



Leadership VSNG 1119 – 501 CL
Leadership and Professional Development
Fall 2021
Tuesdays from 8 AM - 9 AM via Classroom 237

Instructor Information: Ms. Ute Holch RN, MHA, BSN, CCRN-K
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Student hours and location: Classroom 237 every Tuesday at 08am to 09am.

Required Textbook:

Elsevier. (2019). Elsevier Adaptive Quizzing for the NCLEX-PN Exam – Classic Version, 2nd Edition.

Knecht, P. (2020). *Success in Practical/Vocational Nursing: From Student to Leader*. (9th ed.). Philadelphia: W.B. Saunders Company.
ISBN 978032368372 (9th ed)

College of the Mainland. (2018). *Vocational Nursing Program Student Handbook*, online
http://build.com.edu/uploads/sitecontent/files/nursing-student-resources/22020-2021_College_of_the_Mainland_VN_08212020.pdf

https://www.com.edu/student-services/Student_Handbook_2020-2021_v3.pdf

HURST Review

UWorld – NCLEX-N Prep when available

Course Description:

The Leadership and Professional Development Class will be held exclusively in a classroom environment. Students are expected to demonstrate their attendance by supplying requested deliverables as per class calendar and Blackboard requirements. Lectures will be presented each Tuesday morning from 08:00am to 09:00am.

The course provides study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary health care team, continuing education,

and professional organizations. Prerequisites: VNSG 2331 and VNSG 1261 with grade \geq "C".
Co-requisites: VNSG 1230, 1234, 1432, 2460. (Credit 1) (16 weeks, 16 contact hours).

Course requirements:

1. Students are to prepare a professional seminar on a leadership topic from the leadership list provided in the Leadership Packet located in this Syllabus. The topic will be presented in class. Topic will be researched in peer reviewed and other professional journals, texts, and material, and proof of bibliographic material will be necessary.
2. Students will research and write a resume, cover letter, and resignation letter for experience in the preparing for the vocation of nursing in a professional manner.
3. Students will learn interviewing skills, conflict resolution, and communication techniques.
4. Students will learn Texas Board of Nursing licensure requirements related to Jurisprudence competency and will take the Jurisprudence Exam prior to completion of the course (to prepare them for initial licensure exam).
5. Students will participate and complete the HURST review with final assignments.
6. Students will take the End-of-Program Final Exam to demonstrate comprehensive application of knowledge.
7. Students will complete Comprehensive HESI for the VN Program in this course at the end of the semester.

Determination of Course Grade/Detailed Grading Formula:

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

Computation of grades	%
EAQ Quizzes (3 Custom, 2 Mastery) – 3 Points Each*	15
Initial Resume*	5
Jurisprudence Exam and BON Application*	5
Leadership Power Point Presentation*	10
Professional Portfolio Assignment (Cover letter, Final Resume, Resignation letter) *	5
HURST Modules (1 points each) & Completion Certificate (4 points)	15
Exam: Midterm Exam**	15
Exam: Final Exam**	15
Exam: Exit HESI Final Exam**	15
Total Points	100%
* \geq 75% exam average required to pass the course	
**Weighted assignments calculated only after 75% exam average met	

Grading Scale

- A = 90 - 100.00
- B = 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.

Course outline:

See appendices for calendar and due dates

Attendance Policy: See the Attendance Policy in the Nursing Student Handbook

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

Professor Holch is available for students during office hours on Tuesdays from 09am to 4:30pm, by appointment only, as well as by special request. Meetings are available in person, via Microsoft Teams invites, and/or via phone. To respect everyone’s time, students are expected to call/text/email for appointments in a timely manner. After hours issues may be resolved by texting Professor Holch first, then awaiting an invite for telephone conversation or via a meeting on Microsoft Teams.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Analyze current trends, issues & entities which affect health care and the practice of nursing for patients across the lifespan experiencing disruptive factors, health alterations and/or stressors.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
2. Demonstrate responsibility for continued competence in nursing practice and develop insight through reflection, self-analysis, self-care, and life-long learning.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
3. Analyze the national and state legal and ethical standards of vocational nursing practice as a basis for demonstrating therapeutic nursing actions and professional behavior for patients across the lifespan and the community.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
4. Identify how assertiveness impacts safe and effective	Lecture and discussion via classroom (virtual and online)	Assignment EAQ Quizzes

nursing practice when caring for patients across the lifespan with cultural diversity.	Critical thinking exercises Audiovisual instructional aids	Exams Skills Validation (written) HURST Review
5. Demonstrate competency and professionalism by displaying interviewing skills and in developing a resume, cover letter, and letter of resignation.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
6. Analyze learning needs related to healthcare to a specific person or group of people by utilizing the nursing process and development of a teaching plan based on the analysis.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
7. Analyze knowledge and skills needed to assume the LVN charge nurse role in a long-term facility.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
8. Analyze principles of quality improvement and outcome measurement in the health care setting.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
9. Utilize recognized, credible sources of information, including internet sites in support of evidence-based nursing practice and education.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review
10. Synthesize information to demonstrate readiness for licensure examination.	Lecture and discussion via classroom (virtual and online) Critical thinking exercises Audiovisual instructional aids	Assignment EAQ Quizzes Exams Skills Validation (written) HURST Review

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/>

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 Dr. Amanda Ordonez, DON, at 409-933-8141/mordonez@com.edu.

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://www.com.edu/student-services/Student_Handbook_2020-2021_v3.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.

http://build.com.edu/uploads/sitecontent/files/nursing-student-resources/22020-2021_College_of_the_Mainland_VN_08212020.pdf

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college career. 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. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student that is needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to setup 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 October 6. The last date to withdraw from the 16-week session is November 19. The last date to withdraw for the 2nd 8-week session is December 2.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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 very 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 in order 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. 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 for future updates.

Alternative Online Classroom requirements:

- A desktop or laptop computer with the following specifications (PC or Mac):
 - o 2 GB Free HDD space
 - o 4 GB RAM Required, 8 GB recommended
 - o CPU equivalent to Intel i3 2+GHz
 - o Operating System:
 - § MAC OS 10.13, 10.14, or 10.15 ONLY, or
 - § Windows 10 (version 1809 or 1903) ONLY

Appendix A

UNIT I

Chapters 1,2,3 - RESOURCES – PERSONAL, ACADEMIC, COMMUNITY

Chapter 1 – Personal Resources of an Adult Learner

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Identify her or himself as a traditional or nontraditional adult learner.
2. Identify personal resources that will facilitate success in a practical/vocational nursing program.
3. Using his/her birth date, identify his/her generation and characteristics of this generation viewed as a resource for success a practical/vocational nursing program.
4. Identify factors and issues that could interfere with the use of resources in the practical/vocational nursing program and strategies to address these factors and issues.
5. Discuss personal responsibility for learning and active participation in the learning process.
6. Discuss rights as an adult learner.
7. Identify various types of evaluation used in a practical/vocational nursing program.
8. Create a personal plan, inclusive of your unique resources, aimed at successfully completing a practical/vocational nursing program within the designated time frame.

Chapter 2 – Academic Resources

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Use techniques in learning situations that will increase your degree of concentration, improve your listening skills, enhance your comprehension (understanding) of information needed for critical thinking as licensed practical nurse/licensed vocational nurse (LPN/LVN), and develop your ability to store information in long-term memory.
2. Use hints for successful test taking when taking tests in the LPN/LVN program.

3. Identify your knowledge of your school's learning resource center (LRC).
4. Discuss the value of reading assignments in periodicals.
5. Use a digital database, and locate an article related to nursing.
6. Discuss six hints used to gain full value from mini lectures and PowerPoint presentations.
7. Discuss the use of the resources such as labs, study groups, the Learning Management System (LMS), electronic devices, and mannequins in your personal learning.
8. Describe how digital databases, nursing organizations, guest speakers, and mobile devices help you stay current in practical/vocational nursing.
9. Identify academic resources, in your local community, based on your unique personal qualities that will assist you to SUCCEED.

Chapter 3 – Community Resources

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Identify community resources that can contribute to your success in the practical nursing program regarding food, utilities, housing, finances, legal and medical needs, and transportation. Evaluate the ability of the community resource identified to effectively meet your needs.
2. Discuss why meeting your basic needs as described by Maslow's theory is critical to achieving success in the practical nursing program.
3. Discuss how the professional use of social media/social networking is a community resource.
4. Discuss how the various community resources can also support patients' needs.

Learning Content

- I Professional Identity, Adult Learner
- II Academic Resources
- III Community Resources

Learning Activities

EAQ NCLEX PN
 Required reading from text and other assignments Lecture/Discussion
 Group participation
 Critical Thinking Exercises
 Reflective exercises
 HURST Review

UNIT II

Chapter 6 & Chapter 7 - LEGAL/ETHICAL ISSUES

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Discuss current ethical issues of concern in twenty-first century health care.
2. Explain the differences among ethics, morals, and values.
3. Compare and contrast personal and professional ethics.
4. Identify ethical elements in your state's Nurse Practice Act.
5. Describe how the role of nursing has changed since the introduction of the nursing process and critical thinking into nursing curricula.
6. Discuss how non-maleficence is more complex than the definition of "do no harm."
7. Differentiate between beneficence and paternal beneficence.
8. Explain the steps for an autonomous decision.
9. Describe how fidelity affects nursing care.
10. Discuss how a nurse applies the principle of justice to nursing.
11. Discuss the role of beneficent paternalism.
12. Differentiate between ethical and legal responsibility in nursing.
13. Discuss the content of your state's Nurse Practice Act.
14. Describe the responsibilities of your state's board of nursing (or nursing regulatory board).
15. Explain the limits of nursing licensure within your state.
16. Define the nursing standard of care.
17. Differentiate between common law and statutory law.
18. Explain the difference between criminal and civil action.
19. Discuss the difference between intentional and unintentional torts.
20. Discuss the elements needed for negligence.
21. Review the steps for bringing legal action.
22. Differentiate between practical/vocational nursing student (SPN/SVN) and instructor liability in preventing a lawsuit.
23. Discuss the need for personal malpractice insurance even if provided by your employer.
24. Summarize the American Hospital Association's publication *The Patient Care Partnership: Understanding Expectations, Rights, and Responsibilities*.
25. Describe the major focus of the Health Insurance Portability and Accountability Act.
26. Discuss the differences among general consent, informed consent, and authorized consent.
27. Differentiate between the living will and durable power of attorney.
28. Describe the difference between physician-assisted suicide and euthanasia.
29. Discuss the difference between multistate compact and a boarder agreement.

30. Explain how you would legally deal with two difficult situations that might occur in a clinical setting.
31. Discuss the nurse's role in disclosure (i.e. child abuse, elder abuse)
32. Define the Jurisprudence Exam.
33. Discuss the objectives on the Jurisprudence Exam.

Learning Content

- I. Scope of Ethics**
 - A. Morals & Values
 - B. Legal Aspects
- II. Nursing Ethics**
 - A. NAPNES/NFLPN
- III. Personal Code of Ethics**
- IV. Roots of Nursing Ethics**
- V. What Changed**
- VI. Ethical Decisions**
 - A. Committees
 - B. Western Secular Belief System
 - C. Ethical Responsibilities of Nurses
 - D. Principles of Ethics
 - E. Nonmaleficence
 - F. Beneficence
 - G. Autonomy
 - H. Fidelity
 - I. Justice
- VII. Role of Beneficent Paternalism**
 - A. Paternalism & Women's Health
- VIII. Nurse Practice Act**
 - A. Basic Terminology
 - B. Content of Nurse Practice Acts
- IX. State Board of Nursing**
 - A. Functions of the Board
 - B. Disciplinary Responsibility of the Board
 - C. Disciplinary Process & Action
 1. Nursing Licensure
 2. Working in Other States
 3. Verification of Licensure
 4. Unlicensed Assistive Personnel
 - D. Jurisprudence Exam
- X. Nursing Standard of Care**
- XI. How the Law Affects LVN's**
 - A. Common Law VS Statutory Law
 - B. Criminal VS Civil Action
 1. Intentional Torts
 2. Unintentional Torts

- C. Negligence
- D. Malpractice
- XII. Steps for Bringing Legal Action**
 - A. Depositions
 - B. Attorney Procedures
 - C. Giving Testimony
- XIII. Liability**
 - A. Types
 - B. Causes
 - C. Responsibility
 - D. Functioning Beyond the Scope of Practice
- XIV. Specific Patient Situations**
 - A. Privacy and Confidentiality
 - B. Information
 - C. Patient's Rights
 - D. HIPPA
 - E. Patient Competency
 - F. Patient's Right to Consent
- XV. End-of-Life Issues**
 - A. Patient Self-Determination Act
 - B. Advanced Directives
 - C. DNR Order
 - D. Removal of Life Support Systems
 - E. Physician-Assisted Suicide and Euthanasia
 - F. Organ Donation
 - G. End-of-Life Care
- XVI. Good Samaritan Act**

Learning Activities

EAQ NCLEX PN

Required reading from text and other assignments Lecture/Discussion

Group participation Critical

Thinking Exercises

Reflective exercises

BON Website Exercise

HURST Review

UNIT III

Chapter 9 - RELATIONSHIP-CENTERED CARE - ASSERTIVENESS

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Explain why assertiveness is a nursing responsibility.
2. Differentiate among assertive, aggressive, and nonassertive (passive) behaviors.
3. Maintain a daily journal that reflects your personal interactions and responses.
4. Self-reflect on daily interactions and create a personal plan to improve your assertiveness.
5. Discuss positive manipulation as a cultural choice.
6. Discuss how codependency can be an attempt to find relief from unresolved feelings.
7. Differentiate between lateral violence, bullying, and vertical violence in nursing.
8. Discuss dealing with sexual harassment in nursing.
9. Explain why insidious aggression is difficult to deal with.
10. List two to three behavioral changes in an individual that may be a sign of potential employee violence.
11. Identify steps you can personally implement to improve your job satisfaction, while creating a safer work environment.

Learning Content

- I Assertiveness
- II Behavior
- III Nursing Responsibility

Learning Activities

EAQ NCLEX PN
Required reading from text and other assignments Lecture/Discussion
Group participation Critical
Thinking Exercises
Reflective exercises
HURST Review

UNIT IV

Chapter 13 - RESEARCH AND EVIDENCE-BASED PRACTICE

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Explain the importance of nursing research.
2. Compare and contrast quantitative and qualitative research studies
3. Discuss evidence-based practice.
4. Discuss how best evidence for practice is determined by systematic review of research studies.
5. Discuss how clinical facilities adopt evidence-based guidelines for nursing interventions.
6. Explain the LVN's role in nursing research and evidence-based practice according to their scope of practice.

Learning Content

I. Nursing Research

- A. Quantitative Research Study
- B. Qualitative Research Study

II. Evidence-Based Practice

- A. Background of the Evidence-Based Practice Movement
- B. How Best Evidence for Practice Guidelines is Determined
- C. Evidence-Based practice (EBP) in Nursing
- D. Elements of Evidence-Based Practice
- E. The Nurse's Role
 1. The Vocational Nurse's Role in Evidence-Based Practice

Learning Activities

EAQ NCLEX PN

Required reading from text and other assignments

Lecture/Discussion

Group participation

Research Activities

CT exercises

HURST Review

Chapter 16 - HEALTH CARE SYSTEM - FINANCING, ISSUES AND TRENDS

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Discuss the provisions of the Affordable Care Act.
2. Describe two general methods of financing health care costs.
3. Explain method of payment options for patients of health care.
4. Discuss issues and trends affecting financing of health care.
5. Discuss the effect of restructuring of the health care system on health care and employment opportunities for licensed vocational nurses (LVNs).
6. Explain how the vocational nurse participates in increasing the quality and safety of health care and decreasing the cost of care.
7. Identify reaction to change involving nursing career and personal life.
8. Develop a personal plan to help adapt to change in nursing career and personal life.
9. Identify sources of funding for government health programs and private health insurance.

Learning Content

- I. The American Health Care System**
 - A. Health Care Reform: The Affordable Care Act
- II. Financing of Health Care Costs**
 - A. Fee-for-Service
 - B. Capitation
- III. How Your Patients Pay for Health Care Services**
 - A. Personal Payment
 - B. Private Health Insurance
 - C. Public health Insurance
 - D. Cost of Health Insurance
 - E. The Uninsured
- IV. Quality, Safety, and cost of Health Care**
 - A. Institute of Medicine (IOM)
 - B. Improving Quality in Health Care
 1. Continuous Quality Improvement
 - C. Improving Safety in Health Care
 1. Joint Commission National Patient Safety Goals
 2. National Patient Safety Foundation (NPSF)
 3. Transition to Practice
 - D. Improving the Cost of Health Care
- V. Restructuring the Health Care System**
 - A. Alliances
 - B. Dealing with Change

Learning Activities

Required reading from text and other assignments Lecture/Discussion
Finance in Healthcare Budget Examples, Billing, and Payments
Group participation
Critical Thinking Exercises
Reflective exercises
HURST Review

UNIT V

Chapter 17, 18, 19 - ROLES AND EXPECTATIONS OF THE LVN

Chapter 17 – Leading and Managing

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Discuss the importance of understanding institutional mission and beliefs statements as an employee and as a front-line leader.
2. Discuss how the role (team member, charge nurse) of the newly graduated practical/vocational nurse can vary in a long-term care facility.
3. Explain the difference between leadership and management.
4. Explain the following leadership styles in your own words: autocratic, democratic, laissez-faire, and situational.
5. Explain the four “I”s of transformational leadership: idealized influence, inspirational motivation, individualized consideration, and intellectual stimulation.
6. Discuss how the four “I”s can guide you to develop as a strong team member.
7. Discuss your role as a licensed practical (LP) charge nurse or team member in understanding how the four “I”s of transformational leadership can help build an effective interdisciplinary health care team in a long-term care or community setting, resulting in improved patient outcomes.
8. Identify how to develop core areas of intellectual stimulation essential to be an effective first-line leader.
9. Identify ways to obtain competency in occupational, organizational, and human relationship skills, in which knowledge and skills are needed to be an effective first-line leader.
10. Describe how the Howlett hierarchy of work motivators can help the licensed practical nurse/licensed vocational nurse (LPN/LVN) leader influence direct care workers (DCWs) to motivate themselves.
11. Discuss how you can use the Knecht (2014) job satisfaction puzzle to improve your team’s job satisfaction and decrease job dissatisfaction in a long-term care setting.
12. Using the ABCD method of Ellis, identify an irrational thought you have had on the clinical area, and convert it to a rational thought.
13. Focusing on intellectual stimulation, develop a plan for personal growth as a practical/vocational charge nurse.
14. Discuss the role of the LPN/LVN, as written in your state’s Nurse Practice Act (NPA) with special focus on the following: the members of the health care interdisciplinary team who can supervise the LPN; the members of the health care interdisciplinary team who the LPN can supervise in collaboration with the registered nurse (RN); any additional requirements in your

NPA that must be met to be an LPN charge nurse; the difference between supervising the assigned work of a DCW and delegating an assignment to a DCW.

15. Discuss the key skills necessary to effectively manage a team in a long-term care or community setting.

16. Discuss the assignment of tasks versus the delegation of duties with regard to the following factors: your state's laws regarding the role of the LPN/LVN and the delegation of duties in the charge nurse position; differences between assigning nursing tasks and delegating nursing duties; legal aspects of assigning nursing tasks and delegating nursing duties.

Chapter 18 – How to Find a Job

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Discuss the current and projected workforce trends for licensed practical nurses/licensed vocational nurses (LPNs/LVNs) in your local area, state, and nation.
2. Based on workforce trends, list employment opportunities available to LPNs/LVNs.
3. Discuss professional growth opportunities for LPNs/LVNs that can increase your marketability.
4. Based on your program outcomes, self-confidence, values, and professional expectations, identify job options that will be a good fit for your first job.
5. Discuss how to use your personal and professional network to identify job opportunities.
6. Determine interpersonal styles and how to use them to improve your interview skills.
7. Effectively participate in an informational interview.
8. Effectively role-play an interview, preparing for complex interview questions.
9. Develop a resume, including a cover letter that will result in an interview.
10. Use verbal and nonverbal messaging effectively during an interview.
11. Describe the diverse social media sources to assist with your job search.
12. Discuss the importance of employer follow up both at the time of application and after the interview.
13. Investigate if Transition to Practice or residency programs are available for you at local sites of employment when you graduate.
14. Discuss how Transition to Practice or residency programs can decrease reality shock during your first year of employment as a LPN/LVN.
15. Write an effective resignation letter.
16. Discuss three advantages of belonging to professional organizations.
17. Describe your postgraduate career goals. (Review your answer periodically.)

Chapter 19 – Licensure – BON Application

Unit Student Learner Outcomes

Upon completion of this unit, the student will be expected to utilize critical thinking skills in implementing the nursing roles of Patient Safety Advocate, Member of the Health Care Team, Member of the Profession, and/or Provider of Patient-Centered Care. Upon completion of this unit, the student will:

1. Explain the purpose of the National Council Licensing Examination for Practical Nurses (NCLEX-PN®).
2. Explain the significance of the Authorization to Test (ATT).
3. Describe how Computerized Adaptive Testing (CAT) determines whether you pass or fail the NCLEX-PN®.
4. Discuss the proven way of preparing for the NCLEX-PN®.
5. Explain the legal implications of ignoring the NCLEX-PN® confidentiality agreement and sharing information about the NCLEX-PN® content with others.
6. Discuss the requirements of your state board of nursing for eligibility to take the NCLEX-PN®.
7. Explain the requirements of your state board of nursing for licensure renewal.
8. Explain the process of endorsement.
9. Differentiate between a temporary work permit and licensure.
10. Discuss how your state’s nurse practice act speaks to the issue of assessment, supervision, and delegation.
11. Discuss how your state’s nurse practice act regulates the LPN’s role in the administration of intravenous therapy, including via a central line.
12. Explain why a state may be “silent” to a particular LPN job role, such as delegation, and how this impacts the LPN’s practice.
13. Discuss why it is critical for the LPN to fully understand their state nurse practice act.

Learning Content

Chapters 17, 18, 19

- I. Work Sites and Nursing Characteristics**
- II. Professional Organizations**
- III. Continuing Education**
- IV. Certification Opportunities**
- V. What is the NCLEX-PN Examination**
 - A. How the NCLEX-PN is Kept Up to Date
 - B. Core Content
 - C. Types of Questions
 - D. Test Framework
 - E. Integration of Nursing Concepts and Processes
- VI. Overview of Application Process**
 - A. Authorization to Test

- B. Fees and Other Important Information
- C. How to Register
- VII. Applying for a Temporary Permit**
- VIII. Review Books & Mock Examinations for NCLEX-PN**
- IX. Using Interpersonal Styles to Your Benefit**
- X. Networking Your Way to Success**
- XI. Information Interviews**
- XII. References**
- XIII. Resumes**
- XIV. Cover Letters**
- XV. Answers to Application Questions**
- XVI. Preparing for the Interview**
- XVII. Interview Questions and Answers**
- XVIII. Making a Lasting Impression**
- XIX. Pre-employment Physical Examination, Drug Screening, and Background Checks**
- XX. Resignation with Style**

Learning Activities

EAQ NCLEX PN

Required reading from text and other assignments Lecture/Discussion

Group participation Critical

Thinking Exercises

Reflective exercises

BON Website Exercise

Application, Resume, Letter of Resignation Assignment Mock

Interview Session

HURST Review

Appendix A

Class Calendar Fall 2021

Week Date	Chapter in Knecht (2021)	Lecture VNSG 1119 Professor Holch RN MHA BSN CCRN	Exams, Quizzes & Deliverables
Week 1 08/24/21	Chapter 1 Chapter 2 Chapter 3	<p>Welcome to Fall 2021 Semester VNSG 1119 Calendar Review Syllabus Review Expectations</p> <p>Lecture Unit I – Resources</p> <ul style="list-style-type: none"> • Adult Learner & Resources • Study Skills • Community Resources <p>Homework Assignment: Read Chapter 18</p>	<p>Attend HURST Online Info Day Date and Time Pending</p> <p>Assignment 1: Post Current Resume Due 8/30/2021 2359pm</p>
Week 2 08/31/21	Chapter 18	<p>Lecture Unit V - The LPN Roles & Expectations</p> <ul style="list-style-type: none"> • How to find a First Job <p>Homework Assignment: Read Chapters 4,5, 6</p>	
Week 3 09/07/21	Chapter 6	<p>Lecture Unit II – Building Blocks</p> <ul style="list-style-type: none"> • Ethical Issues <p>Homework Assignment: Read Chapter 7 Begin HURST Review - First Things First, Fluids and Electrolytes</p>	<p>EAQ Quiz #1 Ch 1,2,3,6,18 Due 9/13/21 2359pm</p> <p>HURST Review Test Week 1: First Things First Fluids & Electrolytes Videos 50 Qbank Questions in Fundamentals Due 9/13/21</p>

<p>Week 4 09/14/21</p>	<p>Chapter 7</p>	<p>Unit II – Building Blocks</p> <ul style="list-style-type: none"> • Legal Issues <p>Homework Assignment: Read Chapter 8, 9 Work on HURST Review - Acid Base, Burns</p>	<p>EAQ Quiz #2 Mastery Ethical Issues Due 9/20/21 2359pm HURST Review Test Week 2: Acid Base Burns Videos 50 Qbank Questions Fundamentals Due 9/20/21</p>
<p>Week 5 09/21/21</p>	<p>Chapter 9</p>	<p>Unit III – Relationship-Centered Care</p> <ul style="list-style-type: none"> • Assertiveness <p>Homework Assignment: Read Chapter 10,11,12, 13 Work on HURST Review - Endocrine</p>	<p>HURST Review Test Week 3: Endocrine Videos 25 Qbank Adult Health 25 Qbank Pharmacology Due 9/27/21</p>
<p>Week 6 09/28/21</p>	<p>13</p>	<p>Unit IV - Health System Based Care</p> <ul style="list-style-type: none"> • Theory/Research & Evidenced Based Practice <p>Homework Assignment: Read Chapter 14,15, 16 Work on HURST Review - Psychiatric Nursing</p>	<p>EAQ Quiz #3 Ch 7, 9, 13 Due 10/04/21 2359pm HURST Review Test Week 4: Videos 50 Qbank Questions Psychiatric/Mental Health Nursing Due 10/04/21</p>
<p>Week 7 10/05/21</p>	<p>Chapter 1 Chapter 2 Chapter 3 Chapter 6 Chapter 7 Chapter 9</p>	<p>Midterm Exam Review Jurisprudence Prep</p> <p>Homework Assignment: Work on HURST Review - Cardiac, Renal</p>	<p>Final Portfolio Due 10/11/2021 2359pm HURST Review Test Week 5:</p>


	Chapter 13		Videos 25 Qbank Questions Adult Health 25 Qbank Questions Pharmacology Due 10/11/21
Week 8 10/12/21	Chapter 1-3 Chapter 6-7 Chapter 9 Chapter 13	Midterm Exam STEAM Bldg @ 0800-0930 Homework Assignment: Work on HURST Review - Gastrointestinal	Midterm Exam HURST Review Test Week 6: Videos 50 Qbank Questions Adult Health Due 10/18/21 EAQ #4 Mastery EBP Due 10/18/21
Week 9 10/19/21	Chapter 16	Unit IV - Health System Based Care <ul style="list-style-type: none"> • Financing, Issues & Trends Homework Assignment: Read Chapter 17 Work on HURST Review - Respiratory, Orthopedics, NCLEX Strategy	HURST Review Test Week 7: Videos 25 Qbank Questions Fundamentals 25 Qbank Questions Adult Health Due 10/25/21
Week 10 10/26/21	Chapter 17	Unit V – The LPV Roles & Expectations <ul style="list-style-type: none"> • Leading and Managing Homework Assignment: Read Chapter 19 Work on HURST Review - How to Pass, Oncology, Neuro	HURST Review Test Week 8: Videos 50 Qbank Questions Adult Health Due 11/01/21
Week 11 11/02/21	Chapter 19	Unit V - The LPN Roles & Expectations <ul style="list-style-type: none"> • Licensure • BON Application Homework Assignment: Work on HURST Review - Maternity	BON Application Process Due 11/08/2021 2359pm HURST Review Test Week 9:

			25 Qbank Questions Maternity 25 Qbank Questions Pharmacology Due 11/08/21
Week 12 11/9/21	Individual Assignment	Leadership Power Point Presentations Topic 1,3,5,7 Homework Assignment: Work on HURST Review - Pediatrics	PP Due 11/08/2021 2359pm HURST Review Test Week 10: 50 Qbank Questions Pediatrics Due 11/15/21
Week 13 11/16/21	Individual Assignment	Leadership Power Point Presentations Topic 2,4,6 Homework Assignment: Work on HURST Review - Coordinated Care	HURST Review Test Week 11: 25 Qbank Questions Adult Health 25 Qbank Questions Leadership Due 11/22/21 EAQ #5 Ch 16,17,18,19 Due 11/22/21
Week 14 11/23/21	Chapter 16 Chapter 17 Chapter 18 Chapter 19	Final Exam Review Homework Assignment: Final HURST Review – Readiness Exams	Jurisprudence Test Due 11/29/2021 2359pm HURST Review Test Week 12: QReview Readiness Final Exams 1 & 2 Due 11/29/21
Week 15 11/30/21	Chapter 16 Chapter 17 Chapter 18 Chapter 19	Final Exam Leadership & Professional Development @ 0800-0930 Homework Assignment: Final HURST Review – Readiness Exams	HURST Review Test Week 13: QReview Readiness Final Exam 3 & 4 Due 12/06/2021

Week 16 12/08/21	All Chapters All Classes	Comprehensive HESI Room 341 Exit Exam @ 0900-1400 Final HURST: Obtain Final Certificate for Completion	HURST Certification due 12/08/2021
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Appendix B

HURST Calendar

September Hurst Online classroom 13-week calendar - Fall Semester 				
Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 BEGIN CORE CONTENT LECTURES AND QBANK QUIZZES	1. First things First/NCLEX Mindset 2. Fluids and Electrolytes Complete content posttest after videos Complete 50 Qbank questions in Fundamentals			
Week 2 COMPLETE CORE CONTENT LECTURES	3. Acid Base 4. Burns Complete content posttest after videos Complete 50 Qbank questions in Fundamentals			

Week 3 COMPLETE CORE CONTENT LECTURES	5. Endocrine Complete content posttest after videos Complete 25 Qbank questions in Adult Health and 25 in Pharmacology			
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October

Hurst Online classroom
13-week calendar - Fall Semester



Monday	Tuesday	Wednesday	Thursday	Friday
Week 4 COMPLETE CORE CONTENT LECTURES	6. Psychiatric Nursing Complete content posttest after videos Complete 50 Qbank questions in Psychiatric/Mental Health Nursing			
Week 5 COMPLETE CORE CONTENT LECTURES	7. Cardiac 8. Renal Complete content posttest after videos Complete 25 Qbank questions in Adult Health and 25 in Pharmacology			
Week 6 COMPLETE CORE CONTENT LECTURES	9. Gastrointestinal Complete content posttest after videos Complete 50 Qbank questions in Adult Health			
Week 7 COMPLETE CORE CONTENT LECTURES	10. Respiratory 11. Orthopedics 12. NCLEX Strategy Questions Complete content posttest after videos Complete 25 Qbank questions in Fundamentals and 25 in Adult Health			

November

Hurst Online classroom
13-week calendar - Fall Semester



Monday	Tuesday	Wednesday	Thursday	Friday
Week 8 COMPLETE CORE CONTENT LECTURES, START SPECIALTY CONTENT LECTURES	13. How to Pass 14. Oncology 15. Neuro Complete content posttest after videos Complete 50 Qbank questions in Adult Health			
Week 9 COMPLETE SPECIALTY CONTENT	16. Maternity Complete content posttest after videos Complete 25 Qbank			
Week 10 COMPLETE SPECIALTY CONTENT LECTURES	17. Pediatrics Complete content posttest after videos Complete 50 Qbank questions in Pediatrics			
Thanksgiving Holidays				

December

Hurst Online classroom
13-week calendar - Fall Semester



Monday	Tuesday	Wednesday	Thursday	Friday
Week 11 COMPLETE SPECIALTY CONTENT LECTURES	18. Coordinated Care Complete content posttest after videos Complete 25 Qbank questions in Adult Health and 25 questions in Leadership			

Week 12 COMPLETE SPECIALTY CONTENT LECTURES	Complete 1 st Q Review Readiness Exam as directed Review ALL question strategies and rationales thoroughly when complete. Aiming for an average score of 77/125.	Post-Study: Review 1 st Readiness Exam Remediate in student book any weak concepts/content identified on exam.	Take questions in the client need category section of the Qbank in minimum 3 low performance areas (Minimum total 75 questions)	
Week 13 COMPLETE SPECIALTY CONTENT LECTURES	Complete 2 nd Q Review Readiness Exam as directed Review ALL question strategies and rationales thoroughly when complete. Aiming for an average	Post-Study: Review 2 nd Readiness Exam Remediate in student book any weak concepts/conte	Study Exam 1 and 2 thoroughly before going to 3. This is a very important If not averaging 77/125 then continue to review student workbook in weak	Create plan for post-graduation study & NCLEX success

- *When reviewing your QBank questions or Readiness Exams, remember to review **every** question afterwards, each answer/options rationale and strategies and understand the “whys” behind them.*
- *Study is based on the tips shared in How to Pass video. If you have forgotten, re-watch the video. Making Cue cards and audio taping are proven strategies to help you get this material in your long-term memory and pass the first time. Cue cards can be reviewed with classmates in small study groups either in or out of class time for students to verbalize or “talk out” the content.*
- **Treat Readiness exams/Simulators as if they were your NCLEX®. Be rested have your snacks and be in a quiet environment that has consistent Wi-Fi. These tests mirror the NCLEX® so this practice is very valuable.**
- *Q Review Readiness/Simulator Exams should be used as practice tests to guide study. We know that Hurst students that pass the NCLEX on their first attempt have an average Readiness/Simulator Exam score of 77/125. This is not a benchmark or predictor score but a guide to determine where the candidate’s scores compare to like students nationwide.*
- *Post-graduation: Create plan for post-graduation study & NCLEX success! Students should continue with Intense study time, small group study sessions, and completion of remainder Qbank Quizzes and two remaining Readiness/Simulator Exams while waiting for test date.*