SOUTH PLAINS COLLEGE - PLAINVIEW
SUMMER 2020
COURSE SYLLABUS

COURSE TITLE: VNSG 2662.152 (6:0:21)
CLINICAL-PRACTICAL NURSING (LPN TRAINING)

INSTRUCTOR: Suzanne Griffin, A.A.S., A.D.N., R.N. / CLINICAL INSTRUCTORS

OFFICE LOCATION: Plainview Center – 104F

PHONE / E-MAIL: (806) 716-4405 / sgriffin@southplainscollege.edu
(806) 831-9076 / tstrawn@southplainscollege.edu
(806) 716-4408 / dcompton@southplainscollege.edu
(806) 716-4406 / lrios@southplainscollege.edu; lconklin@southplainscollege.edu

OFFICE HOURS: M 1100 – 1200 & 1300 – 1600
T 1300 -1600
W, TR, F - By Appointment

COURSE DESCRIPTION:

This course of instruction provides 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 (virtual contact with vSim and face to face in clinical affiliate sites).

COURSE 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; 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 this course with a grade of 77% or above based on the course objectives in order to exit the nursing program.

ACADEMIC INTEGRITY:

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

SCANS & FOUNDATION SKILLS:

C-5, 6, 7, 9, 10, 14,15,16,17,18,19,20

F-l, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

VERIFICATION OF WORKPLACE COMPETENCIES:

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

ATTENDANCE POLICY: (Student Handbook)

Level III - 2 absences. Student will be counseled after the first absence
Student will be dismissed from the course if third absence occurs.

The student is responsible for notifying the Clinical Instructor and/or Assigned Nursing Unit if unable to meet assigned clinical objectives of vSims and/or be at the assigned clinical site. The unit should be called at least 30 minutes prior to the time scheduled for duty.

*Specific to Assigned Nursing Unit: When a student does not call in before 6:30 AM, their patients will be reassigned and they will be counted absent. A tardy 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 two (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 or vSim Clinical Post Conference, 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 responsibility or duties may be reassigned.

COURSE REQUIREMENTS:

Student must meet all clinical competencies for Level III including ATI Capstone requirements with an overall course grade of 77% or above by the completion of this course.

GRADING:

Weekly Clinical Evaluations…… 80%
Post Conference Activities and Skills …….. 10%
ATI Capstone Review Course …… 10%

A	93 – 100	
B	84 – 92	
C	77* - 83	* passing for all nursing courses
D	70 – 76	
F	69 or below	

Please follow Bb for weekly vSim/vClinical assignments in initiating semester and a clinical affiliate schedule will be provided when access is granted and face-to-face experiences are finalized.

LEVEL III - ENTRY-LEVEL OBJECTIVES

The primary role of the graduate of the vocational nursing program is to provide nursing care of clients in structured health care settings who are experiencing common, well-defined health problems with predictable outcomes. Values believed to be inherent in being a member of the profession of nursing include:

1. **Altruism** - concern for the welfare of others seen through caring, commitment, and compassion.

2. **Human dignity** - belief in the inherent worth and uniqueness of the individual seen through respectfulness, empathy, humanness, and trust.

3. **Truth** - faithfulness to fact seen through honesty, accountability and authenticity.

4. **Justice** - upholding moral and legal principles seen through courage, advocacy, and objectivity.

5. **Freedom** - capacity to exercise choice seen through openness, self-direction, and self-discipline.

6. **Equality** having the same rights and privileges seen through acceptance, tolerance, and fairness.

7. **Esthetics** - identifying the qualities of objects, events, and persons that provide satisfaction as seen through creativity, sensitivity and appreciation.

The graduate of the Vocational Nursing Program – Plainview is prepared to demonstrate the knowledge, judgment, skills and professional values derived from the nursing and general education content through the Texas Board of Nursing Differentiated Essential Competencies (DEC's) of:

I. Member of the Profession

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

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

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

II. Provider of Patient-Centered Care:

A. Uses clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.

B. Assists in determining the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based on interpretation of health-related data.

C. Reports 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.

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

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

F. Identifies and reports alterations in patient responses to therapeutic interventions in comparison to expected outcomes.

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

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

III. Patient Safety Advocate:

A. Demonstrates 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.

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

C. Assists in the formulation of goals and outcomes to reduce patient risks.

D. Obtains instruction, supervision, or training as needed when implementing nursing procedures or practices.

IV. Member of the Health Care Team:

A. Communicates and collaborates 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.

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

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

D. Communicates and collaborates in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

E. Communicates patient data using technology to support decision making to improve patient care.

*Please follow the above DEC's format for daily face-to-face clinical assignments.

Reviewed 5/2018
Reviewed 5/2019
Reviewed and Revised 5/2020

CLINICAL OBJECTIVES: INTENSIVE-CORONARY CARE UNIT
VNSG 2662
ADVANCED MED-SURG NURSING

STUDENT WILL BE EXPECTED TO BE PROGRESSING TOWARD MEETING OBJECTIVES FOR LEVEL III. UPON COMPLETION OF ICU ROTATION, THE STUDENT VOCATIONAL NURSE SHOULD SPECIFICALLY BE ABLE TO:

1. Demonstrate the ability to apply electrode leads properly for electrocardiographic monitoring.

2. Demonstrate basic knowledge of the clinical treatment plan initiated for the client with acute heart disease, integrating relevant data into the nursing care plan.

3. Demonstrate competency in advanced medical-surgical nursing skills.

4. Develop and implement individualized plan of care according to priority of needs, inclusive of a problem-solving approach using collected assessment data, diagnosis related information, and decision making.

5. Demonstrate basic knowledge of medications administered in the intensive care setting, and to safely administer routine medications under the direct supervision of the licensed personnel.

    a. IV Therapy pre-requisite for giving IV medications.

    b. IV additive drugs may be administered by student vocational nurses with direct supervision of licensed personnel following completion of the above pre-requisite.

    c. NO IV PUSH MEDICATIONS TO BE ADMINISTERED BY STUDENT NURSES.

Reviewed / Revised
5/2018
5/2019
5/2020

CLINICAL OBJECTIVES: EMERGENCY DEPARTMENT
VNSG 2662
ADVANCED MEDICAL-SURGICAL NURSING

STUDENT WILL BE EXPECTED TO BE PROGRESSING TOWARD MEETING THE OBJECTIVES FOR LEVEL III. UPON COMPLETION OF EMERGENCY DEPARTMENT ROTATION, THE STUDENT VOCATIONAL NURSE SHOULD BE ABLE TO:

1. Demonstrate knowledge of what constitutes an emergency situation and the importance of following definite guidelines of procedure in this hospital area.

2. Discuss the legal limitations and implications in administration of emergency medical care.

3. State the purpose of the poison control center.

4. Describe the various areas of the emergency center specific for cardiac emergencies, suturing, casting, triage, and other examination procedures.

5. Assist emergency licensed personnel in assessing clients and performing required nursing interventions.

6. Demonstrate knowledge of the components of emergency code cart and its importance in the emergency situation. (Adult and Pediatric)

7. Demonstrate an awareness of the code protocol established by the institution for all emergency situations.

8. **NO TRIAGE OF PATIENTS COMING INTO THE EMERGENCY DEPARTMENT WILL BE DONE BY THE STUDENT VOCATIONAL NURSE.**

Reviewed / Revised

5/2018
5/2019
5/2020

CLINICAL OBJECTIVES: ANCILLARY DEPARTMENTS
LABORATORY and PHARMACY
VNSG 2662
ADVANCED MEDICAL-SURGICAL NURSING

STUDENT WILL BE EXPECTED TO BE PROGRESSING TOWARD MEETING THE OBJECTIVES FOR LEVEL III. UPON COMPLETION OF THE ACILLARY DEPARTMENT ROTATION, THE STUDENT VOCATIONAL NURSE SHOULD BE ABLE TO:

1. Discuss the nursing responsibilities in understanding the essential components of a complete patient assessment when laboratory and diagnostic studies and pharmacological therapies are ordered for the patient.

2. State the purpose of said therapies for the individual patient situation.

3. Identify common nursing diagnoses presented in patient care when said therapies are utilized and be able to correlate patient –oriented and measurable goals when determining individual needs of the patient and their family.

4. Establish evaluation criteria to be reviewed and followed up on when said therapies are an integral part of the patient's plan of care.

5. Demonstrate accountability of knowledge-base by providing appropriate, compassionate, and safe care to the patient and/or their family when said therapies are administered.

Reviewed / Revised

5/2018
5/2019
5/2020

CLINICAL OBJECTIVES: SURGERY & PACU
VNSG 2662
ADVANCED MEDICAL-SURGICAL NURSING

STUDENT WILL BE EXPECTED TO BE DEMONSTRATING PROGRESSION TOWARD MEETING THE OBJECTIVES FOR LEVEL III. UPON COMPLETION OF THIS ROTATION, THE STUDENT VOCATIONAL NURSE SHOULD BE ABLE TO:

1. Demonstrate a basic knowledge of surgical asepsis and the specific ways in which this is maintained in the operating room.

2. Differentiate between the responsibility of the scrub nurse and circulating nurse, and understand the interdependence of the surgical team.

3. Scrub, gown and glove; prepare to observe and/or assist in the surgical procedure maintaining sterile technique at all times.

4. Demonstrate ability to properly open a sterile pack and add to a sterile field.

5. Demonstrate basic knowledge of why skin preparation is essential in preventing the spread of microorganisms.

6. Assist in positioning patients for surgical procedures.

7. Define the importance of the anesthesia care team and their responsibility to the patient.

8. Develop a plan of care inclusive of common post-operative complications and nursing interventions used to prevent their occurrence during the recovery phase.

9. Assist licensed personnel in monitoring vital signs and routine assessments of post-operative patients.

10. Be aware of medications frequently administered in the recovery area, their intended effect, and to administer prescribed medications under the direct supervision of the licensed personnel.

11. Identify the role of the anesthetist / anesthesiologist and respiratory therapist in the recovery phase.

Reviewed / Revised

5/2018
5/2019
5/2020

CLINICAL OBJECTIVES: PEDIATRICS
VNSG 2662
ADVANCED MEDICAL-SURGICAL NURSING

UPON COMPLETION OF THE VARIOUS ASPECTS OF PEDIATRIC ROTATIONS, THE STUDENT VOCATIONAL NURSE SHOULD BE ABLE TO:

1. Demonstrate an awareness of safety factors applicable to the hospitalized child and initiate actions to provide a safe, effective environment conducive to the optimal health and dignity of the child patient.

2. Demonstrate the ability to assess the needs of and implement nursing interventions to meet the needs of the hospitalized child, using measures to reduce the fears and frustrations of the child and his / her family.

3. Initiate basic nursing measures to foster the psychosocial well-being of the ill or hospitalized child through appropriate sensory stimulation, play activities, and promotion of autonomy.

4. Demonstrate knowledge of the importance of good nutrition in the normal growth and development of the child, making appropriate modifications to meet the needs of the sick or hospitalized child.

5. Recognize normal physiological variances between the child and the adult in the determination of the health status and health needs of the child client.

6. Recognize normal growth and development for age with implications for assessment of the hospitalized child.

7. Evaluate the parent/caregiver - child relationship and implement nursing interventions designed to strengthen and support the family relationship.

8. Demonstrate knowledge of immunization schedules and aspects of preventive pediatrics which contribute to the "wellness" of the child.

Reviewed / Revised

5/2018
5/2019
5/2020

CLINICAL OBJECTIVES: CLINIC, HOME HEALTH, & HOSPICE
VNSG 2662
ADVANCED MEDICAL-SURGICAL NURSING

CLINICAL AREAS:

HALE COUNTY HEALTH DEPARTMENT
DIALYSIS UNIT OBSERVATION EXPERIENCE
HOME HEALTH OBSERVATION EXPERIENCE
INTERIM HEALTHCARE HOSPICE

DURING THIS CLINICAL ROTATION, THE STUDENT VOCATIONAL NURSE SHOULD BE ABLE TO DEMONSTRATE PROGRESS IN THE FOLLOWING CLINICAL OBJECTIVES:

1. Assist in determining the health status and health needs of clients (individual) based on interpretation of health-related data, and preventive health practices in collaboration with clients (individual, their families, and other members of the immediate health care team.

2. Assist physician and other health care team members in the formulation of goals and strategies to meet client care needs.

3. Describe nursing responsibilities integral in the role of the nurse in the clinic, home health, or hospice setting.

4. At the discretion of the facility personnel, actively observe, participate in or assist with procedures safely and competently within legal and ethical parameters of nursing protocol.

5. Assist in the evaluation of the client responses and outcomes to therapeutic interventions.

6. Use the problem-solving approach as the basis for decision making in practice.

7. Assist in the coordination of human and material resources for the provision of care for assigned clients.

8. Actively participate in activities that support the organizational framework of the clinic or health care organization.

9. Demonstrate accountability for own actions and learning.

Reviewed / Revised
5/2018
5/2019
5/2020

VNSG 2662 – Vocational Nursing Program
Clinical Application Summary (Surgery)
and
Care Map / Plan (PACU) **(pg. 12 of Syllabus)**

Surgery:

1. Discuss how surgical asepsis is maintained and monitored in the surgical suite.

2. Describe how teamwork is integral in the functioning of the surgical alliance.

3. Surgical cases you participated in: (pathophysiology, anticipated outcome of the procedure, and what you learned as a result of this experience)

4. How does anesthesia affect the body systems? (address **each** body system **and** include all effects on each system)

5. What is the effect of imposed hypothermia on the body, and how is this of benefit during surgical procedures**?**

PACU - Care Plan:

Develop a plan of care inclusive of systems assessment during the PACU period of recovery, actual and potential problems addressed in the immediate post-surgical period, common post-operative complications and nursing interventions used to prevent their occurrence during the recovery phase. (This is not an individual patient care plan - the assessment of more than one patient helps your awareness and critical thinking of the whole picture!)

VNSG 2662 – Vocational Nursing Program

Clinical Study Guide for Dialysis Center (pgs. 13-16 of Syllabus)

The following websites along with your med-surg textbooks will provide information to answer the questions on your study guide. It is important that you have researched information *prior to* your clinical experience at the Dialysis Center. This will provide you with the knowledge base for application to the actual patient situation.

http://www.ultracare-dialysis.com/

http://www.lifeoptions.org

Define: A great review!

ARF

CRF

ESRD

GFR

Creatinine clearance

BUN

Hemodialysis

Indications for Renal Dialysis

Acute indications:

Chronic indications:

1)
2)
3)
4)
5)
6) **GFR-**

Creatinine clearance -

(In clinical practice, creatinine clearance is used to measure GFR. Creatinine is synthesized by the body and filtered in the glomerulus and secreted in minute amounts by the tubules. Creatinine clearance is a close approximation of the GFR)

How Does Dialysis Work?

Principle:

Hemodialysis:

Why is the patient's weight an important factor?

How is Vascular Access Obtained?

1)

2)

3)

How long does an A-V fistula take to mature?

Is a brachiocephalic fistula above the elbow more effective than a radiocephalic?

What happens to the cephalic vein?

What are the potential complications of a fistula?

How is blood clotting prevented in the circuit?

Treatment Procedure:

Typical treatment timeframe:

How many times weekly?

What is the expected outcome as a result of the dialysis treatment?

Complications of Dialysis:

Fever-why?

Anaphylaxis - why?

What are the potential cardiovascular complications?

Why does the risk exist for hemorrhage?

Metabolic:
Why are patients with CRF anemic?

Why is pruritus a problem?

Why is hyperkalemia the most common immediately life-threatening metabolic problem? (This is the most common cause of sudden death in ESRD)

Why does hypocalcemia develop?

VNSG 2662 - Vocational Nursing Program
Calvert Home Health Clinical Experience - Worksheet (pg. 17 of Syllabus)

1. **What is Home Healthcare?**

2. **What services are provided by this agency?**

3. **Describe all clinical situations observed during this rotation including the medical diagnosis with pathophysiology; reason for nurse visit and services provided:**

4. **What are the benefits of Home Health Care?**

5. **Describe the role of the LVN in the healthcare setting.**

6. **How did you benefit from this experience?**

VNSG 2662 – Vocational Nursing Program
INTERIM HEALTHCARE HOSPICE
Experience Worksheet **(pg. 18 of Syllabus)**

1. **What is Hospice care and in what realms is it provided?**

2. **What services are provided by Interim Healthcare Hospice?**

3. **Describe all clinical situations observed during this rotation including the medical diagnosis with pathophysiology; reason for nurse visit and emotional and spiritual services provided.**

4. **What are the benefits to the client and family of Healthcare Hospice?**

5. **Describe the role of the RN and LVN, social worker, and chaplain in the healthcare setting.**

6. **How did you benefit from this experience?**

VNSG 2662 / VNSG 1334 / VNSG 1133 – Vocational Nursing Program
Pediatrics and Growth & Development
Observational Learning - Child Day Care Experience **(pgs. 19-21 of Syllabus)**

Discuss the following based on your observations and interactions with the various age groups. Conclusions should be supported by actual specific observations made during your experiences with the children.

Principles of Growth & Development: Describe 3 specific observations you made in each age group that support at least one of the directional patterns fundamental to all human growth and development. (These are the five concepts discussed in course content)

Infant Group:

1.

2

3.

Toddler Group:

1.

2.

3.

Preschool Group:

1.

2.

3.

Theories of Growth & Development: Describe 2 specific situations in each age group that reinforce the stage theories of the following:

Erikson:

• Trust vs. mistrust:

• Autonomy vs. shame and doubt:

• Initiative vs. guilt:

Piaget:

• Sensorimotor:

• Preoperational:

• Concrete (if available):

Kohlberg*:*

• Preconventional Stage I:

• Preconventional Stage II:

Play Activities: Describe play activities in each age group (Infant, toddler, preschool), use "Principles" format for heading. What was the "pattern of play"? Were toys and activities appropriate for age? (Support your answers with examples)

Your Experience: Describe your interactions with each age group. How can this experience be utilized to facilitate and support normal growth and development in the child seen in the clinic setting or hospital environment?

CLINICAL GOAL – DIRECTED CARE PLANNING – VNSG 2662 (Level III)

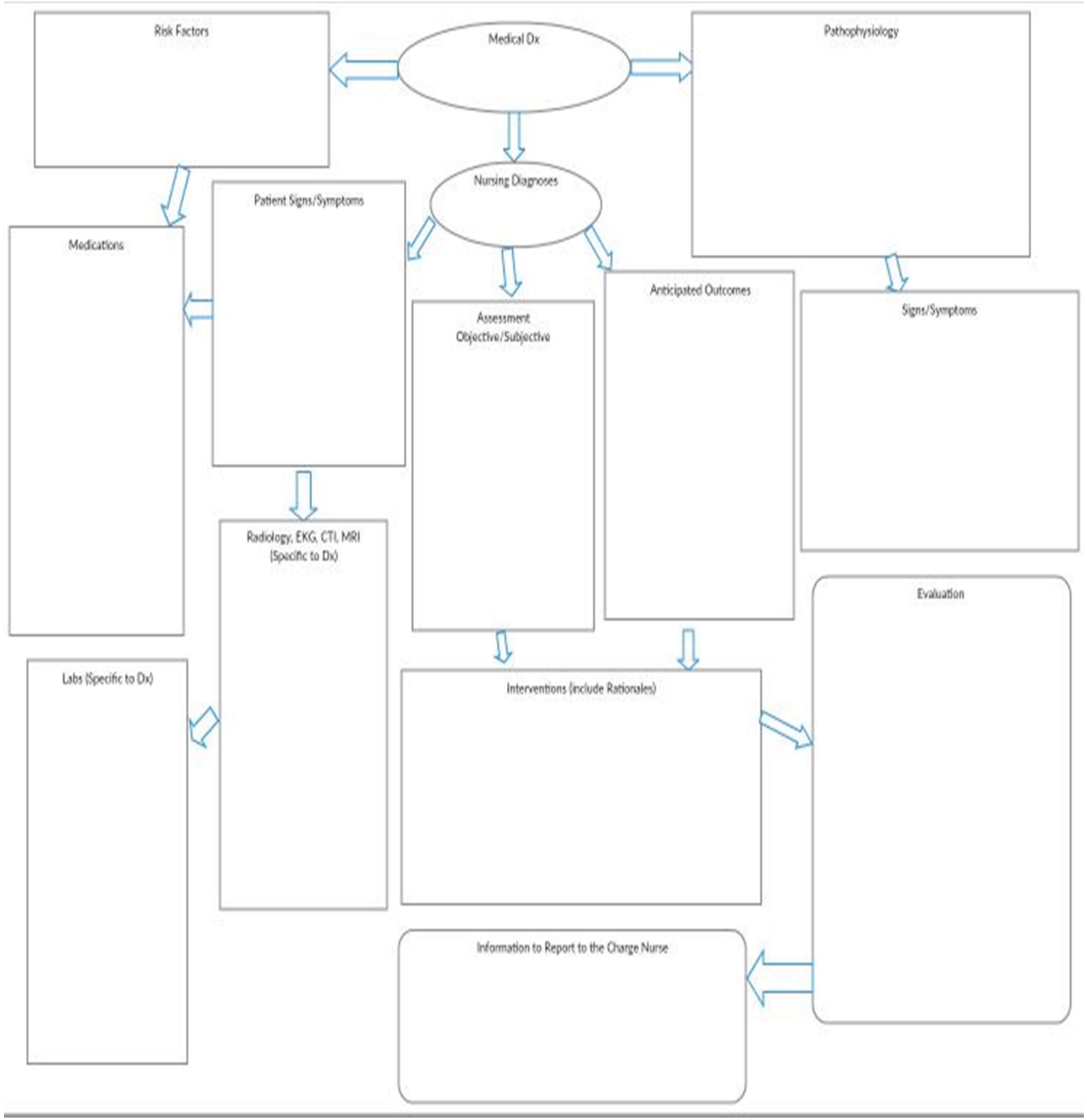
Student: _____
Date: _____
Instructor: _____
Patient Information Allergies: _____

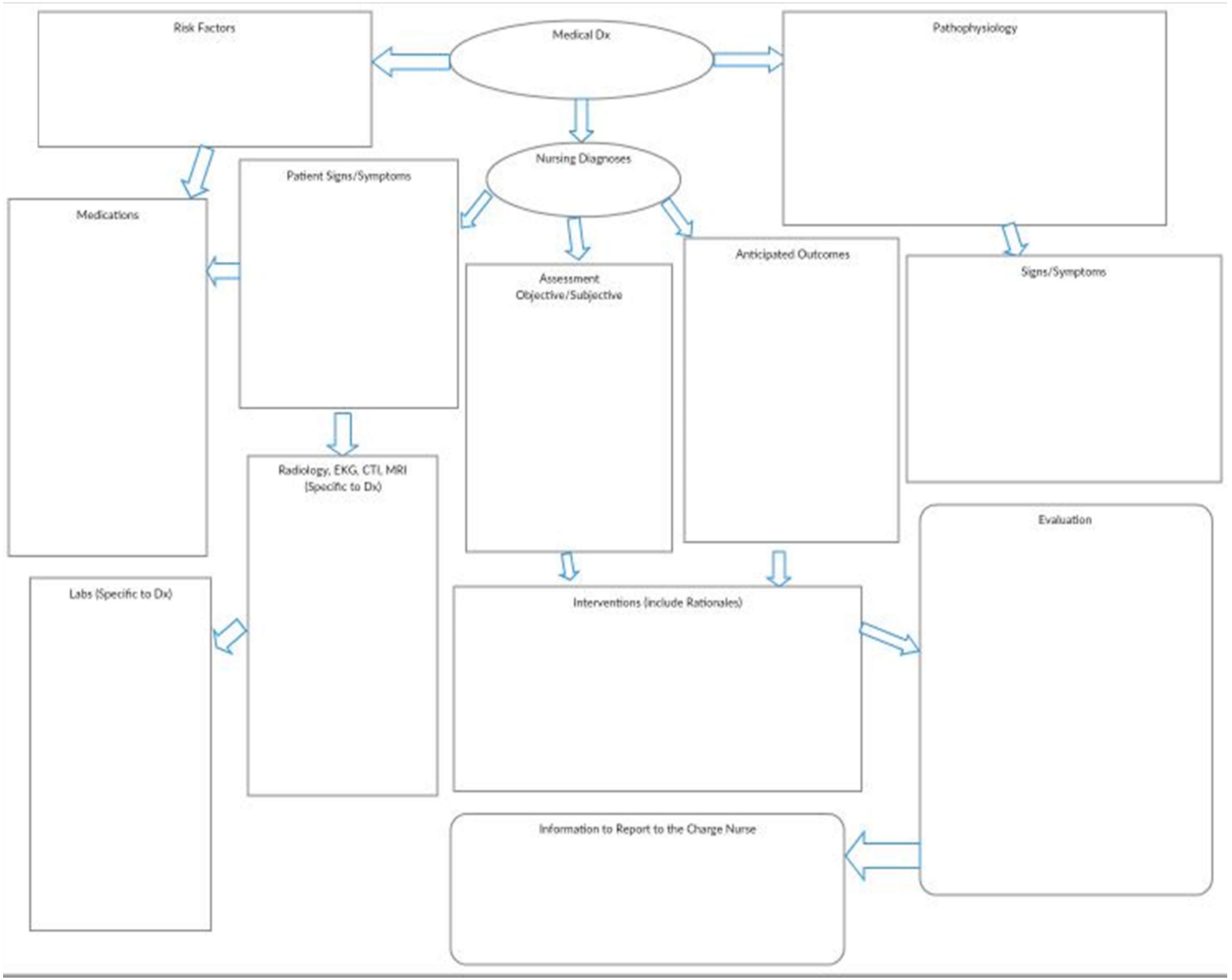
Vital Signs: Admission T_____ P_____ R _____ BP _____ / ____ Pain _____
Day 1 T_____ P_____ R _____ BP _____ / ____ Pain _____
Day 2 T_____ P_____ R _____ BP _____ / ____ Pain _____

Admission – Weight: _____ lb (_____kg) Diet: _____ O2 Therapy: _____
IV Therapy: Solution: _____ Site:_____ Rate:_____

Focused Systems Assessment:	**Day 1**	**Day 2**
LOC / Orientation **Speech** **Movement of extremities** **Hearing** **Eyes (PERRLA)** **Hand grip**		
Airway **Rate, effort, depth** **Use of accessory muscles** **Any SOB with activity** **Lung sounds** **O2 sat**		
Heart rate, rhythm, quality **Peripheral pulse / bilateral** **Apical pulse** **Capillary refill** **Neck vein distention** **Skin temp / color**		
Condition of mouth / dentition **Food / fluid intake** **Abdomen contour** **Tenderness** **Bowel sounds** **Bowel movement**		
Continent or Incontinent **Color, consistency, amount of urine output** **Toileting (BRP or ad lib)** **Assistance required** **Bedpan or urinal** **Foley catheter – Size_____** **Bedside commode**		
Muscle strength / weakness **Posture / gait (any stooping or shuffling)–** **Joints (any swelling, stiffness, pain)** **Assistive devices (walker, cane, crutches, prostheses)**		
Genitalia (Normal M / Fe) **Swelling** **Lesions** **Masses** **Abnormal masses**		
Skin turgor / texture **Lesions** **Bruising / rashes / scars**		

NURSES NOTES:


Risk Factors
Medical Dx
Pathophysiology
Nursing Diagnoses
Patient Signs/Symptoms
Medications
Assessment
Objective/Subjective
Anticipated Outcomes
Signs/Symptoms
Radiology, EKG, CTI, MRI
(Specific to Dx)
Evaluation
Labs (Specific to Dx)
Interventions (include Rationales)
Information to Report to the Charge Nurse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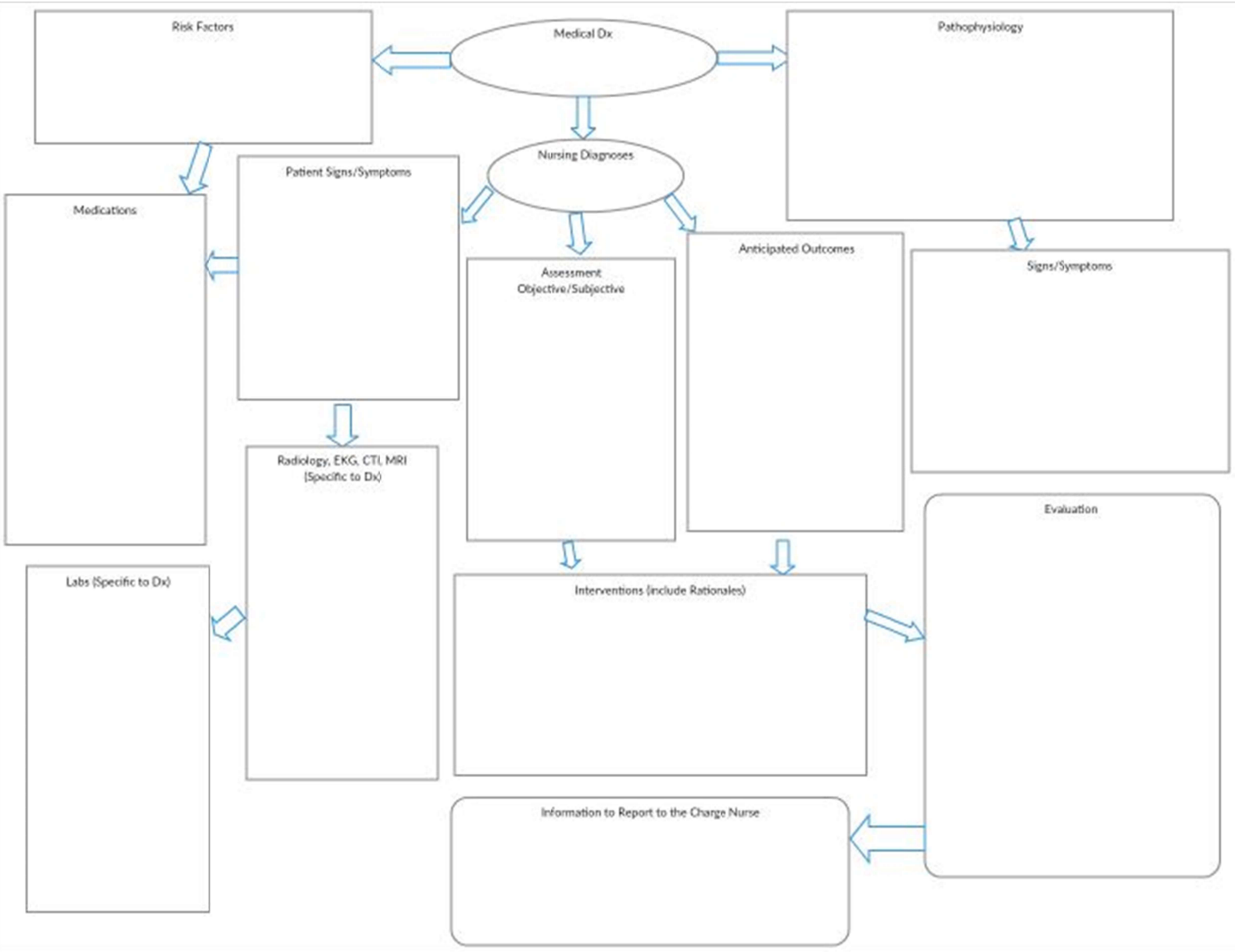
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Evaluation
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Interventions (include Rationales)
Information to Report to the Charge Nurse

South Plains College Plainview
Vocational Nursing Program
Clinical Weekly Evaluation – LEVEL III
Student _____
Date _____

Clinical Site Rotation _____

CPR = Cue, Prompt, Reminder from faculty/staff

Standard *= LEVEL III	MEMBER OF THE PROFESSION ELA = 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.	W	TR	F	COMMENTS
5	Research completed independently, follows facility/SPC policy, scope of practice, recognizes inappropriate orders with 0 CPR				
4*	Follows facility/SPC policy, scope of practice, recognizes inappropriate orders with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet above criteria				
5	Immaculate compliance with dress code and appropriate supplies with 0 CPR				
4*	Compliant with dress code and appropriate supplies with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Self-evaluates, seeks ways for self-improvement, evaluates pt response to care provided by health care team with 0 CPR				
4*	Follows instructions for self improvement, evaluates pt response to care provided by health care team with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet above criteria				
5	Provides culturally sensitive care & therapeutic communication with 0 CPR				
4*	Provides culturally sensitive care & therapeutic communication with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Present and prepared to begin tour of duty on time with 0 CPR				
4*	Present and prepared to begin tour of duty on time with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Absent or tardy without appropriate notification				

STANDARD *= LEVEL III	PROVIDER OF PATIENT-CENTERED CARE ELA = 4* "INDEPENDENT" - performs safely and accurately each time beh 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.	W	TR	F	COMMENTS
5	Acts within legal/ethical guidelines with 0 CPR				
4*	Acts within legal/ethical guidelines with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Follows problem-solving approach and uses available resources for pt care with 0 CPR				
4*	Follows problem-solving approach and uses available resources for pt care with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Discusses disease process/meds/labs with 0 CPR				
4*	Discusses disease process/meds/labs with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Obtains complete systems assessment, VS, Hx with 0 CPR				
4*	Obtains systems assessment, VS, Hx with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance for details & objectivity follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Monitors, reports, documents changes with 0 CPR				
4*	Monitors, reports, documents changes with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Organizes care for more than one pt with 0 CPR				
4*	Organizes care for more than one pt with 1CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				
5	Recognizes priority, assists in planning care with 0 CPR				
4*	Recognizes priority, assists in planning care with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follow through demonstrated				
0	Does not or is unable to meet the above criteria				

5	**Promotes basic physical & emotional care, rehab, safe interventions, infection control, & emergency measures with 0 CPR**				
4*	**Promotes basic physical & emotional care, rehab, safe interventions, infection control, & emergency measures with 1 CPR**				
1-2-3	**More than 1 CPR given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
5	**Provides pt/family edu, preventive health measures, advocacy, & cost control with 0 CPR**				
4*	**Provides pt/family edu, preventive health measures, advocacy, & cost control with 1 CPR**				
1-2-3	**More than 1 CPR given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
STANDARD *= LEVEL III	**PATIENT SAFETY ADVOCATE ELA = 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.**	**W**	**TR**	**F**	**COMMENTS**
5	**Provides safe, effective pt care environment with 0 CPR**				
4*	**Provides safe, effective pt care environment with 1 CPR**				
1-2-3	**More than 1 CPR given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
5	**Provides safe patient handling with 0 CPR**				
4*	**Provides safe patient handling with 1 CPR**				
1-2-3	**More than 1 CPR given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				
5	**Accurately identifies patient each time with 0 CPR**				
4*	**Accurately identifies patient with 1 CPR**				
1-2-3	**More than 1 CPR given, but with instructor guidance follow through demonstrated**				
0	**Does not or is unable to meet the above criteria**				

STANDARD *= LEVEL III	MEMBER OF THE HEALTH CARE TEAM ELA = 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; theoretical knowledge accurately; focuses on patient while giving care.	W	TR	F	COMMENTS
5	Recognizes, notifies of potential issues with patient priva HIPAA, dignity, outstanding professional relationships, w ethics with 0 CPR				
4*	Complies with patient privacy, HIPAA, dignity, satisfactor professional relationships, work ethics with 1 CPR				
1-2-3	More than 1 CPR given, but with instructor guidance follo through demonstrated				
0	Does not or is unable to meet the above criteria				
	DAILY TOTAL POINTS				WEEKLY AVERAGE

Critical elements for weekly evaluation from 2010 DECS

Student Signature: _____ **Faculty Signature: _____**

Date: _____ **Circle grade for week**

Points	**Grade %**
90	**100**
87 - 89	**96**
84 - 86	**93 A**
81 - 83	**87**
78 - 80	**84 B**
75 - 77	**80**
72 - 74	**77 C ***
70 - 71	**70 D**
69 & below	**69 & below F**

[Below scale at one point increments]

***77 C is passing score 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
MATH	1314	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

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 for assistance.

4.1.1.5 OPTIONAL STATEMENT - Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. 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, license holders 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

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Plagiarism Declaration
Department of Nursing
South Plains College
(VNSG 2662)

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

Examples of student plagiarism[1]

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

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