Course Syllabus
VNSG 1219-Leadership and Professional Development

Catalog Description: Study of the importance of professional growth. Topics include the role of licensed vocational nurse in multi-disciplinary health care team, professional organizations, and continuing education.

Lecture hours = 2, Lab hours = 0

Prerequisites: NURA 1301 or equivalent, BIOL 2404, VNSG 1231, 1304, 1400, 1261, 1409, 1234, 1360

Corequisites: VNSG 1230, 1410, 2260, 2360

Semester Credit Hours: 2
Lecture Hours per Week: 2
Lab Hours per Week: 0
Contact Hours per Semester: 32

State Approval Code: 51.3901

Instructional Goals and Purposes: The purpose of the course is to assist in the transition of the vocational nursing student to the role of professional vocational nurse.

Learning Outcomes:

1. Describe the role of the licensed vocational nurse in multi-disciplinary settings inclusive of basic principles of leadership and management; discuss the role of professional organizations and regulatory agencies; explain the Texas Board of Nursing Rules and Regulations and the Nurse Practice Act; and identify criteria and appropriate resources for continuing education.

Specific Course Objectives (includes SCANS):

Member of a Profession:
At the end of the course, the student will be able to:

| 1. Assume responsibility and accountability within the nurse’s legal scope of practice in accordance with the policies and procedures of the practice setting, Texas Board of Nursing, Texas Nursing Practice Act, including Safe Harbor, and “Whistleblower” protection. {SCANS: 1Ai, 1Aii, 1Av, 1Bii – 1Bvi, 1Ci-1Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ciii, 2Di, 2Diit} | DECS-IA, PO-1,2 |
2. Assume responsibility by providing competency in nursing practice through continuing education and principles of quality improvement.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-IB,D PO-1,2

3. Compare organizational frameworks of various health care settings, including chain of command.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-IA

4. Discuss nursing professionalism including continuing competency, professional development, communication techniques, appearance, and values.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-ID PO-2

5. Use self-evaluation, peer evaluation, reflection, and feedback to improve practice.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-ID PO-2

### Provider of Patient –Centered Care
At the end of the course, the student will be able to:

6. Plan nursing care using clinical reasoning and evidence based policies to provide safe care to patients with predictable health care needs.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-II- A,D PO-3,4

7. Use self-directed critical thinking approach to analyze data and information from multiple sources as a basis for decision-making in nursing.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-II-A,B,C, PO-5

8. Implement care and teaching for patients and families within legal, ethical, and regulatory parameters.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-II D,E PO-3,6

### Patient Safety Advocate:
At the end of the course, the student will be able to:

9. Accept and make assignments that promote quality and a safe environment for patients, self and others within regulatory parameters, including policies regarding patient confidentiality.
   {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-III- A,B,E,F PO-8,9

### Member of the Health Care Team:
At the end of the course, the student will be able to:

10. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
    {SCANS: 1Ai, 1Aii, 1Aiv, 1Av, 1Bii – 1Bvi, 1Ci-1 Cv, 2Ai, 2Bi- 2Bvi, 2Ci- 2Ci ii, 2Di, 2Di ii}  DECS-IV- A,B,C,D PO-11,13

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

Course Content:

A general description of lecture/discussion topics included in this course are listed in the Learning Objectives / Specific Course Objectives sections of this syllabus.

1. Preparation and active participation in class.
2. Outside individualized research in texts, videos, CAI’s and journals.
3. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.
4. If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact the Americans with Disabilities Act counselor in the Administration Building, telephone 903-693-1123.
5. Withdrawing from a course is the student’s responsibility. If you do not withdraw yourself, you will very likely receive an F if you do not attend class.
6. If a student has a name change while attending Panola College, it is the student’s responsibility to notify Admissions and Records, Financial Aid, and other departments of Panola College.

Canvas:

Canvas may be used to supplement the course. You will be expected to check your email and reply to messages as instructed. As you know, there is not enough time to review all the content in the textbook. Therefore, you will be responsible for reviewing and studying selected chapters independently.

Methods of Instruction/Course Format/Delivery:

1) Lecture
2) Discussion
3) Video/ Audio/ Presentation/ Games (Therapeutic Communication)
4) Computer assisted instruction
5) Classroom participation
6) Guest speakers
7) Class work/ homework
8) Student presentations

Major Assignments / Assessments: The following items will be assigned and assessed during the semester and used to calculate the student’s final grade.

Assignments

The Command Spanish®, Inc. online course, Spanish for Hospital Nurses, is approximately 32 hours. The program will allow nurses to use Spanish successfully to perform routine duties at the bedside, in the ER, in ICU, anywhere Spanish is needed in the hospital. Topics include: patient
body commands and positioning, calming the patient, initial assessment, routine in-bed procedures, routine out-of-bed procedures, treatment procedures, and much more. The student will meet face to face for the exam in the course. The final course grade for Command Spanish will count as a quiz.

Assessment(s):
1. As assigned

Exam Soft will be utilized to administer exams.

Grading Scale:
A = 90-100
B = 80-89
C = 75-79
F = below 74.99
NO ROUNADING

Test Review

1. Pre-Test Review will be conducted at the discretion of the instructor.
2. A student must make an appointment with the instructor to review the test within one week after distribution of test scores.
3. If you challenge a test question, you must submit (Form 5.12) in writing a rationale and reference regarding the question at the time of the test review.
4. Students who achieve less than 75% on an exam must schedule an appointment with the instructor to review the exam within one week of distribution of scores. This is a student responsibility.
5. Test questions with multiple answers will be graded on an all or none basis. No credit will be given for partial correct answers.

Overall Course Grade:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>4 Tests</td>
<td>85 %</td>
</tr>
<tr>
<td>Professional Resume</td>
<td>5 %</td>
</tr>
<tr>
<td>Interviews (1)</td>
<td>5 %</td>
</tr>
<tr>
<td>Quiz/Discussions/CAI/Special Project</td>
<td>5 %</td>
</tr>
<tr>
<td>Test average must be equal to or greater than 75 to pass the course.</td>
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This work is intended as individual assignments (not shared answers or group work). Sharing answers will be considered cheating and is grounds for dismissal.

Unit I Learning Objectives: Leadership and Organization

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<tr>
<th>Objective</th>
<th>Course Objective</th>
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<tbody>
<tr>
<td>1. Explain and identify the roles of the health care team including the expanded role of the Vocational Nurse as described in the Nurse Practice Act.</td>
<td>CO-3,10,7</td>
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<td>2. Discuss and identify workplace violence.</td>
<td>CO-4,9</td>
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<td>3. Explain and identify various leadership and management skills.</td>
<td>CO-1</td>
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4. Explain the vocational nurse’s role in nursing research and evidence-based practice. CO-4,5

**Unit II Learning Objectives: Job Opportunities**

5. Discuss appropriate job seeking behaviors, documentation, employment opportunities, and Professional Organization affiliations available for Vocational Nursing. CO-4

6. Explain the purpose and the requirements of the NCLEX-PN. CO-1,4

7. Discuss and identify various health care agencies and basic funding available for healthcare services. CO-3

**Unit III Learning Objectives: Scope of Practice, Jurisprudence**

Using a critical thinking approach, the student will be able to: Discuss the legal-ethical issues of jurisprudence as found in the Nurse Practice Act and Board of Nursing Rules and Regulations.

**Licensure:**

8. Explain the mission, function, and role of the BON CO-1,2,3

9. Describe and identify the requirements and maintenance for licensure, types of license/permits, and standard of care. CO-1,2,3,6

**Ethics:**

10. Differentiate, identify, and explain ethical and legal terms and responsibilities in nursing. CO-1,2,3,4

11. Identify unprofessional conduct by nurse and BON disciplinary action. CO-1,4

12. Discuss and identify the role of the vocational nurse in quality improvement and peer review. CO-1,5

**Legal Practice:**

13. Discuss legal parameters of the Nurse Practice Act and including Safe Harbor. CO-1,8,

14. Discuss the major focus of HIPAA(Health Insurance Portability and Accountability Act) CO-8,11

15. Discuss and identify the vocational nurse’s role related to patient consents, advanced directives, ethical concerns in clinical practice, patient confidentiality, and discharge. CO-8,11
Texts, Materials, and Supplies:
- *Success in Practical/Vocational Nursing: From Student to Leader 7th Edition*
- other materials

Required Readings:
- Chapters as assigned in the texts listed above.

Recommended Readings:
- As assigned

Other:
- For current texts and materials, use the following link to access bookstore listings: [http://www.panolacollegestore.com](http://www.panolacollegestore.com)
- For testing services, use the following link: [http://www.panola.edu/elearning/testing.html](http://www.panola.edu/elearning/testing.html)
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to [http://www.panola.edu/student-success/disability-support-services/](http://www.panola.edu/student-success/disability-support-services/) for more information.
- Withdrawing from a course is the student's responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills:** A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) **Reading:** locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) **Writing:** communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) **Arithmetic and Mathematical Operations:** perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) **Listening:** receive, attend to, interpret, and respond to verbal messages and other cues.
      v) **Speaking:** Organize ideas and communicate orally.

   b) **Thinking Skills:** A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) **Creative Thinking:** generate new ideas.
      ii) **Decision Making:** specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) **Problem Solving:** recognize problems and devise and implement plan of action.
      iv) **Visualize (“Seeing Things in the Mind’s Eye”):** organize and process symbols, pictures, graphs, objects, and other information.
      v) **Knowing How to Learn:** use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) **Reasoning:** discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities:** A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) **Responsibility:** exert a high level of effort and persevere toward goal attainment.
      ii) **Self-Esteem:** believe in one’s own self-worth and maintain a positive view of oneself.
      iii) **Sociability:** demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) **Self-Management:** assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) **Integrity and Honesty:** choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources:** A worker must identify, organize, plan, and allocate resources effectively.
      i) **Time:** select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) **Money:** Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) **Material and Facilities:** Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills:** A worker must work with others effectively.
      i) **Participate as a Member of a Team:** contribute to group effort.
      ii) **Teach Others New Skills.**
      iii) **Serve Clients/Custonmers:** work to satisfy customer’s expectations.
iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.

vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.