

Austin Community College
Vocational Nursing
VNSG 1160
Clinical-Licensed Vocational Nurse (LVN) Training:
Introductory

I. COURSE DESCRIPTION

CLINICAL - LICENSED VOCATIONAL NURSE (LVN) TRAINING: INTRODUCTORY (1-0-4). A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional. With emphasis on clinical reasoning, nursing process and caring behaviors, the student is introduced to the role of the vocational nurse as member of the profession, member of the health care team, provider of patient-centered care, and patient safety advocate. Clinical experiences provide the opportunity for students to apply foundation nursing concepts and basic nursing skills necessary to provide safe care for the elderly patient.

Prerequisites: BIOL 2404, HPRS 1206, and HPRS 2300. Co requisites: VNSG 1400 and VNSG 1423. Course type: W/C. VNSG 1160 is a clinical course that meets one day a week during designated weeks of the semester for a total of 64 contact hours.

II. REQUIRED TEXTBOOKS/INSTRUCTIONAL MATERIALS

1. Kozier, Erb, Berman and Snyder (2012). Kozier & Erb's Fundamentals of Nursing 9th edition, Prentice-Hall. ISBN: 978-0-13-272490-2
2. Davis Drug Guide. F.A. Davis (12th ed.). ISBN-13: 978-0-8036-2308-8
ISBN-10: 0-8036-2308-9
3. Smeltzer, Bare, Hinkle, & Cheever (2010). Brunner & Suddarth's Textbook of Medical-Surgical Nursing 12th edition. Lippincott, Williams, & Wilkins. ISBN: 978-0-7817-8590-7
4. Pagana, K.D. & Pagana, T.J. (2010). Mosby's Manual of Diagnostic and Laboratory Tests (4th ed.). Mosby, Inc. ISBN: 978-0-323-06204-6

Learning activities are included in the clinical foci.

III. INSTRUCTIONAL METHODOLOGY

Learning activities are listed in the clinical foci and include role modeling, interviews, written assignments, audio-visuales, computer assignments, reading assignments, critical-thinking exercises, and development of a nursing care plan.

Students are responsible for preparing and reading all clinical objectives prior to the start of the clinical experience. The student will also be responsible for the preparation and development of a care plan during the clinical experience; and any work as assigned by the clinical instructor.

Throughout the syllabus, objectives may be highlighted with a “C” or “S”. “C” denotes objectives that meet Differentiated Essential Competencies. “S” denotes objectives that meet SCANS competencies. A list with definitions of SCANS competencies can be found on the Austin Community College Website at <http://www.austincc.edu/mkt/scans.php>.

IV. COURSE RATIONALE

The levels of the program have a logical progression in introducing the student to the roles of the Vocational Nurse. VNSG 1160 provides a foundation for the beginning nursing student in the basic care of the patient. The course provides the student with clinical opportunities to practice therapeutic communication skills, basic nursing care while allowing an emphasis on the basic concepts of critical thinking and beginning caring behaviors. Courses in other levels will build upon this basic concept of providing care to the patient. VNSG 1160 is a prerequisite course to VNSG 2331, VNSG 1461, and VNSG 1510.

The Austin Community College Vocational Nursing Program curriculum is based on a conceptual framework, which is derived from the faculty’s stated philosophy. The faculty believes that humans are a composite of mind, body, and spirit, and that health is a state of internal and external homeostasis existing on a continuum throughout the life span. These beliefs are central to curriculum development and are the core of the conceptual model. The conceptual framework provides the foundation for instruction throughout the program. A conceptual model has been designed to explicate the components of the conceptual framework.

Curriculum threads are specific concepts that are integrated throughout the curriculum to strengthen the students’ development. They reflect areas of increased knowledge, skills, and attitudes of students as they progress in the program. These threads create cohesive learning experiences. The threads integrated in VNSG 1160 include:

1. Critical Thinking and the Nursing Process
2. Caring Behavior
3. Communication Skills
4. Competence in Nursing Interventions
5. Roles of the Vocational Nurse
6. Growth and Development
7. Nutrition
8. Healthcare Settings
9. Professional Values
10. Diversity
11. Concepts of mental health

V. COURSE OBJECTIVES

Underlined phrases indicate the threads present in this course.

- A. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws and interactions within and among political, economic, environment, social and legal systems associated with the occupation and the business/industry, and will 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.
- B. Demonstrate legal and ethical behavior. (C)
- C. Demonstrate beginning critical thinking skills in the performance of basic therapeutic nursing skills necessary to implement plans of care. (S, C)
- D. Demonstrate beginning caring behaviors during interactions with patients and families. (C)
- E. Use appropriate written and verbal communication skills to interact effectively with patients, families, faculty, peers and members of the interdisciplinary health care team; use the terminology of the occupation and the business/industry. (S, C)
- F. Demonstrate safety practices in care of patients. (C)
- G. Demonstrate interpersonal and teamwork skills. (S, C)
- H. Identify the role of the vocational nurse in a variety of health care settings. (C)
- I. Give examples of the use of the nursing process and scientific principles in the delivery of basic nursing skills safely to selected patients. (S, C)
- J. Implement basic teaching plans. (S, C)
- K. Demonstrate the role of the vocational nurse in the management of material resources. (S, C)
- L. Provide culturally sensitive care to assigned patients. (S)
- M. Use ethical and legal principles while providing nursing care to assigned patients. (C)
- N. Function within the role of the vocational nursing student as a beginning provider of care under the supervision of the instructor. (C)
- O. Exhibit professional behavior in all clinical environments. (S, C)
- P. Identify the basic concepts of nutrition and growth and development as it relates to patients' health and illness. (C)
- Q. Identify the basic concepts of mental health as it relates to patients' health and illness. (C)
- R. Demonstrate utilization of the nursing process in the provision of patient care. (C)

PROGRAM STUDENT LEARNING OUTCOMES: Upon completion of the Certificate in Vocational Nursing program, the student will be able to:

1. Practice within the nurse's legal scope of practice, in accordance with policies and procedures of the practice setting while demonstrating responsibility for continued competence, reflection, self-analysis and self care.
2. Demonstrate responsibility and accountability for the quality of nursing care provided to patients and their families
3. Contribute to activities that promote the development and practice of vocational nursing
4. Use clinical reasoning in the nursing process, and established evidence-based policies as the basis for decision making in nursing practice
5. Demonstrate ability to determine the physical and mental health status, needs and preferences of culturally, ethnically and socially diverse patients and their families based on interpretation of health related data
6. Report data to assist in the identification of problems and formulations of goals/outcomes and patient centered plans of care in collaboration with patients, their family and the interdisciplinary healthcare team and report alterations in responses to therapeutic interventions in comparison to expected outcomes
7. Provide safe, compassionate, basic nursing care within legal, ethical and regulatory parameters and in consideration of patient factors, to assigned patients with predictable health care needs through a supervised, directed scope of practice
8. Implement teaching plans for patients and their families with common health problems and well defined health learning needs while coordinating human, information and material resources in a cost effective manner
9. Demonstrate knowledge of the Texas Nursing Practice Act and Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards and comply with all mandatory reporting requirements
10. Implement measures, goals and outcomes to promote quality and a safe environment that reduces risks for patients, self and others
11. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices
12. Accept and make assignments that take into consideration patient safety and organizational policy
13. Communicate and collaborate with patients, their families and the interdisciplinary health care team in a timely manner to assist in the planning, delivery and coordination of patient centered care to assigned patients in a way that promotes optimal health.
14. Participate as an advocate in activities that focus on improving health care for patient and their families and identify patient needs for referral to resource that facilitate continuity of care and ensure confidentiality
15. Communicate patient data using technology to support decision making to improve patient care

16. Assign and supervise nursing care to LVNs or unlicensed personnel for whom the nurse is responsible based on analysis of patient or unit needs

VI. COURSE EVALUATION: TESTING AND GRADING POLICIES

Satisfactory performance in all clinical experiences is required and is graded by the clinical instructor on a pass/fail basis. The student **must**:

- A. Arrive for all clinical experiences on time, in appropriate uniform and with adequate preparation.
- B. Satisfactorily complete all clinical assignments and submit at specified time.
- C. Satisfactorily meet criteria as stated in the VNSG 1160 Clinical Evaluation Tool.
- D. Each week, students are required to turn in all assigned paperwork (including, but not limited to nursing care plans and/or journals) on the designated day. The clinical instructor will notify the student when he or she has passed the required care plans and/or journals and can modify required paperwork. Failure to turn in work and/or unsatisfactory completion of work will be indicated as a "1" on the Clinical Evaluation Tool for that week under the appropriate components of the nursing process.
- E. **Please refer to "Clinical Policies" section in the VNG Student Handbook.**

VII. COURSE POLICIES

A. Attendance

Regular and punctual attendance is expected of all students. Nursing is a practice discipline. Attendance at scheduled classroom, clinical, and laboratory experiences reflects accountability and is required for professional growth. Students must be present in order to meet the learning objectives of the classroom and/or clinical experience. If attendance or compliance with other course policies is unsatisfactory, the instructor may withdraw students from the class.

Clinical:

1. Clinical attendance is required in order to meet clinical objectives.
2. A maximum of 2 absences *per semester* or 1 *per rotation* is allowed. **Students who exceed the maximum number of allowed clinical absences will be withdrawn from the program. There are NO excused absences.**
3. Rotations will be specifically defined in individual course syllabi, but apply to Pediatrics, Obstetrics, Leadership, Level III Medical Surgical and Psychiatric clinicals, and Level I clinicals.

VNSG 1160 – LEVEL I CLINICAL ROTATIONS ARE IDENTIFIED AS:

- a. **LONG TERM CARE**
- b. **REHABILITATION**

4. **There is NO makeup for clinical absences.**
5. The student will receive a verbal warning at 1 absence, a written warning at 2 absences, and will be withdrawn from the program on the third absence unless the official date for withdrawal has passed at which time the student will be given a performance grade of "F."
6. Tardies will be counted in totaling cumulative absences each semester. Three tardies to the assigned clinical area will be counted as one clinical absence.
It is the student's responsibility to keep track of his/her absences and to follow through with the instructor.
7. Any absence due to illness of three consecutive days or more requires a release signed by the physician stating the student can return to clinical without any restrictions on activities.*
8. Any injury that could jeopardize the safety of the student and/or the patient requires a release signed by the physician stating the student may return to clinical without any restrictions on activities.*
- *Please refer to the "Non Discrimination" statement in the VNG Student Handbook.
9. If a student is absent on the day assignments are made or absent on a clinical day, the student must contact the instructor for assignments prior to reporting to the clinical setting.
10. Students who have or have been exposed to a contagious illness may not be allowed in certain areas of certain clinical facilities. The student must check with the clinical instructor to determine those requirements in these situations:
 - a. diarrhea
 - b. fever
 - c. respiratory infections
 - d. open lesions on hands, face
11. If the student will be absent for clinical, he/she must notify the clinical facility first, then the instructor no later than one hour before the designated time to begin clinical activities.
12. Students who plan to attend clinical but cannot arrive at the designated time must call and inform the instructor no later than 15 minutes after the designated hour and then must be on the unit no later than 45 minutes after the designated hour. Failure to follow

the outlined procedure will result in the student being directed to leave the unit and will be counted absent for the clinical period.

13. Students who arrive in the clinical area without having received and prepared necessary written work for the clinical assignment will be dismissed from the clinical area and counted absent for the clinical day.
14. Clinical times may vary according to hospital policy. These times may vary from the times published in the Course Schedule.
15. Students are encouraged to limit telephone calls and pages to the instructors' homes to matters that cannot be handled during class, clinical, and/or instructors' office hours.

A. Withdrawal, Incompletes, Academic Freedom and Student Discipline (See VNG Student Handbook)

Adding, Dropping, or Withdrawing from a Course Adding, dropping, or withdrawing from a course may affect financial aid, veterans' benefits, international student status, or academic standing. See an advisor, counselor, or your instructor before making changes.

Adding or dropping a course (schedule changes): Students may add or drop a course before open registration ends or during the session's official schedule change (add/drops) period. See the course schedule for information on add/drops procedures, deadlines, and tuition refunds.

Withdrawing from a course: It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records. Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course. Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student's record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course. Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans' benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to

withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

Incompletes: An instructor may award a grade of “I” (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Scholastic Dishonesty: Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz; plagiarizing; and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests; quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations; and homework. Students engaging in scholastic dishonesty will be withdrawn from the Vocational Nursing Program and not be eligible for readmission to the Vocational Nursing Program. See the Student Standards of Conduct and Disciplinary Process and other policies at <http://www.austincc.edu/current/needtoknow>

Academic Freedom: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance the class and create an atmosphere where students and instructors alike will be encouraged to think and learn. Therefore, be assured that your grade will not be adversely affected by any beliefs or ideas expressed in class or assignments. Rather, we will respect the views of others when expressed in classroom discussions.

Statement on Students with Disabilities: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of each semester. Students who have received approval for accommodations from OSD for this course must provide the instructor with the ‘Notice of Approved Accommodations’ from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the ‘Notice of Approved Accommodations’ from the student. Students with approved accommodations are encouraged to submit the ‘Notice of Approved Accommodations’ to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations. Additional information about the Office for Students with Disabilities is available at <http://www.austincc.edu/support/osd/>

Safety Statement: Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>. Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities. You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

Use of ACC email: All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Student and Instructional Services: ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>. ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php>.

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

VIII. ENTRY BEHAVIORS

Successful completion of BIO 1714, HPRS 1206, and HPRS 2300.

IX. ENROUTE BEHAVIORS

Specific behavioral objectives are listed in each module.
Student must be co-enrolled in VNSG 1423 and VNSG 1400.

X. EXIT BEHAVIORS

Student must complete all the behavioral objectives and satisfactorily pass clinical.

XI. HOW TO REACH FACULTY

Faculty Name:

Office:

Phone:

Email:

Arranging conferences/appointments:

See Blackboard for course website.

XII. CALENDAR

Schedule and location for the course is posted on the VNG website:

<http://www.austincc.edu/health/vng/Semester1.php> .

XIII. STUDENT AND INSTRUCTIONAL SERVICES

ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at:

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Infection Control – Standard Precautions

Students may be exposed to various diseases during class and/or clinical. The following guidelines for student and patient safety have been established in accordance with the Center for Disease Control (CDC) standard precaution guidelines and with all clinical policies.

Any student who is exposed to blood or body fluids in the classroom or laboratory, at a clinical site should inform the Department Head immediately in order to receive appropriate counseling and guidance.

A. Clinical Site Guidelines

1. Body fluids precautions should be used on **EVERY** patient, not just those known or suspected to be infectious.
 2. Examples of types of procedures requiring precautions (not intended to be a complete list):
 - nasogastric tube insertion
 - intubation
 - open wound exposure or care
 - suctioning
 - vaginal deliveries
 - surgery
 - intravenous catheterization
 - intramuscular or subcutaneous injection
 - vital signs
 - changing linens
 - emptying catheter bags
 3. Students should keep all open cuts, sores or lesions covered with adhesive bandages while in healing stage.
 4. Students should refrain from direct patient contact when the student has exudative lesions or weeping dermatitis.
 5. Thorough hand-washing should be accomplished both before and after each patient contact.
 6. Gloves should not be considered as a substitute for thorough hand-washing.
 7. Gloves should be worn during any exposure to body fluids; during circumstances where the threat of significant exposure exists, goggles, mask, and gown should also be worn.
 8. Needles and syringes should not be recapped after use, and should be placed in “sharps” containers immediately after use; remove/holders on “sharps” containers should be used to assist in the removal of needles from vacutainer holders.
 9. Students should check with personnel from the clinical site before cleaning or discarding linens, dressings, containers or equipment soiled with body fluids
- ### B. Exposure- Follow guidelines of the “Infectious Diseases Prevention and Exposure Response” Policy located in VNG Student Handbook.

Clinical Focus: Orientation to the Long-Term Care Facility

I. OBJECTIVES

At the end of this learning experience, the student should be able to:

- A. Describe personal feeling relative to the clinical experience.
- B. Identify personnel and their functions.
- C. Identify the complexity of residents' needs at your assigned facility.
- D. Investigate the physical layout of the facility.
- E. Locate supplies and equipment (vital sign equipment, linens, etc.).
- F. Locate residents' areas.
- G. Investigate residents' rooms.

II. PREPARATION

- A. Review above objectives.
- B. Wear full uniform and name tag.
- C. Arrive at designated place and time.
- D. Bring pen and small note pad.

III. ASSIGNMENT

- A. Complete the objectives during the clinical experience.
- B. Identify objectives not attained and determine how to attain them.
- C. View "The Medicine of Compassion." This video is located in the Eastview Library, Call # W62 M489 2004 and is about 70 min. long.
- D. Visit the Hartford Institute for Geriatric Nursing Website for clinical tools/resources:
http://consultgerirn.org/resources/assisted_living_nursing_home_long_term_care/

Nursing Home Check List

Locate the following:

- _____ Patient's records (including flow sheets, nursing notes)
- _____ Environment of patient rooms
- _____ Supply area (method for patient charges)
- _____ Clean utility room
- _____ Soiled utility room
- _____ Clean linen areas
- _____ Patient nutrition area
- _____ Treatment room
- _____ Emergency equipment
- _____ Emergency exits
- _____ Student areas
- _____ Nurses' lounge/break room
- _____ References (nursing texts, manuals, etc.)
- _____ Medication (routine and narcotics)
- _____ Other areas specific to your facility

Clinical Focus: Elderly Interview

I. INTRODUCTION

There are an increasing number of persons over age 65 in the United States. Many of these individuals have at least one chronic illness. Although disabilities such as arthritis, visual impairments, hearing impairments, high blood pressure diabetes, etc. increase with age, there has been a trend toward better health among the aged. Improved health practices throughout life and a higher level of education have been found to contribute to the trend toward healthier aging.

Healthier aging has led to an increased number of elderly individuals living independently or interdependently in their homes or the community.

II. OBJECTIVES

At the end of this learning experience, the student should be able to:

- A. Identify common health, emotional, and social issues associated with aging.
- B. Investigate the health habits of an elderly person.
- C. Describe how an elderly person feels about living in his/her home versus living in a long-term care facility.
- D. Investigate feelings about aging.
- E. Demonstrate **therapeutic communication** skills.
- F. Demonstrate **caring behaviors**.

III. PREPARATION

- A. Review above objectives prior to the clinical experience.
- B. Wear appropriate full uniform and name tag.
- C. Arrive at designated place on time.
- D. Bring pen and note pad.

IV. ASSIGNMENT

- A. **Critical Thinking Activity:** Interview an elderly person (>65 years of age) who lives independently in his/her home or in an assisted living facility.
- B. Gather information included in objectives above in the interview.
- C. Write a one (1) page paper summarizing your interview.

Clinical Focus: Safety and Vital Signs

I. OBJECTIVES

At the end of this learning experience, the student should be able to:

- A. **Demonstrate safe clinical behavior.**
- B. Demonstrate satisfactory performance of **assessment** of a resident's vital signs.
- C. Use good body mechanics safety, and proper techniques in any nursing action performed.
- D. Document vital signs according to facility policy.
- E. Use **critical thinking skills** while **obtaining vital signs safely.**
- F. Demonstrate **caring behaviors.**

II. PREPARATION

- A. Review above objectives prior to clinical.
- B. Wear full uniform and name tag.
- C. Arrive at designated place on time.
- D. Bring pen, small note pad, watch with second hand and stethoscope (optional).

III. ASSIGNMENT

- A. Complete the objectives during clinical experience.
- B. Review procedures in text and/or learning lab prior to clinical.
- C. Review appropriate documents to identify information necessary to administer safe care.

**Clinical Focus: Feeding, Hygiene, Bed making Transferring,
Positioning and Ambulating**

I. OBJECTIVE

At the end of this learning experience, the student should be able to:

- A. Demonstrate feeding of an elderly resident in a safe, organized manner.
- B. Provide basic hygiene needs for a resident in the long-term care facility.
- C. **Make** a resident's bed according to the facility policy.
- D. Use good body mechanics, safety, and proper technique when lifting, moving, positioning, and ambulating residents.
- E. Document nursing care according to facility policy.
- F. Demonstrate **caring behaviors**.
- G. Use **critical thinking** skills while providing care.

II. PREPARATION

- A. Review above objectives prior to clinical.
- B. Wear full uniform and name tag.
- C. Arrive at designated place on time.
- D. Bring pen, small note pad, watch with second hand, and stethoscope (optional).

III. ASSIGNMENT

- A. Complete the objectives during clinical experience.
- B. Review procedures in texts and/or learning lab prior to clinical.
- C. Review appropriate documents to identify information necessary to administer safe care.

Clinical Focus: Rehabilitation

I. INTRODUCTION

Rehabilitation is a service that assists in restoring the patient to an optimal level of functioning. Rehabilitation nursing has changed over the years and encompasses a multitude of services ranging from orthotic to cardiac to pain management.

II. OBJECTIVES

- A. Explain the services provided within the rehabilitation setting.
- B. Identify the members of the multidisciplinary team and their roles.
- C. Describe the role of the licensed vocational nurse in the process of rehabilitation.
- D. Identify commonly occurring disease processes experienced by persons in the rehabilitation setting.
- E. Demonstrate caring behaviors when interacting with patients and families.

III. PREPARATION

- A. Review above objectives prior to the clinical experience.
- B. Read: Brunner and Suddarth's Textbook of Medical-Surgical Nursing, Chapter 11, pp. 167-198.
- C. Wear appropriate full uniform and name tag.
- D. Arrive at designated place on time.
- E. Bring pen and small note pad.

IV. ASSIGNMENT

- A. Complete the objective during the clinical experience.
- B. **Critical Thinking Activity:** Choose one intervention you observed during the rehabilitation experience such as the use of TED (Thromboembolic Devices) hose, PLCs (pneumatic leg compression), ice/polar care, CPM (continuous passive motion) and present a teaching plan for your fellow students. It should include: the definition, rationale for use, intervention and use, safety measures (if any), and expected patient outcomes. Please post responses on Blackboard.
- C. Complete clinical assignment as directed by instructor.

Clinical Focus: Documentation/Communication

I. OBJECTIVES

At the end of this learning experience, the student should be able to:

- A. Receive report from appropriate nursing personnel prior to beginning patient care.
- B. Identify normal and abnormal patient data.
- C. Report abnormal data immediately to appropriate nursing personnel and clinical instructor.
- D. Demonstrate legal implications for documentation.
- E. Demonstrate accepted practices of documentation of patient information related to:
 1. Abbreviations
 2. Flow sheets
 3. Graphic sheets
 4. Nurses notes
 5. Medication Administration Record (MAR)
 6. Kardex
- F. Demonstrate completion of nurse's notes and other documentation records according to your assigned clinical agency policy.
- G. Give accurate, concise report to appropriate nursing personnel prior to leaving the clinical area.
- H. Use **therapeutic communication** in all interactions with patients, families, and members of the interdisciplinary health care team.

II. PREPARATION

- A. Review above objectives and attached abbreviations.
- B. Review VNSG 1304 Documentation Module & Kozier, Chapter 15.
- C. Arrive at designated place on time.
- D. Wear full uniform and name tag.
- E. Bring black pen and small note pad.

III. ASSIGNMENT

- A. Review documentation content in textbook and from class notes
- B. Review attached abbreviation list
- C. Allow your clinical instructor to critique your written documentation prior to entering it onto the legal record.
- D. Practice giving and receiving a report with a classmate during post conference.

Abbreviations for Medical Conditions

AIDS	acquired immunodeficiency syndrome
AK Amp	above-knee amputation
ASCVD	arteriosclerotic cardiovascular disease
ASHD	arteriosclerotic heart disease
BE	bacterial endocarditis
BK Amp	below-knee amputation
BPH	benign prostatic hypertrophy
Ca	cancer (carcinoma)
CHD	coronary heart disease
CHF	congestive heart failure
COPD	chronic obstructive pulmonary disease
CVA	cerebrovascular accident
D&C	dilation and curettage (of uterus)
DTs	delirium tremens
FUO	fever of undetermined origin
GB	gallbladder
HCVD	hypertensive cardiovascular disease
MI	myocardial infarction, mitral insufficiency
MS	multiple sclerosis
PAP	primary atypical pneumonia
PID	pelvic inflammatory disease
PVD	peripheral vascular disease
TB or TBC	tuberculosis
TIA	transient ischemic attack
TURP	transurethral resection of the prostate
URI	upper respiratory infection
UTI	urinary tract infection

Clinical Focus: Physical Assessment

I. INTRODUCTION:

Accurate data collection by the nurse is an essential part of the nursing process. Performing physical assessments is an important part of the Assessment Phase of the Nursing Process. This clinical focus is devoted to developing physical assessment skills which will be a necessary part of your nursing practice.

II. OBJECTIVES:

At the end of this learning experience, the student should be able to:

- C A. Demonstrate basic assessment skills on assigned patient from collected data.
- C, S B. Identify normal and abnormal patient data.
- C, S C. Record data onto Data Collection Guide in the VNG Nursing Care Plan or assigned hospital format.
- D. Demonstrate critical thinking skills during patient assessment**
- E. Use therapeutic communication skills while assessing patients.**
- F. Exhibit caring behaviors while assessing patients.**

III. PREPARATION:

- A. Review above objectives.
- B. Review Physical Assessment information presented in VNSG 1423 class and Physical Assessment Lab.
- C. Bring stethoscope, black pen, note pad, and pen light.

IV. ASSIGNMENT:

- A. Review Physical Assessment notes.
- B. Review Physical Assessment AVs and audiotapes in LRS.

V. EVALUATION:

- A. Be prepared to be evaluated by your clinical instructor.
- B. Identify patient problems or risks from your assessment.

Clinical Focus: Multiple Nursing Skills Performance

I. INTRODUCTION

This clinical experience is designed to allow the VNSG 1160 student to perform a variety of nursing skills and behaviors, as well as apply concepts learned in VNSG 1423 and VNSG 1400 in clinical situations.

II. OBJECTIVES

At the end of this learning experience the student should be able to:

- A. Safely demonstrate any of the **nursing skills** learned in VNSG 1423 to assigned patients in clinical situations.
- B. Demonstrate **therapeutic communication** techniques in all interactions with patients, families, staff, instructors, and peers.
- C. Use **critical thinking** skills and the nursing process in the performance of nursing skills and the delivery of care to assigned patients.
- D. Demonstrate **caring behaviors**.

III. PREPARATION

- A. Review above objectives prior to clinical.
- B. Wear full uniform and name tag.
- C. Arrive at designated place on time.
- D. Bring pen, small note pad, watch with second hand, and stethoscope.

IV. ASSIGNMENT

- A. Review procedures for nursing skills (in simulated laboratory if necessary) prior to clinical experience.
- B. Review procedures for nursing skills in required texts prior to clinical experience.

V. EVALUATION

- A. Be prepared to demonstrate skills safely according to procedures presented in VNSG 1423.
- B. Achieve satisfactory rating on VNSG 1160 Clinical Evaluation Tool.