

**Grayson College  
Vocational Nursing Program**



**VNSG 1509  
Nursing In Health & Illness II**

Spring 2017  
Course Syllabus

Notice: This syllabus may be modified as deemed necessary by the instructor. Major modifications will be issued to the student in writing.

Reviewed and Revised: November 2016 LF

**Grayson College  
Vocational Nursing Program  
VNSG 1509  
Nursing in Health & Illness II  
Spring 2017**

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**Grayson College**  
**Vocational Nursing Program**  
**VNSG 1509, Nursing in Health & Illness II**  
**Spring 2017**

- Course Hours:** 5 credit hour course
- Course Level:** Introductory, Level II, Second Semester Course
- Course Description:** Introduction to common health problems requiring medical and surgical interventions.
- Prerequisites:** All level I, first semester vocational nursing courses must be passed in order to take this course.
- Co-requisites:** Co-requisite courses for second semester include: VNSG 1509, NHI II; VNSG 1230, Maternal Neonatal Nursing; VNSG 1334, Pediatrics; VNSG 1361, LVN Training. Co-requisite courses must be taken together and in case of failure of one or more of the co-requisite courses, must all be repeated together.
- WECM Learning Outcomes:**
1. Compare and contrast normal physiology of body systems to pathologic variations in the patient with medical surgical health problems.
  2. Compare and contrast diagnostic evaluation and treatment of the patient with common medical-surgical health problems.
  3. Apply the nursing process in caring for the patient with common medical-surgical health problems including nutrition and drug therapy.
- Differentiated Essential Competencies (DEC):** DEC are defined as competencies determined by the Texas Board of Nursing for each level of nursing education that should typically be achieved by exit from the program. The competencies document the background knowledge which can be used upon exit from the program to progress from beginner to expert. The DEC framework consists of knowledge and clinical judgment and behaviors in the following four nursing roles: Member of the Profession; Provider of Patient-Centered Care; Patient-Safety Advocate; Member of the Health Care Team.

**Course Outcomes:** **At the end of VNSG 1509, the Vocational Nursing Student should be able to:**

**Member of the Profession**

1. Discuss the legal, ethical, social and cultural issues surrounding the nursing care of patients/patients families who are at various stages of the health-illness continuum and who are experiencing medical-surgical health problems.
2. Determine the resources available to the nurse for policies and procedures surrounding the safe nursing care of assigned patients with common medical-surgical health problems.
3. Discuss the vocational nursing scope of practice in relationship to the nursing care of patients/families with medical-surgical health problems that are experiencing imbalances in homeostasis.

**Provider of Patient Centered Care**

4. Recall the growth, developmental, psychosocial, cultural, spiritual and nutritional needs of patients across the life span and relate these factors to the holistic nursing care of patients/families that are experiencing medical-surgical health problems.

5. Apply basic principles of physiology and pathophysiology to the nursing care of /patients/families that are experiencing medical-surgical health problems.
6. Apply the nursing process as a critical thinking approach when providing basic nursing skills for patients/families that are experiencing medical-surgical health problems.
7. Apply basic pharmacologic theory and principles to the holistic nursing care of the patients/families with medical-surgical health problems that require medications.
8. Implement specific nursing plans of care and recommended nursing interventions for patients/families that are experiencing medical-surgical health problems, followed by evaluation of effectiveness.

#### **Patient Safety Advocate**

9. Discuss the role of the nurse as patient advocate for patients/families.
10. Research disease processes and nursing care of patients with medical-surgical problems using reliable texts and scientific resources.
11. Determine safe nursing practices for patients/families that are experiencing medical-surgical health problems by providing careful assessment of physiologic and safety needs, planning, prioritization, implementation, and evaluation.
12. Assess educational needs of patients/families on disease processes, treatments, and medications and provide/reinforce education as needed.
13. Recognize and report adverse abnormal findings to the appropriate supervisor.
14. Implement restorative, preventative, and palliative nursing care to patients/families with medical-surgical health problems.

#### **Member of the Health Care Team**

15. Determine how the LVN functions as a member of the health care team through provision of care, communication, collaboration, evaluating, reporting, and delegating.
16. Discuss the role of cost containment when the nurse is administering nursing care.
17. Determine the need for consultation or assistance from others when administering nursing care.
18. Discuss how the nurse works within the health care system to provide care.

**Withdrawal/ Drop Date:** It is the student's responsibility to formally withdraw from this course. Failure to do so will result in an "F" on the student's transcript. Students should refer to the GC policies on withdrawal. The last day to withdraw is April 18, 2017.

#### **Required Texts:**

- Burke, Karen M., LeMone, Priscilla, Mohn-Brown, Elaine & Eby, Linda. (2016). *Medical-surgical nursing care*. (4<sup>th</sup> ed.) Upper Saddle River, NJ. Pearson Education, Inc.
- Clayton, B., Stock, Y. & Cooper, S. (2010). *Basic pharmacology for nurses*. (16<sup>th</sup> ed.). St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-086547.
- deWit, S. (2014). *Fundamental concepts and skills for nursing*. (4<sup>th</sup> ed.) St. Louis, MO. Saunders Elsevier. ISBN: 978-1-4377-2746-3.
- Hoffman-Wold, G. (2012). *Basic geriatric nursing*. (5<sup>th</sup> ed.) St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-07399-8.
- Ladwig, G. & Ackley, B. (2013). *Guide to nursing diagnosis*. (4<sup>th</sup> ed.) St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-08920-3.
- Mosby, (2013), *Mosby's Dictionary of medicine, nursing & health professions*. (9<sup>th</sup> ed.) St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-04937-5.
- Nettina, S. (2010). *Lippincott manual of nursing practice*. (10<sup>th</sup> ed.) Philadelphia, PA. Lippincott, Williams and Wilkins. ISBN: 978-1-4511-7354-3.

**Methods of Instruction:** Classroom teaching  
Student engagement in the classroom  
Posted Power Point lessons on Canvas  
Posted lecture notes on Canvas  
Required readings  
Videos  
Internet research as assigned

**Methods of Evaluation:** Exams and Final Exam

**6 Unit exams and Final Exam:** **Average of all grades on  
Unit exams and Final exam:**  
(Final course grade must equal  
75% or higher)

**Grading Criteria**  
90 – 100 % = A  
80 – 89 = B  
75 - 79 = C  
60 – 74 = D  
< 60 = F  
W = withdraw

Grades will be recorded for the student's convenience on Canvas. All grades will be calculated in Microsoft Excel for accuracy. Each unit exam will be rounded up or down to a whole number and the final grade will be rounded up or down to a whole number. Students must achieve a final score of at least 74.5 % in order to be rounded to 75% which is the minimal passing score.

**Cell Phones:** Cell phones are not allowed to be used and must be turned off during classroom lecture and lab.  
If a cell phone disrupts an exam, the student will receive 10 points off of the achieved grade for the exam.

**Make-Up Exams:** Make-up exams will be offered only during the week of final exams. Students may only make up one exam and will receive a grade of zero for any other missed exam.

**Ungraded Assignments:** Students may be asked to participate in ungraded assignments. The assignments are for individual and group learning. All assignments must demonstrate adequate preparation. Assignments are expected to be completed as assigned. Assignments that are not completed as assigned will result in a grade of "incomplete (I)" for this course until the assignment is completed. Students may not progress to the final semester of the Vocational Nursing Program with an "Incomplete" grade.

**Test Review:** Test review will take place immediately after the exam is completed via ExamSoft. Students should use the Test Question Form when questioning a test item. These forms will subsequently be reviewed by faculty and a determination made on nullifying the question or accepting another answer.

**Remediation:** **Students are encouraged to seek help and remediation from the instructors as needed.**

Extended counseling requires an appointment with the instructor. Remediation assignments are made by the instructor in order to assist a student who has low grades. It is the responsibility of the student to complete and return the assignment when it is due.

**Progression:** Each student must successfully pass this course and all of the second semester courses in order to progress to the third semester. Please refer to the Grayson College Vocational Nursing Program Handbook. Students should refer to the Grayson College Catalog for 2016-2017 for policies regarding withdrawal and dropping a course. Failure to drop a course prior to the final allotted day may result in a grade of "F" for the course.

**Course Behaviors:** Students will follow all policies on classroom behaviors as outlined in the Grayson College VN Handbook.

**Course Attendance:** Instructors will follow the policies of Grayson College for student attendance and tardies. Students may access the GC Student Handbook online at [www.grayson.edu](http://www.grayson.edu). All policies on absences/tardies, as stated in the GC Vocational Nursing Program Handbook, will be adhered to for VNSG 1509.

**Special Needs Students:** Students with special needs should contact the Disability Services Coordinator no later than the first week of classes, but as soon as possible. Please refer to the 2016-2017 Grayson College Catalog.

**Scans Competencies:** **Refer to Appendix A**

**Student Rights:** Student rights are described in the GC Policy and Procedures Manual (Policy FL local) located on the college website at [www.grayson.edu](http://www.grayson.edu). A formal grievance procedure (Policy FLD local) is available if a student believes unfair treatment has occurred. The student should first meet with the course professor and then, if unable to resolve the differences, should file a written appeal to the Program Director or Health Sciences Chairperson in accordance with the grievance procedure. Whenever meeting with faculty or administrative personnel, students have the right to waive their privacy rights and request the presence of an additional person of their choice.

**Disclaimer:** Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**Course Instructors:** Lisa Fair, BNS, RN [fairl@grayson.edu](mailto:fairl@grayson.edu) Office hours as posted  
Amanda Green, RN [greena@grayson.edu](mailto:greena@grayson.edu) Office hours as posted  
Cayla Turner, MAT, LVN [turnerc@grayson.edu](mailto:turnerc@grayson.edu) Office hours as posted  
Vickie Ramsey, RN [ramseyv@grayson.edu](mailto:ramseyv@grayson.edu) Office hours as posted

**VNSG 1509**  
**Course Schedule Spring 2017**  
**Mondays, 8:30am – 2:30pm unless otherwise noted.**

<b><u>Tuesday, Jan 17, 2017</u></b> Unit 1: Musculoskeletal (LF)	<b>Monday, Mar 13</b> <b>SPRING BREAK</b>
<b>Monday, Jan 23</b> Unit 1: cont'd (LF)	<b>Monday, Mar 21</b> 8:30 – 11:00 Unit 4 cont'd (AG) 12:00 – 2:30 Unit 5, GI (LF)
<b>Monday, Jan 30</b>  <b><u>8:30am – EXAM 1: Musculoskeletal</u></b> Unit 2, Diabetes (LF)	<b>Monday, March 27</b>  <b><u>8:30am- EXAM 4: Respiratory</u></b> Unit 5: cont'd (LF)
<b>Monday, Feb 6</b> Unit 2: cont'd (LF)	<b>Monday, April 3</b> Unit 5: cont'd (LF)
<b>Monday, Feb 13</b>  <b><u>8:30am – EXAM 2: Diabetes</u></b> Unit 3, Peri-Op (CT)	<b>Monday, April 10</b>  <b><u>8:30am – EXAM 5: GI</u></b> Unit 6: Cancer (VR)
<b>Monday, Feb 20</b> Unit 3: cont'd (CT)	<b>Monday, April 17</b> Unit 6: cont'd (VR)
<b>Monday, Feb 27</b>  <b><u>8:30am – EXAM 3: Peri-Op</u></b> Unit 4, Respiratory (AG)	<b>Monday, April 24</b>  <b><u>8:30am – EXAM 6: Cancer</u></b> Unit 7, Endocrine (LF)
<b>Monday, Mar 6</b> Unit 4: cont'd (AG)	<b>Monday, May 2</b> Unit 8, Shock (VR)
	<b><u>MONDAY, MAY 8, 2017</u></b> <b><u>9:00am</u></b> <b><u>Comprehensive FINAL EXAM</u></b> <b><u>(Will include Units 7 and 8)</u></b>

**\*This schedule may be modified as needed by the instructors of the course. Instructors will post any changes on Canvas.**

**VNSG 1509  
UNIT I**

**The Role of the Vocational Nurse in Caring for Patients with Musculoskeletal Disorders**

Objective	Content	Learning Activities
<p><b>Assessment</b> 1. Assess the patient experiencing musculoskeletal disorders.</p>	<p>A. Review of anatomy and physiology of the musculoskeletal system</p> <p>B. Assessment of the Musculoskeletal System:</p> <ul style="list-style-type: none"> <li>a. Health History</li> <li>b. Physical Exam</li> <li>c. Diagnostic Tests</li> </ul> <p>C. Nursing Care, Pathophysiology, Complications, Interdisciplinary Care for Patients with Musculoskeletal Trauma:</p> <ul style="list-style-type: none"> <li>a. Soft Tissue Trauma</li> <li>b. Fractures</li> <li>c. Hip Fracture</li> <li>d. Joint Trauma and Injury</li> <li>e. Amputation</li> <li>f. Osteoporosis</li> <li>g. Paget's Disease</li> <li>h. Osteomalacia</li> <li>i. Osteomyelitis</li> <li>j. Bone Tumors</li> <li>k. Common Foot Disorders</li> <li>l. Osteoarthritis</li> <li>m. Rheumatoid Arthritis</li> <li>n. Systemic Lupus</li> <li>o. Erythematosis</li> <li>p. Gout</li> <li>q. Lyme Disease</li> <li>r. Anklyosing Spondylitis</li> <li>s. Fibromyalgia</li> <li>t. Low Back Pain</li> </ul> <p style="text-align: center;"><b>Continued ↓</b></p>	<p><b><u>Required reading prior to class:</u></b></p> <p>Burke, et al: <i>Medical –Surgical Nursing Care</i>  <u>Chapter 41:</u> The Musculoskeletal System and Assessment  <u>Chapter 42:</u> Caring for Patients with Musculoskeletal Trauma  <u>Chapter 43:</u> Caring for Patients with Musculoskeletal Disorders</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>Pharmacologic interventions:  Using a drug reference be prepared to discuss the following classifications and name common drugs.  NSAIDS  Fosamax and Actonel  Corticosteroids  Colchicine  Uricosuric  Allopurinol  Biphosphonates  Fluoride  Cox-2 inhibitors  Aspirin</p>



<p><b>Diagnosis</b> 1. Review nursing diagnoses for patients with disorders of the musculoskeletal system.</p>	<p>A. Nursing diagnoses for individual disorders of the musculoskeletal system listed under assessment</p>	
<p><b>Planning/Intervention</b> 1. Plan holistic nursing interventions that the vocational nurse can implement for patients with disorders of the musculoskeletal system.</p> <p><b>Evaluation</b> 1. Discuss evaluation of the goals and nursing interventions for patients with disorders of the musculoskeletal system</p>	<p>A. Planning of nursing interventions for musculoskeletal disorders listed under assessment:</p> <ul style="list-style-type: none"> <li>a. Etiology, pathophysiology</li> <li>b. Medical management</li> <li>c. Nursing management</li> <li>d. Patient teaching</li> <li>e. Nutritional needs</li> <li>f. Pharmacology</li> <li>g. Older patients</li> <li>h. Cultural, spiritual</li> <li>i. Developmental, Psychosocial</li> </ul> <p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care</p>	<p>Apply nursing skills to the care of patients with musculoskeletal disorders.</p>

VNSG 1509

Unit II

The Role of the Vocational Nurse in Caring for the Patient with Diabetes Mellitus

Objective	Content	Learning Activities
<p><b>Nursing Process:</b></p> <p><b>Assessment</b></p> <p>1. Assess the patient experiencing an imbalance in homeostasis related to diabetes mellitus.</p>	<p>A. Review of the anatomy of the pancreas</p> <p>B. Overview of diabetes mellitus</p> <ul style="list-style-type: none"> <li>a. Types of diabetes</li> <li>b. Diabetes in the young or middle adult</li> <li>c. Diabetes in the older adult</li> <li>d. Pathophysiology of Type I and Type 2 diabetes</li> </ul> <p>C. Assessment of the signs and symptoms of diabetes mellitus:</p> <ul style="list-style-type: none"> <li>a. Subjective</li> <li>b. Objective</li> </ul> <p>D. Diagnostic Tests to monitor diabetes mellitus, nursing implications:</p> <ul style="list-style-type: none"> <li>a. Plasma Glucose level</li> <li>b. Fasting Blood Glucose</li> <li>c. Glucose tolerance test</li> <li>d. HbA1c</li> <li>e. SMBG</li> <li>f. Urine testing for ketones and glucose</li> </ul> <p><b>Continued ↓</b></p>	<p><b>Required Reading:</b></p> <p>Burke, et al. <i>Medical-Surgical Nursing Care</i></p> <p><u>Chapter 36:</u> Caring for Patients with Diabetes Mellitus</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>Research new advances in insulin administration using the GC library resources and nursing journals on line.</p>

**VNSG 1509**  
**Unit II cont'd**

**The Role of the Vocational Nurse in Caring for the Patient with Diabetes Mellitus**

Objective	Content	Learning Activities
<p><b>Diagnosis</b> 1. Identify appropriate nursing diagnoses for patients with diabetes mellitus</p> <p><b>Planning/Implementation</b> 1. Plan holistic nursing interventions that the vocational nurse can implement for the patient with diabetes mellitus.</p>	<p>A. Nursing Diagnoses for patients with diabetes mellitus</p> <p>A. Management of Diabetes  a. Insulin  b. Oral antidiabetic agents  c. Other injectable agents  d. Nutrition Therapy  e. Exercise</p> <p>B. Nursing implications for medications prescribed for Type I and Type 2 diabetes mellitus</p> <p>C. Continuity of Care: Patient/ family teaching related to:  a. Insulin types  b. Injection of insulin  c. Oral medications  d. Meal planning  e. Exercise  f. Foot care  g. Sick Day care  h. Surgery management  i. Acute complications  j. Chronic complications</p> <p>D. Nursing care for acute complications of Diabetes  a. Diabetic Ketoacidosis  b. Hyperosmolar Hyperglycemic State  c. Hypoglycemia  d. Smoygi Effect  e. Dawn Phenomenon</p> <p>E. Chronic Complications of Diabetes  a. Cardiovascular  b. Peripheral Vascular Disease  c. Diabetic Retinopathy  d. Diabetic Nephropathy  e. Neuropathy</p> <p><b>Continued</b> ↓</p>	<p><b>Continue required readings and learning activities.</b></p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <p>Insulin:  Rapid acting, short acting, intermediate, and long acting  Oral hypoglycemics</p> <p>Classroom discussion:  Acute and chronic complications of Type I and 2 diabetes mellitus, including pathophysiology and collaborative care</p> <p>Prepare a teaching plan for the patient newly diagnosed with Type I and Type 2 diabetes mellitus.</p>

**VNSG 1509**  
**Unit II cont'd**

**The Role of the Vocational Nurse in Caring for the Patient with Diabetes Mellitus**

<b>Objective</b>	<b>Content</b>	<b>Learning Activities</b>
<p data-bbox="81 262 566 298"><b>Planning/Implementation cont'd</b></p> <p data-bbox="81 472 566 598"><b>Evaluation:</b> 1. Discuss evaluation of the goals and nursing interventions for patients with diabetes mellitus</p>	<ul style="list-style-type: none"><li data-bbox="609 262 950 298">A. Nursing Plans of Care</li><li data-bbox="609 300 820 336">B. Medications</li><li data-bbox="609 338 787 373">C. Teaching</li><li data-bbox="609 375 901 411">D. Nutritional Aspects</li></ul> <ul style="list-style-type: none"><li data-bbox="609 472 966 535">A. Evaluation of goals and nursing interventions</li><li data-bbox="609 537 998 640">B. Collaborating with the RN on modifying the plan of care</li></ul>	<p data-bbox="1055 262 1541 336"><b>Continue required readings and learning activities</b></p> <p data-bbox="1055 472 1541 535">Apply nursing skills to the care of patients with diabetes mellitus.</p>

VNSG 1509

Unit III

The Role of the Vocational Nurse in Caring for the Patient in Pain and the Patient Having Surgery

Objective	Content	Learning Activities
<p><b>Nursing Process:</b>  <b>Preoperative Phase</b>            1. Discuss the use of the nursing process as a critical thinking approach for the patient during the preoperative period.</p> <p><b>Assessment</b>            1. Assess patients during the pre-operative period.</p> <p><b>Diagnosis</b>            1. Identify appropriate nursing diagnoses for patients in the pre-operative period.</p> <p><b>Planning/Implementation:</b>            1. Plan holistic nursing interventions that the vocational nurse can implement for patients in the preoperative period.</p>	<p>A. Types and settings for Surgery            B. Phases of Surgical Experience</p> <p>Preoperative patients:            A. Observation of the psychological status of the pre-operative client            B. Assessment of the physical status of the preoperative client                a. Assessment of the cardiovascular, respiratory, endocrine, immune systems.                b. Assessment of medications, allergies, health history                c. Assessment of Surgical Risk Factors                d. Assessment of Learning Needs</p> <p>A. Nursing Diagnoses for patients in the pre-operative period.</p> <p>A. Preoperative teaching:                a. TCDB                b. ROM                c. Pain relief                e. Special equipment</p> <p>B. Preoperative procedures:                a. Vital signs                b. Laboratory tests                c. Radiology exams</p> <p>C. Informed Consent            D. Physical preparation                a. Marking operative site                b. Skin Preparation                c. Elimination                d. Food and fluid                e. Expected Tubes and Equipment                f. Rest and Sedation                g. Pain control                h. Personal effects</p> <p><b>Continued ↓</b></p>	<p><b>Required Reading:</b>            Burke, et al. <i>Medical-Surgical Nursing Care</i>  <u>Chapter 10:</u> Caring for Patients Having Surgery  <u>Chapter 8:</u> Caring for Patients in Pain</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>deWit. <i>Fundamental Concepts and Skills for Nursing</i>  <u>Chapter 37,</u> pp 748-774  <u>Chapter 31,</u> pp 599-619</p>

**VNSG 1509**  
**Unit III cont'd**

**The Role of the Vocational Nurse in Caring for the Patient in Pain and the Patient Having Surgery**

Objective	Content	Learning Activities
	<p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care</p> <p>A. Pharmacology:</p> <ul style="list-style-type: none"> <li>a. General anesthesia</li> <li>b. Regional anesthesia</li> <li>c. Conscious Sedation</li> <li>d. Local anesthesia</li> </ul> <p>B. Surgical team</p> <p>C. Role of the circulating RN</p> <p>D. Role of the scrub nurse</p> <p>E. Operating room safety</p> <ul style="list-style-type: none"> <li>a. Infection Control</li> <li>b. Positioning</li> <li>c. Sponge and instrument count</li> </ul> <p>F. Potential intraoperative complications</p> <ul style="list-style-type: none"> <li>a. Infection</li> <li>b. Fluid Volume excess or deficit</li> <li>c. Imbalanced Body temperature</li> <li>d. Aspiration</li> <li>e. Injury related to positioning</li> </ul> <p>A. Nursing diagnoses for the patient following surgery</p> <p>A. Immediate assessment</p> <ul style="list-style-type: none"> <li>a. Airway, breathing, circulation, system review</li> <li>b. Vital signs</li> <li>c. Intake and output</li> </ul> <p>B. Care in the PACU, ICU, client's room</p> <p>C. Wound healing and drainage</p> <p><b>Continued ↓</b></p>	<p><b>Continue required readings and learning activities.</b></p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <p>Sedatives Anticholinergics Muscle relaxants H2 Receptor blocking agents Antacids Antibiotics Corticosteroids Diuretics</p> <p>Emergency drugs: Antidysrhythmic agents</p>

VNSG 1509, Unit III cont'd

The Role of the Vocational Nurse in Caring for the Patient in Pain and the Patient Having Surgery

Objective	Content	Learning Activities
<p><b>Evaluation</b> 1. Discuss evaluation of the goals and nursing interventions for postoperative client.</p> <p><b>Nursing Process: Patients in Pain</b> 1. Discuss the use of the nursing process as a critical thinking approach for the patient in pain.</p> <p><b>Assessment</b> 1. Assess the patient experiencing an imbalance in homeostasis related to pain</p> <p><b>Diagnosis</b> 1. Identify appropriate nursing diagnoses for patients in pain.</p> <p><b>Planning/ Implementation</b> 1. Plan holistic nursing interventions that the vocational nurse can implement for the patient in pain</p> <p><b>Evaluation:</b> 1. Discuss evaluation of the goals and nursing interventions for patients who are in pain.</p>	<p>D. Common Postoperative Complications: a. Hemorrhage b. Shock c. DVT d. Pulmonary embolism e. Pneumonia f. Atelectasis g. Elimination complications h. Wound complications</p> <p>E. Nursing Management: a. Nursing Plan of Care b. Medications c. Teaching d. Nutritional Aspects</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care.</p> <p>A. Pain – “The 5<sup>th</sup> Vital Sign” B. Physiology of Pain a. Pain conduction b. Theory of Pain</p> <p>C. Types of Pain a. Acute pain b. Chronic pain c. Neuropathic pain d. Phantom pain e. Psychogenic pain</p> <p>Factors affecting response to D. Pain: a. Pain threshold b. Pain tolerance c. Age d. Cultural factors e. Emotional status f. Past experience g. Meaning of pain h. Knowledge deficit</p> <p>A. Nursing diagnoses for the patient in pain.</p> <p>A. Nursing plans of care B. Medications C. Teaching D. Nutritional Aspects A. Evaluation of goals and nursing interventions</p>	<p><b>Continue required readings and learning activities</b></p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names: Non opioid drugs Opioid analgesics Adjuvant analgesics</p> <p>Review: Routes of medication administration</p>

**VNSG 1509  
Unit IV**

**The Role of the Vocational Nurse in Caring for Patients with a Respiratory Disorder**

Objective	Content	Learning Activities
<p><b>Nursing Process:</b> 1. Discuss the use of the nursing process as a critical thinking approach for the patient with a respiratory disorder.</p> <p><b>Assessment</b> 1. Assess the patient experiencing an imbalance in homeostasis related to upper respiratory disorders.</p>	<ul style="list-style-type: none"> <li>A. Review of the anatomy and physiology of the respiratory system</li> <li>B. Diagnostic tests, labs for respiratory disorders, role of the VN               <ul style="list-style-type: none"> <li>a. Chest X-Ray</li> <li>b. Computed tomography</li> <li>c. Pulmonary function tests</li> <li>d. Mediastinotomy</li> <li>e. Laryngoscopy</li> <li>f. Bronchoscopy</li> <li>g. Sputum specimen</li> <li>h. Cytology</li> <li>i. Thoracentesis</li> <li>j. Arterial blood gases</li> <li>k. Pulse oximetry</li> </ul> </li> <li>C. Review of nursing assessment               <ul style="list-style-type: none"> <li>a. Physical exam</li> <li>b. Subjective data</li> <li>c. Objective data</li> <li>d. Adventitious breath sounds</li> <li>e. Signs and symptoms of hypoxia</li> <li>f. Sputum characteristics</li> <li>g. ABGs</li> </ul> </li> <li>D. Determine respiratory changes associated with aging</li> <li>E. Cultural variations related to time</li> </ul> <p align="center"><b>Continued ↓</b></p>	<p><b>Required Readings:</b> Burke et al: <i>Medical Surgical Nursing Care</i> <u>Chapter 21</u>: The Respiratory System and Assessment <u>Chapter 22</u>, Caring for Patients with Upper Respiratory Disorders <u>Chapter 23</u>, Caring for Patients with Lower Respiratory Disorders</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p>





**VNSG 1509**  
**Unit IV cont'd**

**The Role of the Vocational Nurse in Caring for Patients with a Respiratory Disorder**

Objective	Content	Learning Activities
<p><b>Assessment</b> 1. Assess the patient experiencing an imbalance in homeostasis related to lower respiratory disorders.</p> <p><b>Diagnosis</b> 1. Identify appropriate nursing diagnoses for patients with lower respiratory disorders.</p> <p><b>Planning/Implementation</b> 1. Plan holistic nursing interventions that the vocational nurse can implement for patients with lower respiratory disorders.</p>	<p>A. Assessment of patients with lower respiratory disorders</p> <ol style="list-style-type: none"> <li>a. Acute bronchitis</li> <li>b. Pneumonia</li> <li>c. Tuberculosis</li> <li>d. Lung abscess, empyema</li> <li>e. Emerging respiratory infections</li> <li>f. Asthma</li> <li>g. COPD</li> <li>h. Cystic fibrosis</li> <li>i. Atelectasis</li> <li>j. Bronchiectasis</li> <li>k. Occupational Lung Diseases</li> <li>l. Sarcoidosis</li> <li>m. Lung cancer</li> <li>n. Pulmonary embolism</li> <li>o. Pulmonary hypertension</li> <li>p. Pleuritis</li> <li>q. Pleural effusion</li> <li>r. Pneumothorax, hemothorax</li> <li>s. Chest, lung trauma</li> <li>t. Respiratory failure</li> <li>u. Acute respiratory distress syndrome</li> </ol> <p>A. Nursing diagnoses for patients with lower respiratory disorders.</p> <ol style="list-style-type: none"> <li>A. Nursing plans of care</li> <li>B. Medications</li> <li>C. Teaching</li> <li>D. Nutritional Aspects</li> </ol> <p><b>Continued ↓</b></p>	<p>Discuss why the following therapies assist the patient with lower respiratory infection:</p> <ol style="list-style-type: none"> <li>1. Fluid therapy</li> <li>2. Percussion</li> <li>3. Vibration</li> <li>4. Postural drainage</li> </ol> <p>Study the nursing role for the following procedures:</p> <ol style="list-style-type: none"> <li>1. Thoracentesis</li> <li>2. PPD skin testing</li> <li>3. Chest x-ray</li> <li>4. Using a metered-dose inhaler</li> <li>5. Pursed-lipped breathing, abdominal breathing, controlled cough technique, huff technique</li> <li>6. Chest tubes</li> </ol> <p>Review:</p> <ul style="list-style-type: none"> <li>Oxygen delivery devices</li> <li>Postural drainage</li> <li>Administering a TB skin test</li> <li>Interpreting TB skin test results</li> <li>Antituberculosis drugs</li> <li>Giving asthma drugs safely</li> <li>Patient teaching on cigarette smoking</li> <li>Nursing Care Checklist for thoracentesis</li> <li>Endotracheal suctioning</li> <li>Tracheostomy Care</li> </ul>

**VNSG 1509  
Unit IV cont'd**

**The Role of the Vocational Nurse in Caring for Patients with a Respiratory Disorder**

Objective	Content	Learning Activities
<p><b>Planning/Implementation, cont'd</b></p> <p><b>Evaluation</b></p> <p>1. Discuss evaluation of the goals and nursing interventions for patients with upper and lower respiratory disorders.</p>	<p><b>Cont'd</b></p> <p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care.</p>	<p>Create a teaching plan for a patient that smokes who needs to stop smoking.</p> <p>Research sarcoidosis on the internet for cultural considerations.</p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <ul style="list-style-type: none"> <li>Antibiotics</li> <li>bronchodilators</li> <li>TB drugs</li> <li>Beta adrenergic agonists</li> <li>Anticholinergics</li> <li>Corticosteroids</li> <li>Pneumonia, flu vaccines</li> <li>Smoking cessation agents</li> <li>Thrombolytic</li> <li>Anticoagulants</li> </ul>

VNSG 1509

Unit V

The Role of the Vocational Nurse in Caring for the Patient with a Gastrointestinal Disorder, Gallbladder, Liver, Biliary Tract or Exocrine Pancreatic Disorder

Objective	Content	Learning Activities
<p><b>Nursing Process:</b> 1. Discuss the use of the nursing process as a critical thinking approach for the patient with a gastrointestinal, gallbladder, liver, biliary tract or pancreatic disorder.</p> <p><b>Assessment</b> 1. Assess the patient experiencing an imbalance in homeostasis related to gastrointestinal system, gallbladder, liver, and pancreas disorders.</p>	<p>A. Review of anatomy and physiology, accessory organs of digestion, and regulation of food intake.</p> <p>B. Diagnostic tests, imaging, endoscopic and laboratory tests for GI disorders, nursing implications:</p> <ul style="list-style-type: none"> <li>a. Gastric analysis</li> <li>b. Urea breath test</li> <li>c. Ambulatory pH monitoring</li> <li>d. Esophageal acidity</li> <li>e. Ultrasound</li> <li>f. Upper GI Series</li> <li>g. Barium enema</li> <li>h. CT Scans</li> <li>i. Upper Endoscopy (EGD)</li> <li>j. Colonoscopy</li> <li>k. Sigmoidoscopy</li> <li>l. Capsule endoscopy</li> <li>m. ERCP</li> <li>n. Serum bilirubin</li> <li>o. Liver enzymes</li> <li>p. Serum protein</li> <li>q. PTT</li> </ul> <p>C. Nursing Assessment of the GI System</p> <ul style="list-style-type: none"> <li>a. Subjective data</li> <li>b. Objective data</li> </ul> <p>D. Nursing management, clinical manifestations, specific diagnostic tests, medical treatment :</p> <ul style="list-style-type: none"> <li>1. Disorders of the oral cavity <ul style="list-style-type: none"> <li>a. Stomatitis</li> <li>b. Oral Cancer</li> </ul> </li> <li>2. Esophageal Disorders <ul style="list-style-type: none"> <li>a. GERD</li> <li>b. Hiatal Hernia</li> <li>c. Esophageal Cancer</li> </ul> </li> </ul> <p><b>Continued ↓</b></p>	<p><b>Required Reading:</b> Burke, et al. <i>Medical-Surgical Nursing Care</i> <u>Chapter 24:</u> The Gastrointestinal System and Assessment <u>Chapter 25:</u> Caring for Patients with Nutritional and Upper Gastrointestinal Disorders <u>Chapter 26:</u> Caring for Patients with Bowel Disorders <u>Chapter 27:</u> Caring for Patients with Gallbladder, Liver, and Pancreatic Disorders</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters.</p> <p>List nursing responsibilities for patients undergoing diagnostic testing of the GI system:</p> <p>Upper GI series Barium swallow Barium enema Sigmoidoscopy Colonoscopy Liver Biopsy</p>

**VNSG 1509  
Unit V cont'd**

**The Role of the Vocational Nurse in Caring for the Patient with a Gastrointestinal Disorder, Gallbladder, Liver, Biliary Tract or Exocrine Pancreatic Disorder**

Objective	Content	Learning Activities
<p><b>Assessment continued</b></p>	<p>3. Disorders of the Upper GI System</p> <ul style="list-style-type: none"> <li>a. GI Bleed</li> <li>b. Gastritis/ Gastroenteritis</li> <li>c. Peptic Ulcer</li> <li>d. Gastric Cancer</li> </ul> <p>4. Disorders of the Lower GI System</p> <ul style="list-style-type: none"> <li>a. Appendicitis</li> <li>b. Peritonitis</li> <li>c. Inflammatory Bowel Disease</li> <li>d. Colorectal Cancer</li> <li>e. Hernia</li> <li>f. Bowel Obstruction</li> <li>g. Diverticular Disease</li> <li>h. Hemorrhoids</li> <li>i. Anorectal lesions</li> </ul> <p>5. Disorders of the Gallbladder, Liver and Pancreas</p> <ul style="list-style-type: none"> <li>a. Cholelithiasis</li> <li>b. Cholecystitis</li> <li>c. Hepatitis</li> <li>d. Cirrhosis of the Liver</li> <li>e. Cancer of the Liver</li> <li>f. Pancreatitis</li> <li>g. Cancer of the Pancreas</li> </ul> <p><b>Continued ↓</b></p>	<p><b>Continue required readings and learning activities</b></p> <p>Pharmacologic interventions: Using a drug reference, research and be prepared to discuss the following drug classifications and name common names:</p> <p>Chemotherapeutic agents H2 receptor agonists Proton pump inhibitors Antacids Antispasmodic agents Antibacterial agents Anti-inflammatory agents Corticosteroids Lactulose Vitamin K Gamma globulin Hepatitis A, B vaccines Anticholinergic agents Pancreatic enzymes</p> <p>Develop a one-week diet for a patient with Crohn's disease</p> <p>Develop a one-week diet for a patient with diverticulosis</p>

**VNSG 1509**  
**Unit V cont'd**

**The Role of the Vocational Nurse in Caring for the Patient with a Gastrointestinal Disorder, Gallbladder, Liver, Biliary Tract or Exocrine Pancreatic Disorder**

Objective	Content	Learning Activities
<p><b>Assessment, cont'd</b></p> <p><b>Diagnosis</b> 1. Identify appropriate nursing diagnoses for patients with disorders of the gastrointestinal, gallbladder, liver, biliary tract or exocrine pancreatic disorders.</p> <p><b>Planning/Implementation</b> 1. Plan holistic nursing interventions that the vocational nurse can implement for patients with gastrointestinal, gallbladder, liver, biliary tract or exocrine pancreatic disorders.</p> <p><b>Evaluation</b> 1. Discuss evaluation of the goals and nursing interventions for patients with gastrointestinal, gallbladder, liver, biliary tract or exocrine pancreatic disorders.</p>	<p>E. Considerations for Older Adults</p> <p>A. Nursing diagnoses for patients with gastrointestinal and accessory organ disorders.</p> <p>A. Nursing plans of care B. Medications C. Teaching D. Nutritional aspects</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the nursing plan of care</p>	<p><b>Continue required readings and learning activities.</b></p> <p>Develop a plan of care for a patient following surgery for colorectal cancer</p>

VNSG 1509

Unit VI

The Role of the Vocational Nurse in Caring for Patients with Altered Immunity and Cancer

Objective	Content	Learning Activities
<p><b>Nursing Process:</b> 1. Discuss the use of the nursing process as a critical thinking approach for the patient with altered immunity.</p> <p><b>Assessment</b> 1. Assess the patient experiencing an imbalance in homeostasis related to immune system disorders.</p>	<p>A. Assessment of patients with immune disorders</p> <ul style="list-style-type: none"> <li>A. Overview of the immune system</li> <li>a. Humoral and cell mediated immunity</li> <li>b. Immune function in the older adult</li> <li>c. Natural and acquired immunity</li> <li>d. Immunizations</li> <li>e. Laboratory and diagnostic tests</li> <li>f. Altered immune responses               <ul style="list-style-type: none"> <li>a. Hypersensitivity responses</li> <li>b. Latex allergy</li> </ul> </li> <li>g. Immunizations</li> <li>h. Pharmacology</li> <li>i. Autoimmune disorders</li> <li>j. Organ, tissue transplants</li> <li>k. HIV</li> <li>l. Complications of HIV</li> <li>m. Laboratory, diagnostic tests</li> <li>n. Pharmacology</li> <li>o. Prevention</li> </ul> <p>B. Assessment for patients with cancer</p> <ul style="list-style-type: none"> <li>a. Pathophysiology of cancer</li> <li>b. Malignant neoplasms</li> <li>c. Carcinogenesis</li> <li>d. Risk factors</li> <li>e. Cancer and the older adult</li> <li>f. Early detection</li> <li>g. Effects and manifestations of cancer</li> <li>h. Psychological responses</li> <li>i. Diagnostic tests</li> <li>j. Treatments</li> </ul> <p><b>Continued</b> ↓</p>	<p><b>Required Readings:</b> Burke et al. <i>Medical Surgical Nursing Care</i> <u>Chapter 11</u>: Caring for Patients with Altered Immunity <u>Chapter 12</u>: Caring for Patients with Cancer <u>Chapter 13</u>: Loss, Grief, and End-of-Life Care</p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of chapters</p> <p>Discuss the role of the LVN in caring for a patient receiving chemotherapy.</p>

**VNSG 1509**  
**Unit VI cont'd**

**The Role of the Vocational Nurse in Caring for Patients with Altered Immunity and Cancer**

Objective	Content	Learning Activities
<p><b>Diagnosis</b> 1. Identify appropriate nursing diagnoses for patients with immune disorders and cancer.</p> <p><b>Planning/Implementation</b> 1. Plan holistic nursing interventions that the vocational nurse can implement for patients with immune disorders and cancer.</p> <p><b>Evaluation</b> 1. Discuss evaluation of the goals and nursing interventions for patients with immune disorders and cancer.</p>	<p>A. Nursing diagnoses for patients with immune disorders and cancer.</p> <p>A. Nursing plans of care B. Teaching C. Nutrition D. Pharmacology</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care</p> <p>A. Nursing care of patients who are experiencing loss grief, and who need end of life care.</p> <p>a. Stages of grief b. Cultural responses to death c. Family support d. Spirituality e. Rituals of Mourning f. Nurses' responses to loss g. End of life care h. Legal and ethical issues i. Settings and services j. Physiologic changes in the dying client</p>	<p><b>Continue assigned readings and learning activities.</b></p> <p>Review for Immune: Cells of the immune system Recommended immunizations for adults Assessing client's immune system Types of hypersensitivity reactions Transplant rejection episodes Giving immunosuppressive agents safely Guidelines for safer sex Pharmacologic treatment of opportunistic infections and malignancies</p> <p>Nursing care for patients with cancer Nursing care for patients with loss or dying</p> <p>Review for Cancer: Focus on diversity Comparison of benign and malignant neoplasms Selected cancers and sites of metastases American Cancer Society Guidelines for cancer screening Common general manifestations of cancer Nursing care checklist for radiation therapy Giving chemotherapeutic agents safely Focus on older adults</p>



VNSG 1509

Unit VII

The Role of the Vocational Nurse in Caring for Patients with an Endocrine System Disorder

Objective	Content	Learning Activities
<p><b>Nursing Process:</b> 1. Discuss the use of the nursing process as a critical thinking approach for the patient with an endocrine system disorder.</p> <p><b>Assessment</b> 1. Assess the patient experiencing an imbalance in homeostasis related to endocrine system disorders.</p>	<p>A. Review of anatomy and physiology of the endocrine system</p> <p>B. Diagnostic tests, labs for endocrine disorders, role of the VN:</p> <ul style="list-style-type: none"> <li>a. Pituitary hormones</li> <li>b. Water deprivation test</li> <li>c. Serum T3, T4</li> <li>d. TSH (Thyroid stimulating hormone)</li> <li>e. Calcitonin</li> <li>f. Cortisol</li> <li>g. Adrenocorticotrophic hormone (ACTH)</li> <li>h. RAIU (Radioactive iodine uptake)</li> <li>i. Thyroid Scan</li> </ul> <p>C. Review of nursing assessment</p> <ul style="list-style-type: none"> <li>a. Subjective data</li> <li>b. Objective data</li> </ul> <p><b>Continued ↓</b></p>	<p><b>Required Reading:</b> Burke, et al: <i>Medical Surgical Nursing Care</i> <u>Chapter 34:</u> The Endocrine System and Assessment <u>Chapter 35:</u> Caring for Patients with Endocrine Disorders</p> <p>Complete NCLEX-PN Exam Preparation questions at end of chapters.</p>



VNSG 1509

Unit VIII

The Role of the Vocational Nurse in Caring for Patients Experiencing Shock, Trauma, or Disaster

Objective	Content	Learning Activities
<p>1. Discuss the use of the nursing process as a critical thinking approach for the patient experiencing shock, trauma or disaster.</p> <p><b>Assessment</b></p> <p>1. Assess the patient experiencing an imbalance in homeostasis related to shock, trauma or disaster.</p> <p><b>Diagnosis</b></p> <p>1. Identify appropriate nursing diagnoses for patients experiencing shock, trauma or disaster.</p> <p><b>Planning/Implementation</b></p> <p>1. Plan holistic nursing interventions that the vocational nurse can implement for patients experiencing shock, trauma or disaster</p> <p><b>Evaluation</b></p> <p>1. Discuss evaluation of the goals and nursing interventions for patients experiencing shock, trauma or disaster</p>	<p>A. Pathophysiology of shock</p> <p>B. Types of shock</p> <p>C. Manifestations found in each stage of shock</p> <p>D. Diagnostic tests</p> <p>E. Oxygen therapy</p> <p>F. Hypovolemic shock</p> <p>G. Colloid solutions and blood products</p> <p>H. Blood compatibility</p> <p>I. Blood transfusions</p> <p>J. Anaphylactic shock</p> <p>K. Neurogenic shock</p> <p>L. Cardiogenic shock</p> <p>M. Septic shock</p> <p>N. Complications of shock</p> <p>O. ARDS</p> <p>P. The patient experiencing disaster Disaster overview Natural and common injuries Weapons of mass destruction injuries Disaster planning and response</p> <p>A. Nursing diagnoses for shock or disaster</p> <p>B. Nursing plan of care for shock or disaster</p> <p>C. Evaluation of care</p> <p>A. Causes and types of trauma or disaster</p> <p>B. Effects of trauma</p> <p>C. Risks for geriatrics</p> <p>D. Effects of traumatic injury</p> <p>E. Diagnostic tests</p> <p>F. Emergency surgery</p> <p>G. Critical care</p> <p>H. Psychosocial effects</p> <p>I. Organ donation</p> <p>A. Nursing diagnoses for trauma or disaster</p> <p>B. Nursing plan of care for trauma or disaster</p> <p>C. Evaluation of care</p>	<p><b>Required Reading:</b></p> <p>Burke, et al. <i>Medical Surgical Nursing Care</i> <b>Chapter 14: Caring for Patients Experiencing Shock, Trauma, Or Disasters,</b></p> <p>Complete the NCLEX-PN Exam Preparation questions at the end of the chapter</p> <p><b>Review:</b> Stages of shock Multisystem effects of shock Initial manifestations of shock Prehospital emergency care of shock Giving colloid medications safely Blood and blood products Giving blood safely Review all boxes on manifestations of shock.</p>

Grayson College  
Vocational Nursing Program  
VNSG 1509

Appendix A:

SCANS Competencies  
Course Outcome Evaluation Tool for Students

## Scans Competencies

The course VNSG 1509 assists the student to complete the following competencies by providing scientific theory as a foundation for nursing care of patients in long term and acute care settings.

### Workplace Competencies:

- Allocation of staff, materials: recognizes levels of staffing and uses supplies for patient care in cost effective manner
- Interpersonal skills: Works within the health care team; communicates with patients, families, staff
- Information: Acquires data on patients, organizes data through prioritization, interprets patient data with help of the clinical instructor
- Technology: Manages basic health care equipment such as automatic blood pressure cuffs; computerized charting in selected clinical facilities.

### Foundation Skills:

- Basic skills: Reads information on patients, calculate medication dosages, speaks and listens to patients, families, other members of the health care team
- Thinking skills: Uses the nursing process which is a problem solving model to plan nursing care at an intermediate level.
- Personal qualities: Assumes responsibility for assigned patients, performs as a member of a profession

### Resources:

- Manages time: Sets goals for patients and attempts to reach goals during shift
- Manages materials: Practices cost effectiveness in a health care facility

### Interpersonal:

- Participates as a member of a team: Works with members of the health care team to provide holistic patient care
- Teaches others: Provides basic teaching for patients and families on disease processes.
- Serves patients: Provides holistic nursing care to assigned patients
- Exercises leadership: Communicates patient needs to instructor or primary care nurse during assigned shift; seeks help when needed
- Negotiates to arrive at a decision: Seeks the advice of experienced nurses when a decision needs to be made regarding patient care.
- Works with cultural diversity: Provides care to men, women, and people of various cultures

### Information:

- Acquires and evaluates data: Gathers data on patients and evaluates data under the supervision of an instructor; evaluates physical assessment data
- Organizes data: Completes database and records on required clinical paperwork
- Interprets and communicates data: Reports significant findings to registered nurse
- Uses a computer to process information: Retrieves patient data from computer and performs computer charting in selected facilities.

### Systems:

- Understands systems: Becomes familiar with long-term and acute health care systems
- Monitors and corrects performance: Distinguishes between the type of care given in long-term and acute care systems

### Technology:

- Selects technology: Uses hospital equipment and chooses equipment to use; uses Canvas to achieve course objectives.
- Applies technology to task: Operates basic facility equipment such as intercom systems, telephones, oxygen equipment, equipment used for vital signs
- Maintains and troubleshoots technology: Reports malfunctioning equipment

### Reading:

- Reads assigned textbook, notes and PowerPoint slides. Follows written instructions in syllabus

Writing:

- Submits written assignments to instructor as required

Listening:

- Listens to and receives instructions on course requirements and on exams. Follows verbal instructions from course instructor

Speaking:

- Communicates with instructor and other students in order to complete course outcomes
- Asks questions of instructors as needed

Thinking Skills:

- Creative Thinking: Participates in role playing as assigned
- Decision-Making: Considers what is best for patient and discusses nursing care
- Problem-Solving: Uses nursing process to determine problems and what nursing care can assist with solving problems
- Knowing how to learn: Plans time and completes both classroom and reading assignments
- Reasoning: Discovers the relationship between the normal and abnormal function of the body systems.

Personal Qualities:

- Responsibility: Demonstrates effort and perseverance to achieve the course outcomes. Assumes responsibility for completing assignments
- Self-Esteem: Demonstrates an ability to provide care to patients at various stages of the life span.
- Sociability: Plans nursing care to meet the psychosocial needs of the patient in the long term or acute care facility
- Self-management: Assesses own progress in course and evaluates success or need for improvement
- Integrity/honesty: Follows policies of Grayson County College VN Program Handbook and policies in the VNSG 1509 syllabus.

Student Printed Name \_\_\_\_\_

**Grayson College  
VNSG 1509  
Course Outcome Evaluation Tool for Students  
Spring 2017**

**At the end of this course, the second semester vocational nursing student is able to:**

<b>Criteria: Member of the Profession</b>	<b>Met</b>	<b>Unmet</b>
1. Discuss the legal, ethical, social and cultural issues surrounding the nursing care of patients/patients/families who are at various stages of the health-illness continuum and who are experiencing medical-surgical health problems.		
2. Determine the resources available to the nurse for policies and procedures surrounding the safe nursing care of assigned patients/patients with common medical-surgical health problems.		
3. Discuss the vocational nursing scope of practice in relationship to the nursing care of patients/patients/families with medical-surgical health problems that are experiencing imbalances in homeostasis.		
<b>Criteria: Provider of Patient Centered Care</b>		
4. Recall the growth, developmental, psychosocial, cultural, spiritual and nutritional needs of patients across the life span and relate these factors to the holistic nursing care of patients/patients/families that are experiencing medical-surgical health problems.		
5. Apply basic principles of physiology and pathophysiology to the nursing care of patients/patients/families that are experiencing medical-surgical health problems.		
6. Apply the nursing process as a critical thinking approach when providing basic nursing skills for patients/patients/families that are experiencing medical-surgical health problems.		
7. Apply basic pharmacologic theory and principles to the holistic nursing care of the patients/patients/families with medical surgical-health problems that require medications.		
8. Implement specific nursing plans of care and recommended nursing interventions for patients/patients/families that are experiencing medical-surgical health problems, followed by evaluation of effectiveness.		
<b>Criteria: Patient Safety Advocate</b>		
9. Discuss the role of the nurse as patient/patient advocate for patients/patients/families.		
10. Research disease processes and nursing care of patients/patients with medical-surgical problems using reliable texts and scientific resources.		
11. Determine safe nursing practices for patients/patients/families that are experiencing medical-surgical health problems by providing careful assessment of physiologic and safety needs, planning, prioritization, implementation, and evaluation.		
12. Assess educational needs of patients/patients/families on disease processes, treatments, and medications and provide/reinforce education as needed.		
13. Recognize and report adverse abnormal findings to the appropriate supervisor.		
14. Implement restorative, preventative, and palliative nursing care to patients/patients/families with medical-surgical health problems.		
<b>Criteria: Member of the Health Care Team</b>		
15. Determine how the LVN functions as a member of the health care team through provision of care, communication, collaboration, evaluating, reporting and delegating.		
16. Discuss the role of cost containment when the nurse is administering nursing care.		
17. Determine the need for consultation or assistance from others when administering nursing care.		
18. Discuss how the nurse works within the health care system to provide care.		
<b>Student SIGNATURE:</b>	<b>Date:</b>	
<b>Instructor Signature</b>	<b>Date:</b>	