Course Syllabus
VNSG 1304- Foundations of Nursing

Catalog Description: Introduction to the nursing professional including history, standards of practice, legal and ethical issues, and role of the vocational nurse. Topics include mental health, therapeutic communication, cultural and spiritual diversity, nursing process, and holistic awareness.

Lecture hours = 3, Lab hours = 0

Prerequisites: NURA 1301 or equivalent, BIOL 2404

Semester Credit Hours: 3
Lecture Hours per Week: 3
Lab Hours per Week: 0
Contact Hours per Semester: 48

State Approval Code: 51.3901

Instructional Goals and Purposes: The purpose of this course to assist the student to make the professional and personal adjustments necessary to become a vocational nurse.

Learning Outcomes:

1. Identify roles and legal ethical and professional responsibilities of a vocational nurse as a member of the health care team in a variety of health care settings.
2. Identify characteristics of a therapeutic nurse/patient relationship.
3. Examine positive nurse/patient mental health practices emphasizing cultural and spiritual diversity
4. Relate the history of nursing to the present day.
5. Describe the components of the nursing process.

Students in all sections of this course will be required to do the following:

Specific Course Objectives (includes SCANS):
After studying all materials and resources presented in the course, the student will be able to:
## MEMBER OF PROFESSION

1. Function within the nurse’s legal scope of practice and in accordance with the policy and procedures of the employing health care institution or practice setting.
   - a) Discuss the nursing scope of practice in relation to Texas Nursing Practice Act, including Safe Harbor, “Whistleblower” protection, delegated medical acts, facility policies and procedures, as well as national standards and guidelines from professional organizations.
   - b) Discuss federal, state, or local laws, rules, and regulations affecting nursing practice, including nurse’s code of ethics.

2. Discuss the historical evolution and practice of vocational nursing as well as the issues affecting the nurse role and the delivery of culturally-sensitive care to patients and their families.

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

## PROVIDER OF PATIENT CENTERED CARE

4. Discuss the use of a care plan using a case scenario including assessment, planning, implementation and evaluation.

5. Demonstrate clinical reasoning to provide safe care to ethnically, spiritually, and socially diverse patients.

6. Discuss criteria for setting priorities in planning and evaluation of care as well as...
anticipating patient response to nursing interventions.

a) Differentiate between task or duties that can and cannot be delegated and how and to whom they can be delegated.

SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Bv, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

7. Discuss the implementation of infection control measures within various settings.

SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Bv, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

8. Discuss nutritional needs of the patient throughout the life span.

SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Bv, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

9. Discuss the use of teaching plans for disease prevention and health promotion and/restoration, including cultural aspects of care for patients and their families.

SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Bv, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

10. Discuss the use of written, verbal, non-verbal, and electronic modes of communication concerning patient care, data, and the medical record, including the maintenance of patient confidentiality according to HIPPA guidelines.

a) Identify chain of command for communication within the organizational framework of a facility.

b) Discuss the roles and responsibilities of the members of the interdisciplinary health care team, including a case manager.

SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Bv, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

11. Discuss the coping mechanisms for managing stress and identifying resources for crisis management.

SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Bv, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

**PATIENT SAFETY ADVOCATE**

12. Define measures to promote quality and a safe environment for patients, self, and others within regulatory parameters.

SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Bv, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

13. Discuss the role of the nurse in patient safety and organizational policies; obtaining
instruction, training, or supervision when needed.

{SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ}

| 14. Discuss the federal, state, and local standards, guidelines, and procedures for infection control for patients and their families. |
| {SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ} |

**MEMBER OF THE HEALTH CARE TEAM**

15. Discuss the dynamics of the nurse-patient relationship, including the role of the nurse as a patient safety advocate.

   a) Discuss the rights and responsibilities of patients regarding health care, including self-determination and right of refusal.

   {SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ}

16. Discuss history, basic characteristics, trends and issues in health care delivery.

   SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

17. Discuss the various role(s) of the family and significant others in providing psychosocial support to the individual.

   SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

18. Identify characteristics of basic human needs, personality development, stress, anxiety, crisis, and coping behaviors common to humanity.

   SCANS: 1Ai, 1Aii, 1Av, 1Bi, 1Bii, 1Bvi, 1Ci-1Cv, 2Ai, 2Bi, 2Biv, 2Bvi, 2Ci-2Civ

**UNIT I: Introduction to Nursing and the Nursing Process**

**A. Learning Objectives:**

Using case studies, discussion and role play the student will:

- Identify the four components of the nursing process including assessment, planning, implementation and evaluation and how to use a problem solving approach to make decisions for care.

- Discuss critical thinking and its application within the nursing process.

| Identify the four components of the nursing process including assessment, planning, implementation and evaluation and how to use a problem solving approach to make decisions for care. |
| CO#1,4,6 |

| Discuss critical thinking and its application within the nursing process. |
| CO#2,3,4,6 |
| Identify the purpose and components of assessment and differentiate between a comprehensive and focused assessment. | CO#4 |
| List standard steps carried out for all nursing procedures. | CO#3,4 |
| Identify acceptable methods of infection control and prevention in various environments. | CO#7,13 |
| Identify basic safety measures for the patient and caregiver while providing nursing care. | CO#11,12 |
| Discuss the Nurse Practice Act and its role in nursing practice. | CO#1,6 |
| Identify priorities in patient care using Maslow’s Hierarchy of Needs. | CO#4,5,6 |
| Identify community resources and procedures to obtain those resources | CO#8,9,10 |

**UNIT II: Communication, Documentation**

**A. Learning Objectives:**
Using cases studies, discussion and role play the student will:

| Describe the communication process, the types of communication, communication strategies, and blocks to communication and cultural differences in communication. | CO# 9,10 |
| Identify role changes for the patient, communicating with instructors and staff, life span communication, and electronic communication. | CO#9,10,16 |
| Discuss the correlation of the nursing process to documentation. | CO#9,10 |
| Discuss the importance of confidentiality of medical records and patient information in relation to HIPAA. | CO#9,10 |

**UNIT III: Nursing and the Health Care System**

**A. Learning Objectives:**
Using cases studies, discussion and role play the student will:

| Discuss the growth of nursing and the role of the vocational nurse throughout history. | CO#15 |
| Discuss major events that influenced changes in vocational nursing. | CO#15 |
UNIT IV: Health, Illness, Health Promotion, Nutrition
A. Learning Objectives:
Using cases studies, discussion and role play the student will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>CO#</th>
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<tbody>
<tr>
<td>Discuss characteristics of basic human needs, personality development, stress, anxiety, crisis, coping behaviors, and defense mechanisms common to humanity.</td>
<td>CO#14,17</td>
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<td>Identify signs of chemical dependence in the nurse and proper steps of reporting.</td>
<td>CO#1</td>
</tr>
<tr>
<td>Explain basic psychosocial aspects of nursing interventions in order to meet the basic needs of an individual throughout the life span.</td>
<td>CO#17</td>
</tr>
<tr>
<td>Describe cultural and spiritual influences on patient care and how these influence nursing practice.</td>
<td>CO#8,11,14</td>
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<tr>
<td>Identify the essential nutrients, vitamins, and minerals and medical conditions that may result from a deficiency or excess.</td>
<td>CO#8</td>
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<tr>
<td>Differentiate between nourished and malnourished patients and identify specific nutritional diseases and treatments.</td>
<td>CO#8</td>
</tr>
<tr>
<td>Identify nutritional needs throughout the life span, factors that influence nutrition and patients at risk for nutritional deficits.</td>
<td>CO#8</td>
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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.

Course Requirements:

1. Regular class attendance within current attendance policies.
2. An average of 75% or better on course work. Absolutely no rounding
3. Preparation and active participation in class discussions.
4. Compliance with all rules and regulations as outlined in current Department of Nursing Student Handbook and Panola College Catalog.
5. Current American Red Cross or American Heart Association, Health Care Provider, Basic Life Support (BLS) certification.
6. Demonstration of college-level skills following American Psychological Association (APA) guidelines
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 (ADA) Counselor in the Administration Building, telephone 903-693-1123.

**TEACHING/LEARNING STRATEGIES:**
- Audio-Visual
- Demonstration
- Marker Board
- Library Research
- Class Participation
- Guest Lecturers
- Lecture
- Web searches
- Computer Assisted Instruction
- Group Discussion
- Student-Teacher Conference
- Group Project
- Written Assignments

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

**Assignments**
1. As per instructor

**Assessment(s):**
1. As assigned

**Exam Soft** will be utilized to administer exams.

**Course Grade:**

The student must have an overall average grade of 75 or above in order to successfully pass this course.

The VN Nursing Program, in accordance with policy, uses the following numerical scale in computing test scores and written work:

- **A** = 90-100
- **B** = 80-89
- **C** = 75-79.99
- **F** = 74.99 and below

**NO ROUNDING**

**Overall Course Grade:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>6 Tests</td>
<td>85%</td>
</tr>
<tr>
<td>Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Discussions/Quizzes/Study Guide</td>
<td>5%</td>
</tr>
</tbody>
</table>

Test average must be equal to or greater than 75 to pass the course.
This work is intended as individual assignments (not shared answers or group work). Sharing answers will be considered cheating and is grounds for dismissal.

Test Review
1. Pre-Test Review will be conducted at the discretion of the instructor.
2. 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.**
3. A student may make an appointment with the instructor to review the test within one week of the distribution of the test scores.
4. 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.
5. Test questions with multiple answers will be graded on an all or none basis. No credit will be given for partial correct answers.

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 book. Therefore, **you will be responsible for reviewing and studying selected chapters independently.**

Required Readings:
- As assigned from the above texts.

Recommended Readings:
- As assigned

Texts, Materials, and Supplies:
- *Fundamental Concepts and Skills for Nursing 4th Edition*
- *Success in Practical/Vocational Nursing From Student to Leader 7th Edition*
- other materials

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 Matthews Student Center 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/Customers: 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.