VNSG 1360 - Clinical II - 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
Corequisites VNSG 1409
Credits 3
Lecture Hours 0
Lab Hours 0
Extended Hours 13
Contact Hours 208
State Approval Code 51.3901
Instructor Name Kay Hawthorne
Semester/Year Spring 2025

Meeting Time and Location
Mondays and Tuesdays from 0545 to 1400

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) 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.

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 the introduction of the student to basic nursing care in skilled nursing care settings in both direct patient care and simulated environments.

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 II

MEMBER OF THE PROFESSION

1. Assume responsibility and accountability for nursing care provided within the legal scope of vocational nursing practice in accordance with the policies and procedures of the practice setting.

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

Provider of Patient-Centered Care

2. Apply clinical reasoning to determine physiological and psycho-social needs of ethnically, spiritually, and socially diverse patients and families.

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

3. *Apply safe, caring, and competent nursing care to assigned patients and families with predictable health care needs within legal, ethical, and regulatory parameters.

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

4. Implement appropriate interventions for patients based on reported date to achieve planned patient outcomes

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

   Patient Safety Advocate

5. *Implement evidence-based practices to provide quality care and safe environment for patients, self, and others within regulatory parameters to reduce patient and community risks.

   *Follow the six “rights” of medication administration.

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

6. Differentiate appropriate patient assignments that take into consideration patient safety and organizational policy; obtaining instruction, training or supervision when needed.

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

   Member of the Health Care Team

7. Communicate and collaborate with patients, their families, and the interdisciplinary health care team to assist in the delivery and coordination of patient centered care to assigned patients.

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

8. Successfully navigate technology to support decision-making in patient care.

   SCANS: (1ai, 1aii,1aiii, 1aiv, 1av, 1bi, 1bii,1biii, 1bvi, 1bv, 1bvi, 1ci,1cii,1ciii,1civ,1cv, 2ai,2aii,2aiii 2bi, 2bii,2biii,2biv,2bv, 2bvi, 2ci,2cii,2ciii,2civ,2di,2dii,2diii,2ei,2eii,2eiii)

Average Score:

Student scores on each evaluation criterion is based on student assignments & faculty observation and interactions with the student.

- 4 = consistently performs with the knowledge, skill, and attitude for practice at current education level. Meets the described learning objectives with self-direction. 90-100% on assignments
- 3= demonstrate consistent performance and improvement with direction. Needs minimal guidance to meet described objectives. 80- 90% on assignments.
- 2= Satisfactory/safe level of performance. Meets objectives with consistent guidance. 75-79% on assignments
- < 2= Unsatisfactory/Unsafe. Level of performance does not meet described learning objectives. Unable to meet objectives without frequent, direct, intensive guidance and instruction to avoid errors. This includes submitting late assignments, substandard assignments, failure to submit assignments and inconsistent performances from week to week. 74.99% or less, late assignments and failure to submit assignments

***These objectives are critical elements. A student must achieve a minimum score of 2 on ALL of the critical elements. A score of < 2 is Unsatisfactory /Unsafe and may/will result in immediate termination of the clinical experience and/or failure of the course.**

Final grade:
A: 3.5-4
B: 2.5-3.49
C: 2-2.49
F: < 2

Course Content

A general description of lecture/discussion topics included in this course are listed in the Learning Outcomes / Specific Course Objectives sections of this syllabus.
Students in all sections of this course will be required to do the following:
• See Evaluation Tool above

Methods of Instruction/Course Format/Delivery

1. Direct patient care assignments
2. Simulation
3. Clinical conferences
4. Group Discussion
5. Return demonstration
6. Observation
7. Role playing
8. Videos
9. Computer Assisted Instruction

Canvas:
Canvas may be used to supplement the course. You will be expected to check your email, reply to messages, and complete assignments on Canvas as instructed. Clinical assignments clinical supplemental material will be posted on the Canvas course.

Major Assignments/Assessments

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

Assignments

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

1. Compliance with all rules and regulation as outlined in the current Department of Nursing Student Handbook and Panola College catalog.
2. Bring required equipment and needed resources for clinical to each assigned clinical experience.
3. Refer to the Panola VN Handbook “Attendance/Absences” policy for attendance requirements. All hours for this course will be viewed as required clinical hours for the semester and VN program.
4. Preparation and active participation in clinical site, skills lab, simulation lab, and conferences.
5. The student is required to complete all assigned reading, assigned audiovisuals, and assigned computer instruction prior to the assigned clinical class.
6. Take the initiative to schedule with the instructor any additional practice needed in the lab.
7. Due dates and instructions for all assignments will be accessed through the CANVAS course.
8. Students are required to complete a mid-term and final self-evaluation based on the course’s learning outcomes.
9. Students will be evaluated at midterm and at the end of the semester by the course professor using the course’s Clinical Evaluation Tool. See grading criteria located at the end of the clinical evaluation tool.
10. Demonstrate safe and accurate administration of medications including but not limited to oral, intramuscular injections, subcutaneous injections, intradermal injections have transdermal, aerosol, and via nasogastric tubes.
11. Demonstrate application of pharmacologic knowledge.

12. Demonstrate accurate calculations of medications.
13. Complete outside research for assigned topics.
14. Submission of completed skills check list.
15. In the event of an emergency or announced campus closure due to a natural disaster or pandemic and instruction changes to follow alternate operations, students will be required to join and participate in ZOOM classes at scheduled clinical time for the semester. Students will complete and submit all online assignments as instructed through the Canvas course.

Course Grade

The grading scale for this course is as follows:
A = 90-100; B = 80-89; C = 75-79; F = 74.99 or below
NO ROUNDING OF GRADES WILL OCCUR

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

- Instructor evaluation 85%
- Clinical assignments 15%

The instructor evaluation average must be equal to or greater than 75 in order to pass this course.

2. **Medication Competency**
   All students will be required to successfully pass the following competencies to pass VNSG 1360:
   - Medication administration simulation in the skills lab prior to beginning the medication rotation at the clinical facility. At the discretion of the instructor, the student may be required to return to the simulation lab for further remediation.
   - Students are required to achieve 90% pass rate on the dosage calculation exam to pass this course. The calculation exam is administered at the time of the med simulation skills check off. Students must earn a score of 90%. The student will be given three attempts to meet the criteria.

Any student not meeting the criteria for safe medication administration simulation OR the criteria for the dosage calculations exam will receive an F in the course.

Texts Materials, and Supplies

• 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/studentsupport/academic-testing-center.
- 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 Charles C. Matthews Student Center or go to https://www.panola.edu/studentservices/student-support/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.

- 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.
    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 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.
    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 databases 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.