in the formulation of goals and outcomes to reduce patient risk of health care-associated infections.
 - 2. a. Implement measures to prevent exposure to infectious pathogens and communicable conditions.
b. Anticipate risk for the patient.
 - 3. Implement established policies related to disease prevention and control.

- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.**
 - 1. Evaluate individual scope of practice and competency related to assigned task.
 - 2. Seek orientation/ training for competency when encountering unfamiliar patient care situations.
 - 3. Seek orientation/ training for competency when encountering new equipment and technology.

- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.**
 - 1. Report unsafe practices of healthcare providers using appropriate channels of communication.
 - 2. Understand nursing peer review rules and implement when appropriate.
 - 3. Report safety incidents and issues through the appropriate channels.
 - 4. Implement established safety and risk management measures.

- *F. *Accept and make assignments that take into consideration patient safety and organizational policy.***
 - 1. Accept only those assignments and administrative responsibilities that fall within individual scope of practice based on experience and educational preparation.
 - 2. ** When making assignments, ensure clear communication regarding other caregivers' levels of knowledge, skills, and abilities.*
 - 3. ** When assigning nursing care, retain accountability and supervise personnel based on Texas Board of Nursing rules according to the setting to ensure patient safety.*

IV. Graduate Outcome: Member of the Health Care Team:

A licensed nurse (LVN or RN) who provides patient-centered care by collaborating, coordinating, and/ or facilitating comprehensive care with an interdisciplinary/multidisciplinary health care team to determine and implement best practices for the patients and their families. The BSN-educated RN is also prepared to become a leader of the health care team as well as to provide care to populations and communities. ELA: 1

A. Communicate and collaborate in a timely manner 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.

1. Involve patients and their families with other interdisciplinary health care team members in decisions about patient care across the lifespan.
2. Cooperate and communicate to assist in planning and delivering interdisciplinary health care.
3. Participate in evidence-based practice in development of patient care policy with the interdisciplinary team to promote care of patients and their families.

B. Participate as an advocate in activities that focus on improving the health care of patients and their families.

1. Respect the privacy and dignity of the patient.
2. Identify unmet health needs of patients.
3. Act as an advocate for patient's basic needs, including following established procedures for reporting and solving institutional care problems and chain of command.
4. Participate in quality improvement activities.
5. Refer patients and their families to community resources.

C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.

1. a. Identify support systems of patients and their families.
b. Identify major community resources that can assist in meeting needs.
2. a. Communicate patient needs to the family and members of the health care team.
b. Maintain confidentiality.
c. Promote system-wide verbal, written, and electronic confidentiality.

3.
 - a. Advocate with other members of the interdisciplinary health care team on behalf of patients and families to procure resources for care.
 - b. Assist patient to communicate needs to their support systems and to other health care professionals.
 4. Identify treatment modalities and cost of health care services for patients and their families.
- D. Communicate patient data using technology to support decision-making to improve patient care.**
1.
 - a. Identify, collect, process, and manage data in the delivery of patient care and in support of nursing practice and education.
 - b. Use recognized, credible sources of information, including internet sites.
 - c. Access, review, and use electronic data to support decision-making.
 2.
 - a. Apply knowledge of facility regulations when accessing client records.
 - b. Protect confidentiality when using technology.
 - c. Intervene to protect patient confidentiality when violations occur.
 3.
 - a. Use current technology and informatics to enhance communication, support decision-making, and promote improvement of patient care.
 - b. Advocate for availability of current technology.
 4. Document electronic information accurately, completely, and in a timely manner.
- *E. Assign nursing activities to LVNs or unlicensed personnel based upon an analysis of patient or work place need.**
1. ** Compare needs of patient with knowledge, skills, and abilities of assistive and licensed personnel prior to making assignments.*
 2.
 - *a. Assign and monitor tasks of unlicensed and licensed personnel in compliance with Texas Board of Nursing rules.*
 - *b. Reassess adequacy of care provided.*
 3.
 - *a. Document and/or report responses to care or untoward effects.*
 - *b. Provide feedback on competency levels of team members.*
- *F. Supervise nursing care provided by others for whom the nurse is responsible.**

1. ** Provide instruction where needed to members of the health care team to promote safe care.*
2. ** Seek direction and clarification from supervisors when questions arise to promote safe care by health care team.*
3. **a. Oversee and monitor patient care provided by unlicensed assistive personnel and vocational licensed personnel as assigned.*
**b. Base assignments on individual team member competencies.*
4. **Ensure timely documentation by assigned health team members.*

G. Assist health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.

1. Recognize the impact and prepare to respond to an emergent global or local health issue in an assistant role.
2. Guide patients, staff, and others in understanding the extent of the emergency and their response.
3. Participate with the health care team to promote safety and maintain health during an emergency or pandemic.
4. Include public health strategies in the care of individuals and communities that address resolution of a global or local crisis and promotion of health among the population.

** Advanced competencies italicized and identified by an asterisk are likely to be demonstrated by the graduate following licensure and after a period of transition into practice. Educational activities such as clinical experiences and simulation scenarios provide a foundation for future proficiencies in practice.*

REVIEWED / REVISED: AUG 2021

**NURSING CAREPLAN – VNSG 1260.003
FALL SEMESTER**

Student: _____ **Date of Clinical Week:** _____

Instructor: _____

Patient Information: Admit Date _____
Physician _____
Allergies _____

Medical Diagnosis:

Primary Diagnosis: (Information written from chart as “admission diagnosis”)

Secondary Diagnosis: (Any long standing health problems)

Surgical Procedure: (Applicable only if surgery done on this admission)

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DATA COLLECTION
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SUBJECTIVE DATA:

CHIEF COMPLAINT: (Signs and symptoms experienced by client prior to seeking medical attention, and since admission)

PAST MEDICAL HISTORY: (Past illnesses – including past injuries, hospitalizations, surgeries and other major health problems – Medication Reconciliation [medications taken upon admission])

FAMILY HISTORY: (Include any significant health problems among blood relatives, both physiological and/or psychological)

PSYCHOSOCIAL / CULTURAL / SPIRITUAL:

Occupation – (if retired, previous work)

Support systems – (family, friends, church)

Ethnic / cultural influence

Religious preference

Behavior / affect

Communications

Coping ability

SYSTEM TO SYSTEM ASSESSMENT (Data collection you will use to document your initial assessment in the patient's clinical record. This is a systematic method to assist you in learning physical assessment.)

NEUROLOGICAL:

DAY 1

DAY 2

LOC –

Orientation –

Speech –

Movement of extremities –

Hearing –

Eyes (PERRLA) –

Any numbness or paralysis –

Hand grip –

RESPIRATORY:

Airway –

Skin color –

Rate, effort, depth –

Use of accessory muscles –

Any SOB with activity –

Breath sounds –

O2 sat –

Oxygen therapy-

CARDIOVASCULAR:

Heart rate, rhythm, quality –

Peripheral pulse / bilateral –

Apical pulse –

Capillary refill –

Neck vein distention –

Chest pain or radiating pain –

Skin temp / color

GASTROINTESTINAL:

Abdomen contour (round, flat, distended, soft) –

Tenderness (location) –

Bowel sounds –

Bowel habits (last BM) – (Describe BM if occurs on your shift) –

Condition of mouth / dentition –

Food / fluid intake –

Diet tolerance (% of each meal) –

Any Nausea /Vomiting?

URINARY:

Continent or Incontinent –

Color, consistency, amount of urine output –

Toileting (BRP or ad lib) –

Assistance required –

Bedpan or urinal –

Foley catheter – Size _____ / color / amount of output –

Bedside commode-

MUSCULOSKELETAL:

Muscle strength / weakness –

Posture / gait (any stooping or shuffling) –

Joints (any swelling, stiffness, pain) –

Assistive devices (walker, cane, crutches, prosthesis) –

REPRODUCTIVE:

Genitalia (Normal M/Fe) –

Any noted –

Swelling –

Lesions –

Masses –

Abnormal Discharge –

Absence of –

INTEGUMENTARY:

Skin turgor (use forehead or upper chest in elderly) –

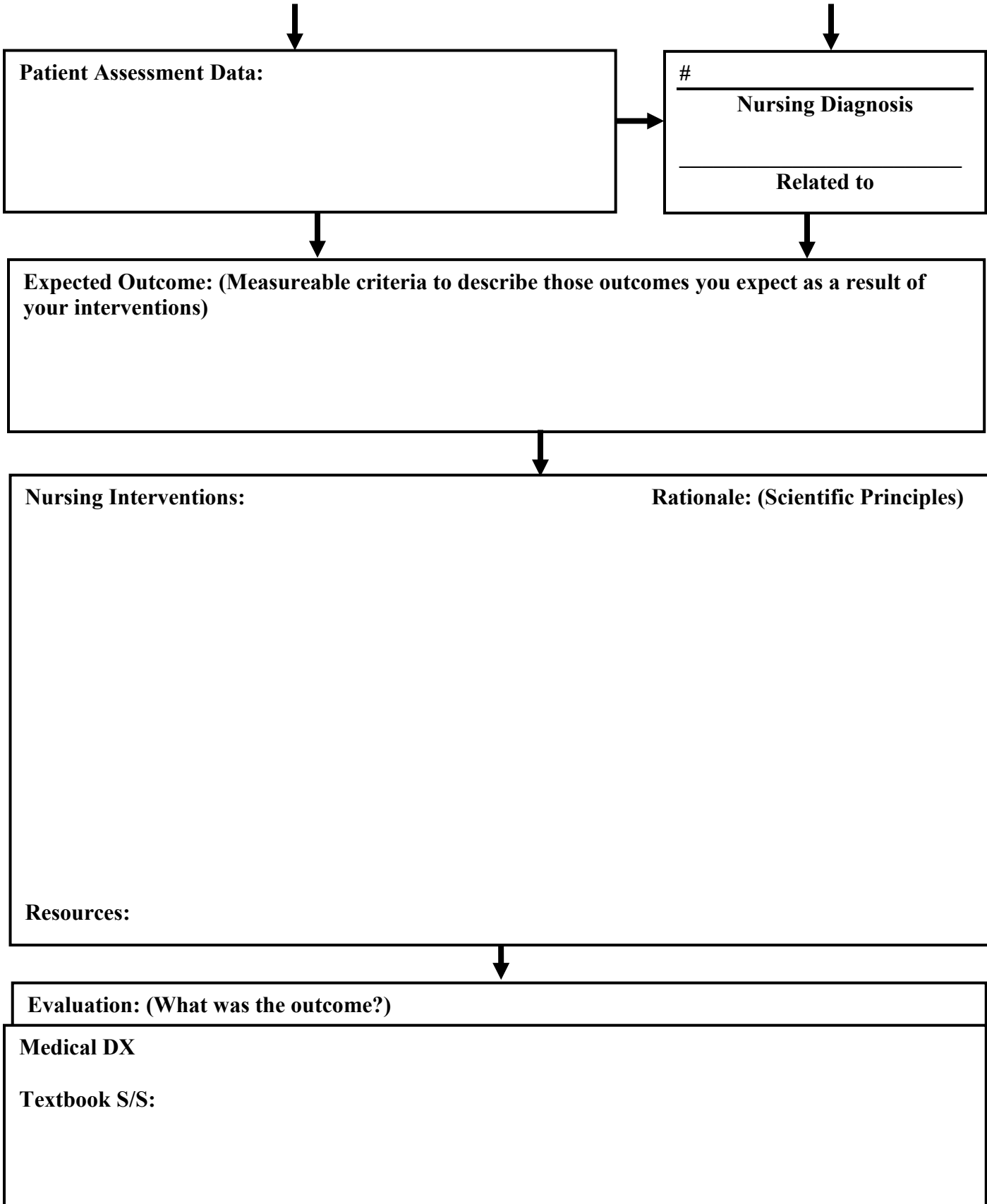
Lesions –

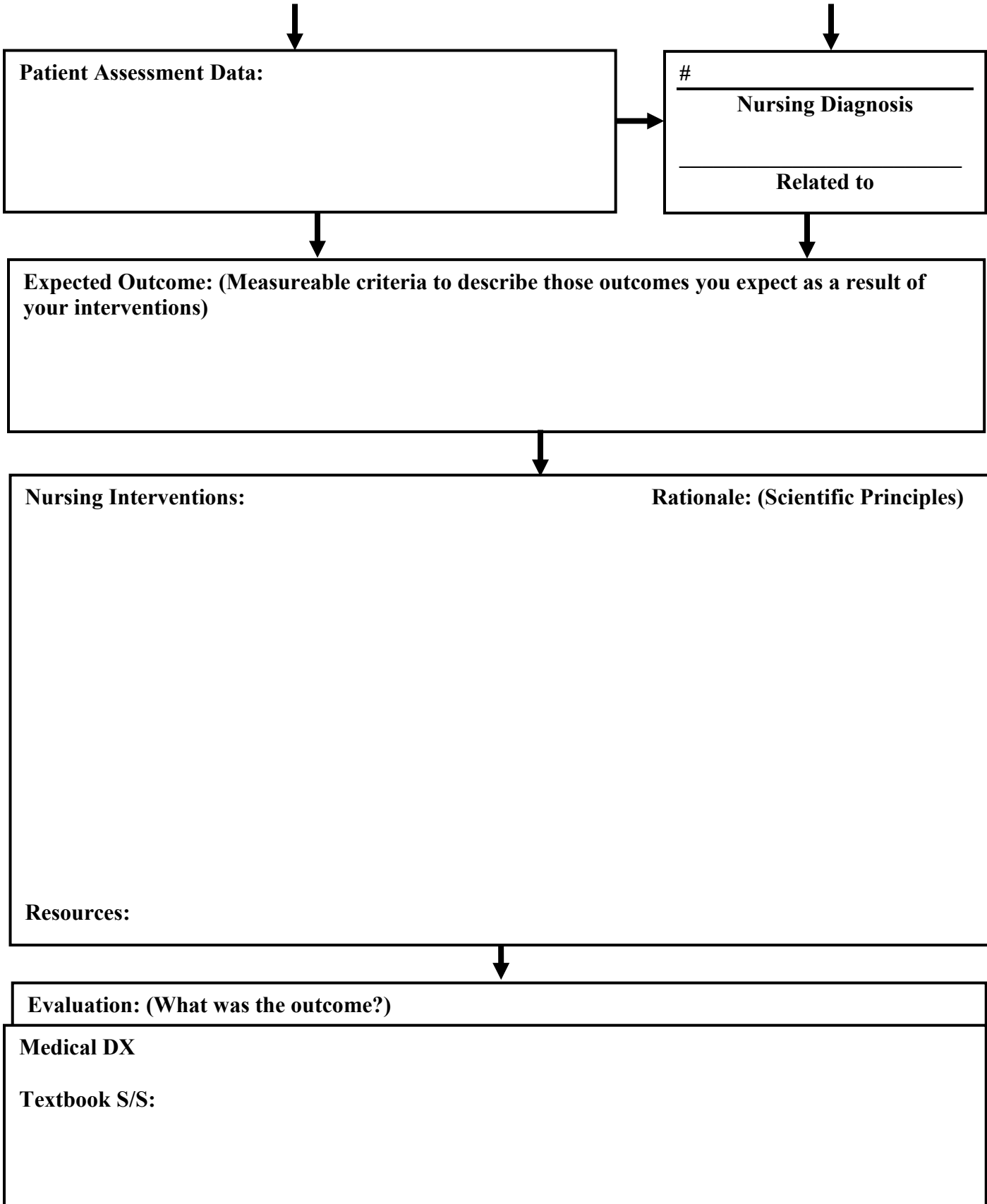
Bruising / rashes / scars –texture –

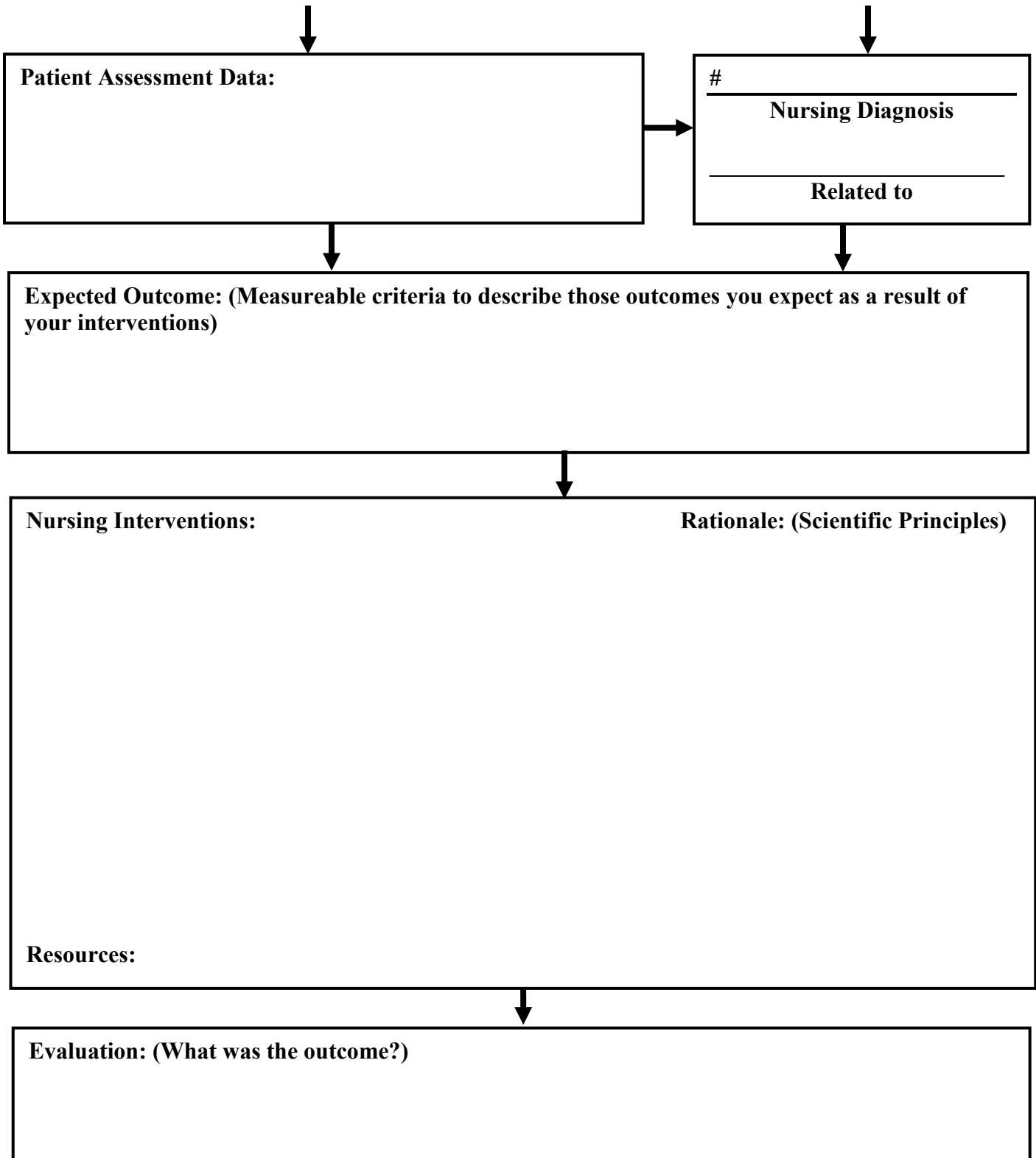
Nails / hair –

Medical DX

Textbook S/S:







Examples of Scientific Support for Nursing Interventions (Rationales)

Nursing Diagnosis: Activity Intolerance (related to weakness)

Intervention: Monitor V/S during and after activity. Note any increase in heart rate, BP, respirations, dizziness, dyspnea, and tachypnea.

Rationale: Cardiopulmonary changes may result from attempts by heart and lungs to supply adequate amounts of oxygen to the tissue during activity. Changes may indicate oxygen available is being used by primary organs is insufficient to meet cellular demand for increased energy productivity.

Intervention: Assist patient to prioritize ADL's and desired activities. Alternate rest periods with activity periods.

Rationale: Preserves and maintains energy level while alleviating strain on the cardiac and respiratory system. Rest periods provide time for oxygen to reach the cellular level to meet body demands for energy production.

Intervention: Provide quiet, non-stimulating environment.

Rationale: Rest is needed to lower body's oxygen requirements – reduces strain on heart and lung.

Intervention: Elevate head of bed as tolerated.

Rationale: Enhances lung expansion to maximize oxygenation for cellular use.

Documentation Guidelines and APA Formatting:

Information to be reviewed in a class session at the beginning of the semester.

Vocational Nursing Program
Clinical Weekly Evaluation – LEVEL I

Student _____

Rotation Site _____

Date _____

CPR = Cue, Prompt, Reminder from faculty/staff

Standard *= LEVEL I	MEMBER OF THE PROFESSION ELA = 1* "Provisional" performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.	TR	F	COMMENTS
2	Research completed independently, follows facility/SPC policy, scope of practice, recognizes inappropriate orders with 0 CPR			
1*	Follows facility/SPC policy, scope of practice, recognizes inappropriate orders with 1-2 CPR			
0	Does not or is unable to meet above criteria			
2	Immaculate compliance with dress code and appropriate supplies with 0 CPR			
1*	Compliant with dress code and appropriate supplies with 1-2 CPR			
0	Does not or is unable to meet the above criteria			
2	Self-evaluates, seeks ways for self-improvement, evaluates pt response to care provided by health care team with 0 CPR			
1*	Follows instructions for self improvement, evaluates pt response to care provided by health care team with 1-2 CPR			
0	Does not or is unable to meet above criteria			
2	Provides culturally sensitive care & therapeutic communication with 0 CPR			
1*	Provides culturally sensitive care & therapeutic communication with 1-2 CPR			
0	Does not or is unable to meet the above criteria			
2	Present and prepared to begin tour of duty on time with 0 CPR			
1*	Present and prepared to begin tour of duty on time with 1-2 CPR			
0	Does not or is unable to meet the above criteria – absent or tardy without appropriate notification			

STANDARD *= LEVEL I	PROVIDER OF PATIENT-CENTERED CARE ELA = 2* "ASSISTED" performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to pt; identifies principles but still may need direction in application of principles.	TR	F	COMMENTS
3	Acts within legal/ethical guidelines with 0 CPR			
2*	Acts within legal/ethical guidelines with 1-2 CPR			
1	Acts within legal/ethical guidelines when prompted with 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Follows problem-solving approach and uses available resources for pt care with 0 CPR			
2*	Follows problem-solving approach and uses available resources for pt care with 1-2 CPR			
1	Follows problem-solving approach and uses available resources when directed but needs 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Discusses disease process/meds/labs with 0 CPR			
2*	Discusses disease process/meds/labs with 1-2 CPR			
1	Discusses disease process/meds/labs with hesitancy and 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Obtains complete systems assessment, VS, Hx with 0 CPR			
2*	Obtains systems assessment, VS, Hx with 1-2 CPR			
1	Obtains systems assessment, VS, Hx but lacks details and objectivity – needs 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Monitors, reports, documents changes with 0 CPR			
2*	Monitors, reports, documents changes with 1-2 CPR			
1	Monitors, reports, documents changes with hesitancy and 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Organizes care for 1 pt with 0 CPR			
2*	Organizes care for 1 pt with 1-2-CPR			
1	Attempts organizing care for 1 pt with 3-4 CPR			
0	Does not or is unable to meet the above criteria			

3	Recognizes priority, assists in planning care with 0 CPR			
2*	Recognizes priority, assists in planning care with 1-2 CPR			
1	Demonstrates difficulty in recognizing priority, limited assistance in planning care with 3-4 CPR			
0	Does not or is unable to meet the above criteria			

		TR	F	COMMENTS
3	Promotes basic physical & emotional care, rehab, safe interventions, infection control, & emergency measures with 0 CPR			
2*	Promotes basic physical & emotional care, rehab, safe interventions, infection control, & emergency measures with 1-2 CPR			
1	Attempts to promote basic physical & emotional care, rehab, safe interventions, infection control, & emergency measures but lacks knowledge of rationales needing 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Provides pt/family edu, preventive health measures, advocacy, & cost control with 0 CPR			
2*	Provides pt/family edu, preventive health measures, advocacy, & cost control with 1-2 CPR			
1	Attempts pt/family edu, preventive health measures, advocacy, & cost control yet with lack of follow through needing 3-4 CPR			
0	Does not or is unable to meet the above criteria			
STANDARD *= LEVEL I	PATIENT SAFETY ADVOCATE ELA = 2* "ASSISTED" performs safely and accurately each time observed but requires frequent supportive and occasional directive cues; time management skills still developing; skill accuracy still developing; focus is primarily on task or own behavior with more attention to pt; identifies principles but still may need direction in application of principles.	TR	F	COMMENTS
3	Provides safe, effective pt care environment with 0 CPR			
2*	Provides safe, effective pt care environment with 1-2 CPR			
1	Provides safe, effective pt care environment with 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Provides safe patient handling with 0 CPR			
2*	Provides safe patient handling with 1-2 CPR			
1	Attempts to provide safe patient handling needing 3-4 CPR			
0	Does not or is unable to meet the above criteria			
3	Accurately identifies patient each time with 0 CPR			
2*	Accurately identifies patient with 1-2 CPR			
1	Accurately identifies patient only with direction needing 3-4 CPR			
0	Does not or is unable to meet the above criteria			

STANDARD *= LEVEL I	MEMBER OF THE HEALTH CARE TEAM ELA = 1* "Provisional" performs safely under supervision; requires continuous supportive and directive cues; performance often uncoordinated and slow; focus is entirely on task or own behavior; beginning to identify principles but application of principles are sometimes lacking.	TR	F	COMMENTS
2	Recognizes, notifies of potential issues with patient privacy, HIPAA, dignity, outstanding professional relationships, work ethics with 0 CPR			
1*	Complies with patient privacy, HIPAA, dignity, satisfactory professional relationships, work ethnics with 1-2 CPR			
0	Does not or is unable to meet the above criteria			
	DAILY TOTAL			WEEKLY AVERAGE

Critical elements for weekly evaluation from 2010 DECS

Student Signature: _____ Faculty Signature _____

Date: _____

Circle grade for week

Comments:

Points	Grade %
48	100
45-47	96
42-44	93 A
39-41	92
37-38	88
35-36	84 B
33-34	83
31-32	80
30*	77 C*
27-29	70 D
26 & below	69 & below F

(Below scale at one-point increments)

77 C* is passing for all nursing courses

SCANS COMPETENCIES

- C-1 **TIME** – Selects goals – relevant activities, ranks them, allocates time, prepares and follows schedules.
- C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
- C-3 **MATERIALS & FACILITIES** – Acquires, stores, allocates and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assess skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION – Acquires and Uses Information

- C-5 Acquires and evaluates information.
- C-6 Organizes and maintains information.
- C-7 Interprets and communicates information.
- C-8 Uses computers to process information.

INTERPERSONAL – Works With Others

- C-9 Participates as members of a team and contributes to group effort.
- C-10 Teaches others new skills.
- C-11 Serves Clients/Customers – works to satisfy customer’s expectations.
- C-12 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility challenges existing procedures and policies.
- C-13 Negotiates – works toward agreements involving exchanges of resources; resolves divergent interests.
- C-14 Works with Diversity – Works well with men and women from diverse backgrounds.

SYSTEMS – Understands Complex Interrelationships

- C-15 Understands Systems – Knows how social, organizational, and technological systems work and operate effectively with them.
- C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.
- C-17 Improves Designs Systems – Suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY – Works With a Variety of Technologies

- C-18 Selects Technology – Chooses procedures, tools, or equipment, including computers and related technologies.
- C-19 Applies Technology to Task – Understands overall intent and proper procedures for setup and operation of equipment.
- C-20 Maintains and Troubleshoots Equipment – Prevents, identifies, or solves problems with equipment.

FOUNDATION SKILLS

**BASIC SKILLS – Reads, Writes, Performs Arithmetic and Mathematical Operations,
Listens and Speaks**

- F-1 Reading – Locates, understands and interprets written information in prose and in documents such as manuals, graphs and schedules.
- F-2 Writing – Communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs and flow charts.
- F-3 Arithmetic – Performs basic computations; uses numerical concepts such as whole numbers, etc.
- F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- F-6 Speaking – Organizes ideas and communicates orally.

**THINKING SKILLS – Thinks Creatively, Makes Decisions, Solves Problems,
Visualizes and Knows How to Learn and Reason**

- F-7 Creative Thinking – Generates new ideas.
- F-8 Decision Making – Specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.
- F-9 Problem Solving – Recognizes problems, devises and implements plan of action.
- F-10 Seeing Things in the Mind’s Eye – Organizes and processes symbols, pictures, graphs, objects and other information.
- F-11 Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.
- F-12 Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

**PERSONAL QUALITIES – Displays Responsibility, Self-Esteem, Sociability,
Self-Management, Integrity and Honesty**

- F-13 Responsibility – Exerts a high level of effort and perseveres toward goal attainment.
- F-14 Self-Esteem – Believes in own self-worth and maintains a positive view of self.
- F-15 Sociability – Demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.
- F-16 Self-Management – Assesses self accuracy, sets personal goals, monitors progress and exhibits self control.
- F-17 Integrity / Honesty – Chooses ethical courses of action.

SCANS FOUNDATION AND COMPETENCY SKILLS (by course)

Foundations: (F)**Competencies: (C)**

ECON 230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL 1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT 2301	1, 2, 10, 11, 12, 17	15
HIST 1302	1, 2, 5, 10, 11, 12, 17	15
MATH1314	3, 4, 9, 10, 11, 12	–
PSYC 2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ 1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10,
	12, 13, 14, 15	
SPCH 1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC 1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS 1315	1, 2, 4, 10, 11, 12	–

Example for PSYC: Scans: Foundation Skills: 1, 2, 10, 11
Competencies: 4, 13

4.1.1 Syllabus Statements

4.1.1.1. Diversity Statement

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

4.1.1.3 Non-Discrimination Statement

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

4.1.1.4 Title IX Pregnancy Accommodations Statement

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To [activate](#) accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or [email cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

4.1.1.5 Campus Concealed Carry Statement (Rev. 7/28/2021)

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Student is responsible in following all clinical affiliate facility policies and procedures.

Syllabus Acknowledgement and Plagiarism Declaration
Department of Nursing
South Plains College
(VNSG 1260)

By signing this plagiarism declaration I acknowledge that I have read the syllabus, received a copy of the honesty policy, and have been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Printed Name

Signature

Date

1. Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.