



# VNSG 2260 - Clinical III - Licensed Practical/Vocational Nurse Training Course Syllabus

## Description

A health-related work-based learning experience that enables the student to apply specialized occupational theory skills and concepts.

**Prerequisites** [VNSG 1400](#), [VNSG 1261](#), [VNSG 1231](#)

**Credits** 2

**Lecture Hours** 0

**Lab Hours** 0

**Extended Hours** 6

**Contact Hours** 96

**State Approval Code** 51.3901

**Instructor Name** Ideria Garrett, MSN-PH, RN

**Semester/Year** Fall 2025

## Alternate Operations During Campus Closure

In the event of an emergency or announced campus closure due to a natural disaster or pandemic, it may be necessary for Panola College to move to altered operations. During this time, Panola College may opt to continue delivery of instruction through methods that include, but are not limited to: online learning management system (CANVAS), online conferencing, email messaging, and/or an alternate schedule. It is the responsibility of the student to monitor Panola College's website ([www.panola.edu](http://www.panola.edu)) for instructions about continuing courses remotely, CANVAS for each class for course-specific communication, and Panola College email for important general information.

## Student Basic Needs

Unexpected circumstances may arise, but Panola College offers various resources to support students. If you need mental health services or are facing challenges with transportation, affording class materials and supplies, or accessing food regularly—issues that may impact your class performance—please visit [panola.edu/resources](http://panola.edu/resources).

## Class Attendance

Regular and punctual attendance of classes and laboratories is required of all students. When a student has been ill or absent from class for approved extracurricular activities, he or she should be allowed, as far as possible, to make up for the missed work. If a student has not actively participated by the census date, they will be dropped by the instructor for non-attendance. This policy applies to courses that are in-person, online, hybrid, and hyflex.

Attendance in online courses is determined by submission of an assignment or participation in an activity. According to federal guidelines, simply logging into a distance learning course without participating in an academic assignment does not constitute attendance. Distance learning is defined as when a majority (more than 50%) of instruction occurs when the instructor and students are in separate physical locations. Students must engage in an academic activity prior to the course census date.

When an instructor feels that a student has been absent to such a degree as to invalidate the learning experience, the instructor may recommend to the Vice President of Instruction that the student be withdrawn from the course. Instructors may seek to withdraw students for non-attendance after they have accumulated the following number of absences:

Fall or spring semesters:

3 or more class meeting times per week - 5 absences

2 class meeting times per week - 3 absences

1 class meeting per week - 2 absences

The student is responsible for seeing that he or she has been officially withdrawn from a class. A student who stops attendance in a class without officially withdrawing from that class will be given a failing grade; consequently, the student must follow official withdrawal procedures in the Admissions/Records Office.

Please note: Health Science and Cosmetology courses may require more stringent attendance policies based on their accreditation agencies. Please see the addendum and/or program handbook for further information concerning attendance.

### **Pregnant/Parenting Policy**

Panola College welcomes pregnant and parenting students as a part of the student body. This institution is committed to providing support and adaptations for a successful educational experience for pregnant and parenting students. Students experiencing a need for accommodations related to pregnancy or parenting will find a Pregnancy and Parenting Accommodations Request form in the Student Handbook or may request the form from the course instructor.

### **Artificial Intelligence (AI) Course Policy**

**Use of generated AI Permitted under some classroom circumstances with permission.**

There are situations throughout the course where you may be asked to use artificial intelligence (AI) tools to explore how they can be used. Outside of those circumstances, you should not use AI tools to generate content that will end up in any student work (assignments, activities, discussion responses, etc.). In such cases for Option #2, no more than 25% of the student work should be generated by AI. Use of any AI-generated content in this course without the instructor's consent qualifies as academic dishonesty and violates Panola College's standards of academic integrity.

### **Instructional Goals and Purposes**

The purpose of this course is to allow the student to further engage into the role of the vocational nurse in a variety of healthcare settings.

### **Learning Outcomes**

1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry.
2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.

### **Specific Course Objectives (includes SCANS)**

After studying all materials and resources presented in the course, the student will be able to:

#### **Clinical Evaluation Tool for Clinical 3**

#### **MEMBER OF THE PROFESSION**

1. Function within the nurse's legal scope of practice assuming responsibility and accountability for quality care in accordance with the policies and procedures of the practice setting. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

#### **Provider of Patient-Centered Care**

2. Utilize clinical reasoning to determine physiological and psycho-social needs of ethnically, spiritually, and socially diverse patients and families. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

3. Provide safe and caring nursing to assigned patients with predictable health care needs and their families within legal, ethical, and regulatory parameters. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
4. Identify and report data and patient responses to therapeutic interventions to assist in the identification of expected or unexpected outcomes. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

#### **Patient Safety Advocate**

5. Utilize evidence-based practice to implement measures within regulatory parameters to promote quality and safe environments for patient, self, and others to reduce patient and community risks. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
  - \* Follow the six "rights" of medication administration.
6. Accept and make assignments that take into consideration patient safety and organizational policy; obtaining instruction, training, or supervision when needed. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

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

7. Communicate, collaborate, and advocate 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 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)
8. Communicate patient data using technology to support decision making to improve patient care. (SCANS 1; a; i, ii, iii, iv, v, b; i, ii, iii, iv, v, vi, c; i, v, 2; a; i, b; i, ii, iii, iv, v, vi, c; i, ii, iii, iv, d; i, ii, iii, e; i, ii)

**\*\*MEDICATIONS WILL NOT BE ADMINISTERED DURING THIS CLINICAL ROTATION UNLESS PRECEPTOR IS a licensed nurse, physician, or physician assistant.**

#### **Course Content**

1. Direct patient care assignments/observations in varying clinical settings for the LVN
2. Service Learning assignments

#### **Methods of Instruction/Course Format/Delivery**

1. Direct patient care assignments/observations
2. Simulation and skills lab assignments
3. Clinical assignments
4. Group discussion
5. Computer assisted instruction
6. Videos
7. Return demonstration
8. Student-Instructor conferences
9. Guest speakers
10. Service Learning
11. Special Clinical paper

**Service Learning-** Students are required to complete 2 service learning assignments. The purpose of service learning assignments is for the vocational nursing student to identify opportunities for the vocational nurse to assist with community health and wellness.

#### **Major Assignments/Assessments**

The following items are assigned and assessed during the semester and used to calculate the student's final grade.

#### **Assignments**

#### **Assignments**

**Students in all sections of this course will be required to:**

1. Preparation and active participation in clinical site, skills lab, simulation lab, and conferences.
2. Attend and engage in all direct patient care assignments, observation assignments, simulation, and lab learning activities under the direction of the instructor of record or assigned site preceptor.
3. Comply with all rules and regulations as outlined in the current Vocational Nursing Student Handbook, Panola College Catalog and Pathfinder.

**Assessments**

**Assessments**

1. Demonstration of clinical reasoning and safe clinical judgement in clinical learning assignments/ observation in varying clinical settings
2. Service Learning assignments
3. Clinical evaluation from clinical site participation and actions

**Course Grade**

A = 90-100; B = 80-89; C = 75-79; F = 74.99 or below

**NO ROUNDING OF GRADES WILL OCCUR**

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

1. Clinical learning assignment 40%
2. Clinical Evaluation from clinical site participation 30%
3. Service Learning with reflection (2) 30%

**Skills Checklist**

The same skills checklist that was used in Clinical I-III will be used in this course. Students are expected to seek out opportunities to practice skills so that every skill can be achieved. The more practice you have with each skill, the more comfortable you will be when you graduate.

**Texts Materials, and Supplies**

- Stromberg: Dewit's Medical-Surgical Nursing Concepts and Practices (5E)
- Study Guide: Stromberg: Dewit's Medical-Surgical Nursing Concepts and Practices (5E)
- Williams: Fundamental Concepts and Skills for Nursing (6E)
- Study Guide, Williams: Fundamental Concepts and Skills for Nursing (6E)
- Simulation Learning System – LPN, Elsevier
- NCLEX-PN Exam EAQ, 4E, Elsevier
- Other materials accessible on the Canvas Course

**Required Readings**

All required readings and recommended readings will be posted on your CANVAS course each week.

**Recommended Readings**

All required readings and recommended readings will be posted on your CANVAS course each week.

**Other**

- Courses conducted via video conferencing may be recorded and shared for instructional purposes by the instructor.
- For current texts and materials, use the following link to access bookstore listings: <https://www.panolacollegestore.com>.
- For testing services, use the following link: <https://www.panola.edu/student-services/student-support/academic-testing-center>.
- The Accommodations & Disability Support (A&DS) Office at Panola College provides and facilitates support services and accommodations for students with disabilities. The A&DS office works under the federal guidelines included in Section 503 of the Rehabilitation Act of 1973 and the American with

Disabilities Act. Please contact the Accommodations & Disability Support (A&DS) Office located in the Charles C. Matthews Student Center or go to <https://www.panola.edu/disabilitysupport> 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.
- Student Handbook: <https://www.panola.edu/> (located on at the bottom under student)

## SCANS Criteria

1. Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.
  1. Basic Skills: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
    1. Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
    2. Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
    3. Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
    4. Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
    5. Speaking: Organize ideas and communicate orally.
  2. Thinking Skills: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
    1. Creative Thinking: generate new ideas.
    2. Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
    3. Problem Solving: recognize problems and devise and implement plan of action.
    4. Visualize ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
    5. Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
    6. Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.
  3. Personal Qualities: A worker must display responsibility, self-esteem, sociability, self management, integrity, and honesty.
    1. Responsibility: exert a high level of effort and persevere toward goal attainment.
    2. Self-Esteem: believe in one's own self-worth and maintain a positive view of oneself.
    3. Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
    4. Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
    5. Integrity and Honesty: choose ethical courses of action.
2. Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.
  1. Resources: A worker must identify, organize, plan, and allocate resources effectively.
    1. Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
    2. Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
    3. Material and Facilities: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision timeline 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.
  2. Interpersonal Skills: A worker must work with others effectively.
    1. Participate as a Member of a Team: contribute to group effort.
    2. Teach Others New Skills.
    3. Serve Clients/Customers: work to satisfy customer's expectations.
    4. Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.

5. Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
  6. 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.
3. Information: A worker must be able to acquire and use information.
    1. Acquire and Evaluate Information.
    2. Organize and Maintain Information.
    3. Interpret and Communicate Information.
    4. 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 databases to research a report; use a computer spreadsheet to develop a budget.
  4. Systems: A worker must understand complex interrelationships.
    1. Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
    2. Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
    3. 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.
  5. Technology: A worker must be able to work with a variety of technologies.
    1. Select Technology: choose procedures, tools or equipment including computers and related technologies.
    2. Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
    3. 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.