



**VNSG 1122-501CL**  
**Vocational Nursing**  
**Concepts**  
**Spring 2022**  
**Tuesday 1 p.m. – 3 p.m.**  
**Steam bldg. room 237**

**Course facilitators:**  
Jalayne Henderson, RN, MSN  
ph.: 409-933-8456  
[Jhenderson11@com.edu](mailto:Jhenderson11@com.edu)

Shari Manning, FNP-BC, NP-C  
Ph: 409-933-8714  
[Smanning5@com.edu](mailto:Smanning5@com.edu)

**Required Textbook/Materials:**

FUND CONCEPT/SKILLS FOR NSG 6E Williams 9780323694766

EAQ FUND CONCEPT/SKILL ECOMM 6E deWit, Williams & Elsevier 9780323827287

HESI COMP REV FOR NCLEX-PN EXM6E HESI 9780323653480

**Additional Text:**

Dahlkemper, T. (2020). *Caring for Older Adults Holistically* (7th ed.). Philadelphia: F. A. Davis Company

*Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

**Other Required Electronic Material:**

**ATI EHR Tutor**

College of the Mainland. Vocational Nursing Program Student Handbook, online

**Course Description:**

This is an introduction to the nursing profession and its responsibilities and the legal and ethical issues in nursing practice. Concepts related to the physical, emotional, and psychosocial self-care of the learner/

professional. Prerequisites: BIOL 2401 with a grade of "C" or better. (1 credit hour, 1 contact hour, 16-week course)

### **Course Objectives/Student Learning Outcomes:**

As outlined in the Texas Board of Nurse Examiners Differentiated Essential Competencies (DECs) for the vocational nurse upon completion of this course, the student is expected to utilize beginning clinical reasoning skills in implementing the nurse roles of Provider of Member of a Profession, Provider of Patient- Centered Care, Patient Safety Advocate, and Member of the Health Care Team. Upon completion of this course, the student will:

1. Describe the historical evolution of professional and vocational nursing practice.
2. Discuss the basic structure and function within the nurses' legal scope of practice in the health care delivery system & its effect on society.
3. Explain concepts of health and illness across the lifespan.
4. Become aware of legal and ethical aspects of nursing.
5. Develop a simple patient-centered nursing care plan and discuss safe, caring therapeutic nursing interventions.
6. Describe evidence-based practice.
7. Become aware of therapeutic communication techniques, both verbal and nonverbal, and health information technology essential to utilization in the collaborative process.
8. Describe the principles of quality improvement processes in the health care system.
9. Discuss important aspects in the documentation of patient-centered care.
10. Identify how to coordinate/ utilize human information and material resources for effective patient and family teaching.
11. Describe developmental, psychological, spiritual, and cultural considerations important to consider in providing compassionate patient-centered care.
12. Describe holistic health care.
13. Explain how to set priorities regarding safety when caring for patients.
14. Describe responsibility for continued competence in nursing and lifelong learning.
15. Identify critical thinking/clinical reasoning and established evidence-based policies as the basis for decision making in nursing practice.
16. Discuss the practice of nursing according to the Texas Nursing Standards of Practice, within the parameters of the law. WECM End-of-Course Outcomes: Discuss the personal adjustments essential to the development of the vocational nurse; identify the role of the licensed vocational nurse; and discuss the legal and ethical responsibilities in vocational nursing practice.

**Course requirements:**

1. Unit exams: Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor. **Tutoring** is highly recommended.

2. Final exam (1): Assesses overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.

3. EAQ (Elsevier Adaptive Quiz) Quizzes: assignments/quizzes: Assist students in understanding concentrated unit and course concepts necessary for application of the nursing process. Students are encouraged to complete workbook activities for each chapter/unit before attending class and

Mandatory tutoring to improve learning outcomes and critical thinking skills.

**Methods of Instruction:**

Lecture and discussion  
Small group  
discussion  
Audiovisual instructional aids  
Critical thinking exercises  
Computer-assisted instruction  
Simulations and Case  
Scenarios Skills relating to unit  
content

**Determination of Course Grade/Detailed Grading Formula:**

Grading Scale, A = 90

- 100.00B = 80 - 89.99

C = 75 - 79.99\*

D = 60 - 74.99

F = < 60

**\*A minimum final grade of “C” is required to pass this course.**

**Grade Calculation**

All assignments, including pass/fail, must be submitted to pass the course. The exam average must be at least **75%** before non-examination assignment grades are calculated into the final course grade. See Grade Determination & Calculation in the Nursing Student Handbook.

**Assignment** % EAQ Quizzes (4)/assignments/quizzes\*\*25%

**Projects:**

#1 7.5% Research contributions of Florence Nightingale & A. Maslow and how it impacts nursing today paper.

#2 7.5% Documentation form

Exam 1\* 15%

Exam 2\* 15%

Exam 3\* 15%

Final exam 4\*

15%

**≥ 75% exam average required to pass the course** \*\*Weighted assignments calculated only after 75% exam average met

**Late Work, Make-Up, and Extra-Credit Policy:**

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook

**Attendance Policy: Refer to VN handbook.**

### **ANA Scope and Standards of Practice**

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

### **Student Handbooks**

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

### **Syllabus Revisions**

Faculty reserves the right to make changes to the syllabus as deemed necessary.

### **The Speaking, Reading, and Writing Center**

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at [com.mywconline.com](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

### **Statement of Eligibility for an Occupational Licensure**

#### **Statement of Eligibility for and Occupational Licensure**

*Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: [https://www.bon.texas.gov/licensure\\_eligibility.asp](https://www.bon.texas.gov/licensure_eligibility.asp).*

*Should you wish to request a review of the impact of criminal history on your potential Vocational Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": [https://www.bon.texas.gov/licensure\\_endorsement.asp](https://www.bon.texas.gov/licensure_endorsement.asp).*

*This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.*

**Communicating with your instructor:** ALL electronic communication with the instructor must be through your COM (College of the Mainland) (College of the Mainland) email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

- 4 Steps to Reading a Textbook:  
Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

4 Steps to Reading a Textbook:

- <http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:  
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review  
<http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video)  
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)  
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

### **Academic Dishonesty:**

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

### **Plagiarism**

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

**Avoiding Plagiarism:** <http://www.plagiarism.org/>

Please refer to the 2021-2022 College of the Mainland student handbook under Standards of Student Conduct. [https://www.com.edu/student-services/Student\\_Handbook\\_2020-2021\\_v3.pdf](https://www.com.edu/student-services/Student_Handbook_2020-2021_v3.pdf)

**Student Concerns:** If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Director of Nursing at (409) 933-8425

**Schedule – VNSG 1122 \*\*SUBJECT TO CHANGE\*\***

<b>Date</b>	<b>Subject</b>		<b>QUIZ</b>
1/18/22	Syllabus review Chapter 1 Nursing and the Health Care System		<b>QUIZ DUE DATES: Q1 – 2/14 Q2 – 3/8 Q3- 4/22 Q4 – 5/1</b>
1/25/22	Chapter 2 Concepts of Health, Illness, Stress, and Health Promotion  Chapter 3. Legal and Ethical Aspects of Nursing		
2/1/22	Chapter 4. The Nursing Process, Critical Thinking, and Clinical Judgment		<b>PROJECT 1 DUE- Paper in APA format. (2pgs)</b>
2/8/22	Chapter 5. Assessment, Data Analysis/Problem Identification, and Planning		

<b>2/15/22</b>	<b>EXAM 1 CHAPTERS 1-5</b>	
<b>2/22/21</b>	Chapter 6. Implementation and Evaluation	
<b>3/1/22</b>	Chapter 7. Documentation of Nursing Care  Chapter 8. Communication and the Nurse-Patient Relationship	
<b>3/8/22</b>	Chapter 14. Cultural and Spiritual Aspects of Patient Care  Chapter 9. Patient Education and Health Promotion	
<b>3/14/22 – 3/18/22</b>	<b>SPRING BREAK</b>	
<b>3/22/22</b>	Chapter 10. Delegation, Leadership, and Management	



<b>3/29/22</b>	<b>Exam 2 Ch. 6,7,8,9, &amp; 14</b>	
<b>4/5/22</b>	Chapter 11. Growth and Development: Infancy Through Adolescence	<b>PROJECT 2 DUE-Documentation form</b>
<b>4/11/22</b>	Chapter 12. Adulthood and the Family	
<b>4/19/22</b>	Chapter 13. Promoting Healthy Adaptation to Aging	
<b>4/26/22</b>	<b>Exam 3 Ch. 10,11,12,13</b>	
<b>5/3/22</b>	<b>FINAL EXAM</b>	

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## Institutional Policies and Guidelines

**Grade Appeal Process: Concerns** about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook.

<[https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.* [https://build.com.edu/uploads/sitecontent/files/student-services/Student\\_Handbook\\_2019-2020v5.pdf](https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf)

**Academic Success & Support Services:** College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

**ADA Statement:** Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is in the Student Success Center.

**Counseling Statement:** Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or [hbankston@com.edu](mailto:hbankston@com.edu). Counseling services are available on campus in the student center for free and students can also email [counseling@com.edu](mailto:counseling@com.edu) to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

**Textbook Purchasing Statement:** A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Withdrawal Policy:** Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2nd 8-week session is May 4.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> grade may be issued for cases in which the student ceases or fails to attend

class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the F<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> grade.

**Early Alert Program:** The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are especially important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer for you to meet your academic goals.

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance, when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.

## **Chapter 1: Nursing and the Health Care System**

### **Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Describe Florence Nightingale's influence on nurses' training.
2. Explain why nursing is both an art and a science.
3. Define evidence-based practice and explain why it is important in nursing.
4. Trace the growth of nursing in the United States from the Civil War to the present.
5. Discuss the ways in which the desirable attributes of the nurse might be demonstrated.
6. Identify the educational ladder that is available to nurses.
7. Describe educational pathways open to the LPN/LVN upon graduation.
8. Compare methods of delivery of nursing care.
9. List four practice settings in which LPNs/LVNs may find employment.
10. Discuss today's health care system, its components, and changes proposed.
11. Explain how an HMO and a PPO differ.
12. Relate how the recent health care laws have affected your own health care.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 2: Concepts of Health, Illness, Stress, and Health Promotion**

### **Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Compare traditional and current views of the meanings of health and illness.
2. Describe what the word health means to you.
3. Define what sickness means to you.
4. Discuss why nurses need to be aware of any cultural, educational, and social differences that might exist between themselves and their patients.
5. Compare cultural or racial differences in disease predisposition and communication between the main cultures and different cultures.
6. List the components of holistic health care.
7. Identify the four areas of human needs and give an example of each level of need.
8. Identify ways in which the body adapts to maintain homeostasis.
9. Explain why a particular stressor may be experienced differently by two people.
10. List the common signs and symptoms of stress.
11. Identify four ways in which a nurse can help decrease stress and anxiety for patients.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 3: Legal and Ethical Aspects of Nursing**

### **Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Explain the legal requirements for the practice of nursing and how they relate to a student nurse.
2. Identify the consequences of violating the nurse practice act.
3. Examine the issue of professional accountability, professional discipline, and continuing education for licensed nurses.
4. Compare and contrast the terms negligence and malpractice.
5. Discuss what you can do to protect yourself from lawsuits or the damages of lawsuits.
6. Differentiate a code of ethics from laws or regulations governing nursing and compare the similarities of the codes of ethics from the NALPN, NAPNES, and ANA.
7. Describe the NAPNES standards of practice.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 4: The Nursing Process, Critical Thinking, and Clinical Judgement Student Learning Outcomes**

After completing this unit, the student should be able to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Explain the use of the nursing process.
2. Identify the components of the nursing process.
3. Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
4. Describe the Clinical Judgment Model.
5. Compare the nursing process with the Clinical Judgment Model.
6. Identify the steps of the problem-solving process.
7. List the steps used in making decisions.
8. Identify ways to improve clinical reasoning and clinical judgment.
9. Apply the critical thinking process to a real-life problem.
10. Discuss the use of critical thinking and clinical judgment in nursing.
11. Explain the principles of setting priorities for nursing care.
12. List factors to be considered when setting priorities.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 5: Assessment, Data Analysis/Problem Identification, and Planning**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Identify the purpose of assessment (data collection).
2. Discuss the three basic methods used to gather a patient database.
3. Differentiate objective data from subjective data.
4. Use sources of data for the formulation of a patient database.
5. Correlate patient health and wellness issues with problem statements from the Priority Problem List.
6. Select appropriate outcome criteria for selected problem statements.
7. Plan goals for each patient and write outcome criteria for the chosen problem statements.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking  
activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises



## **Chapter 6: Implementation and Evaluation**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Set priorities for providing care to a group of patients.
2. Identify factors to consider in implementing the care plan.
3. Describe the Standard Steps commonly carried out for all nursing procedures.
4. Determine the steps a nurse uses to evaluate care given.
5. Discuss the evaluation process and how it correlates with expected outcomes.
6. Explain the term quality improvement and how it relates to the improvement of health care.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 7: Documentation of Nursing Care**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Identify three purposes of documentation (charting).
2. Correlate the nursing process with the process of documentation.
3. Discuss maintaining confidentiality and privacy of paper medical records and electronic health records.
4. Compare and contrast the six main methods of documentation.
5. List the legal guidelines for documenting on medical records.
6. Explain the approved way to correct errors in medical records.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 8: Communication and the Nurse-Patient Relationship**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Describe the components of the communication process.
2. List three factors that influence the way a person communicates.
3. Compare effective communication techniques with blocks to communication.
4. Describe the difference between a therapeutic nurse-patient relationship and a social relationship.
5. Discuss the importance of communication in the collaborative process.
6. List three guidelines for effective communication with a primary care provider by telephone.
7. Identify four ways to delegate effectively.
8. Discuss five ways the computer is used for communication within the health care agency.
9. Describe how communication skills can affect the quality and safety of patient care.

### **Learning Activities**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking  
activities.

Lecture/Discussion

Project Paper

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 9: Patient Education and Health Promotion**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Discuss the purposes of patient education.
2. Use patient education to promote the national goals of health promotion and disease prevention as listed in Healthy People 2030 and by Health Canada.
3. Describe three ways in which people learn and correlate the importance of these types of learning to patient education.
4. List and differentiate between conditions and factors that can affect learning.
5. Describe barriers to teaching and learning.
6. Identify adjustments to the patient education plan needed for teaching very young patients or older adults.
7. Discuss types of resources available to assist in patient education.
8. Name three things that must be included in the documentation of patient education.
9. Describe ways for patient education to be continued after hospital discharge.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 10: Delegation, Leadership, and Management**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Differentiate among the three different leadership styles discussed in the chapter.
2. Compare and contrast examples of effective and ineffective communication.
3. Describe four characteristics of an effective leader.
4. List four considerations for delegating tasks to UAPs.
5. Explain why interpersonal relationships are important when delegating and managing others.
6. Compare and contrast the skills and functions of the team leader with those of the charge nurse.
7. Identify management functions of the LPN/LVN working in a long-term care facility, home care, or an outpatient clinic.
8. Discuss techniques of effective time management.
9. Explain the importance of the readback for verbal or telephone orders.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 11: Growth and Development**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Determine the phases of prenatal development.
2. Contrast the development of the male and the female.
3. Evaluate the physical development of children.
4. Examine Freud's theory of personality and the mind.
5. Examine moral development according to Kohlberg.
6. Analyze the stages of Erikson's theory of psychosocial development.
7. Analyze the stages of Piaget's theory of cognitive development.
8. Explain the principles of growth and development.
9. Critique age-appropriate discipline measures for children.
10. Relate the advantages of early childhood education.
11. Explain the male and female physical changes of puberty.
12. Associate the developmental tasks of adolescence.
13. Weigh at least three concerns related to adolescence.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 12: Adulthood and the Family**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. List three stages of adulthood.
2. Explain Schaie's theory of cognitive development in young and middle adults.
3. Discuss Erikson's stages of psychosocial development in young and middle adults.
4. List at least three functions of families.
5. Describe the effects of divorce on involved persons.
6. Describe the physical and psychosocial development and changes of young and middle adults.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking  
activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

## **Chapter 13: Promoting Healthy Adaptation to Aging**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Compare the biologic theories of aging.
2. State how a person might behave in light of the psychosocial theories of aging.
3. Identify four factors that contribute to longevity.
4. Discuss physical changes that occur as adults age.
5. Explain Schaie's theory of cognitive development in the older adult.
6. Explain Erikson's stage of psychosocial development in the older adult.

### **Learning Activities:**

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises



## **Chapter 14: Cultural and Spiritual Aspects of Patient Care**

### **Student Learning Outcomes:**

Upon completion of this unit, the student will utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession. At the end of this unit:

1. Develop a beginning understanding of transcultural nursing.
2. Learn to differentiate between culture, ethnicity, race, and religion.
3. Evaluate the influence of culture on the ways health care consumers manage their health and health care resources.
4. Critically evaluate the effect of poverty on the quality and accessibility of health care.
5. Develop an understanding of the nurse's role in providing culturally congruent care.
6. Identify the primary features of cultural competence.
7. Identify the major barriers to the development of cultural competence.
8. Plan patient-centered care incorporating patients' cultural needs.
9. Demonstrate cultural competence when caring for patients with diverse ethnic backgrounds.
10. Discuss boundaries of professional care for a patient with cultural and religious beliefs that are different from yours.
11. Identify signs of spiritual disconnection in a patient and plan three interventions to relieve it.



















