

Course Syllabus

Note: This syllabus is subject to change during the semester. Please check syllabus on a regular basis for any updates.

Department: Nursing-Vocational
Course Title: Leadership and Professional Development
Section Name: L9
Start Date: 06/06/2011
End Date: 08/12/2011
Modality: Web Enhanced
Credits: 2

Instructor Information

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Course Description:

Study of the importance of professional growth. Topics include the role of the licensed vocational nurse in the multi-disciplinary health care team, professional organizations, and continuing education. The student will describe the role of the licensed vocational nurse in the multi-disciplinary settings inclusive of basic principles of leadership and management; discuss the role of the professional organizations and regulatory agencies, and identify criteria and appropriate resources for continuing education.

(SCANS 1, 2, 5, 6, 7, 9, 10, 11)

Prerequisites: VNSG 1327, VNSG 1260, VNSG 1505, VNSG 1500, VNSG 1502, VNSG 1361, VNSG 1406

Co-requisites: VNSG 1238, VNSG 1363, VNSG1510

Course Objectives:

1. Discuss the difference between nonfocused and directed thinking.
2. Explain what makes critical thinking an advanced way of thinking.
3. Use techniques that enhance the understanding of information needed to be a practical/vocational nurse.
4. Differentiate among the terms knowledge, comprehension, application, and analysis.
5. Evaluate your personal need for help in comprehending information.
6. Identify two new suggestions for increasing reading effectiveness that you will begin to apply immediately.
7. Develop a plan using critical thinking to increase your ability to think critically.
8. Describe the role of self-defined practical nurses throughout history.
9. Discuss four major events that influenced changes in practical nursing.
10. Define your role in the nursing process according to the nurse practice act of your state, territory, or country.
11. Describe assisting with the four phases of the nursing process for the practical/vocational nurse:
 - a. Phase 1: Data Collection
 - b. Phase 2: Planning
 - c. Phase 3: Implementation
 - d. Phase 4: Evaluation
12. Explain why the nursing process and critical thinking are part of the practical/vocational nursing program curriculum.
13. Explain the sender-receiver process in:
 - a. One-way communication
 - b. Two-way communication
14. Discuss how nonverbal and affective communication can support or cancel the meaning of verbal communication.
15. Identify possible clues that may indicate a nurse is chemically impaired by alcohol and/or other drugs while on duty.
16. Identify the nursing personnel who are part of the health care team, according to the following criteria:
 - a. Education,
 - b. Role and responsibilities,
 - c. Licensing, and
 - d. Sites of employment.

17. Define nursing.
18. Describe in your own words the following methods used to deliver nursing service:
 - a. Case method,
 - b. Functional method,
 - c. Team method,
 - d. Primary care,
 - e. Case management method, and
19. Patient-focused care.
20. Describe the practical/vocational nurse's role in the methods used to deliver the nursing services listed in objective above
21. Discuss solutions to the nursing shortage.
22. Define in your own words the following terms:
 - a. Culture
 - b. Cultural competence
 - c. Cultural diversity
 - d. Cultural uniqueness
 - e. Ethnocentrism
 - f. Cultural bias
 - g. Cultural sensitivity
 - h. Stereotype
23. Explain in your own words nine basic daily needs of all persons.
24. Describe your culture in the areas of:
 - a. Family
 - b. Religion
 - c. Communication
 - d. Educational background
 - e. Economic level
 - f. Wellness, illness, birth, and death beliefs and practices
25. Identify how all persons are unique and similar.
26. Explain in your own words the philosophy of individual worth as it applies to health care.
27. Describe general differences among cultural groups frequently served in your geographical area that may have importance in patient care situations.
28. Explain the importance of the following in developing an ability to provide culturally competent care:
 - a. Increasing awareness of your own cultural self,
 - b. Obtaining general knowledge about culturally diverse groups,

- c. Gathering data about specific beliefs and health practices of individual patients to be used in care plan development, and
 - d. Negotiating plans of care for culturally diverse patients.
- 30. Differentiate between spirituality and religion.
- 31. Identify the difference between the spiritual and emotional dimensions of individuals.
- 32. Discuss the practical/vocational nurse's role in providing spiritual care to the patient and the family.
- 33. Discuss nursing interventions that can be used to meet the spiritual needs of patients.
- 34. List members of the health care team who can help provide spiritual care for patients.
- 35. Discuss personal religious and/or spiritual beliefs, or the absence of them, and how these beliefs will influence nursing practice.
- 36. Discuss the general beliefs and practices that account for the differences among various Western, Middle Eastern, and Eastern religions, philosophies, and groups in the United States and Canada.
- 37. Describe nursing interventions/considerations of patients of various religions, philosophies, and groups.
- 38. Compare public and private health care agencies according to the following criteria:
 - a. Source of funding,
 - b. Services provided,
 - c. Examples of agencies in your geographical area, and
 - d. Possible places of employment for practical/vocational nurses.
- 39. Differentiate between official and voluntary agencies.
- 40. Explain what is meant by private health care agencies as the usual entry into the health care delivery system in the United States.
 - a. Give an example of an:
 - b. Official government public health care agency in your area,
 - c. Official government public health care agency in your state, and
 - d. Official government public health care agency at the federal level.
- 41. Identify the federal health care agency in the United States that is headed by an appointee of the president and advises the president in health matters.
- 42. List six agencies that make up the U.S. Public Health Service (USPHS).
- 43. Describe the responsibility of the World Health Organization (WHO).
- 44. Explain the difference between proprietary and nonprofit health care agencies.
- 45. Discuss how primary care relates to family practice physicians.
- 46. Differentiate between general and specialized hospitals.
- 47. Explain the purpose of teaching and research hospitals.
- 48. Discuss the difference between ambulatory and acute care settings.
- 49. Define the term *freestanding*.

50. Describe free clinics as a source of primary care.
51. Explain the purpose of rehabilitation.
52. Differentiate among the following types of facilities:
 - a. Custodial care facility,
 - b. Intermediate care facility (ICF),
 - c. Skilled care facility (SCF), and
 - d. Assisted care facility.
53. Discuss the major focus of community health nursing
54. Explain the difference between community health nursing services and home health agencies.
55. List six possible nursing skills that a licensed practical/vocational nurse (LPN/LVN) might perform under registered nurse (RN) supervision, as a part of home health nursing.
56. Describe two circumstances for using adult day care.
57. List three examples of wellness centers in your area.
58. Explain the purpose of hospice.
59. Describe two general methods of financing health care costs, as follows:
 - a. Fee-for-service, and
 - b. Capitation.
60. Explain the following methods of payment options for patients of health care:
 - a. Personal payment (private pay),
 - b. Nongovernment (private) health insurance, and
 - c. Government-sponsored (public) health insurance.
61. Identify sources of funding for government health programs and private health insurance.
62. Discuss the following issues and trends that affect financing of health care:
 - a. Cost of health care,
 - b. Need for cost containment:
 - c. Deficit spending
 - d. Cost of health insurance,
 - e. Cost of prescription drugs,
 - f. Uninsured persons,
 - g. Uncompensated care, and
 - h. Government health insurance.
63. Give examples of comprehensive and incremental changes in health care.
64. Discuss the effect of the restructuring of the health care system on health care and employment opportunities for licensed practical/vocational nurses (LPN/LVNs).
65. Explain how the practical/vocational nurse participates in quality improvement.

66. Identify your reaction to change involving your nursing career and personal life.
67. Develop a personal plan to help you adapt to change in your nursing career and personal life.
68. List four current ethical issues of concern in twenty-first century health care.
69. Explain the differences among ethics, morals, and values.
70. Explain nursing ethics.
71. Identify ethical elements in your state's Nurse Practice Act.
72. Describe how the role of nursing has changed since the introduction of the nursing process and critical thinking into nursing curricula.
73. Discuss how nonmaleficence is more complex than the definition of "do no harm."
74. Differentiate between beneficence and paternal beneficence.
75. Explain the steps for an autonomous decision.
76. Describe how fidelity affects nursing care.
77. Discuss how a nurse applies the principle of justice to nursing.
78. Discuss the role of beneficent paternalism.
79. Differentiate between ethical and legal responsibility in nursing.
80. Discuss the content of your state's Nurse Practice Act.
81. Describe the responsibilities of your state's board of nursing (or nursing regulatory board).
82. Explain the limits of nursing licensure within your state.
83. Define the nursing standard of care.
84. Differentiate between common law and statutory law.
85. Explain the difference between criminal and civil action.
86. Discuss the difference between intentional and unintentional torts.
87. List the four elements needed for negligence.
88. Review the steps for bringing legal action.
89. Differentiate between practical/vocational nursing student (SPN/SVN) and instructor liability in preventing a lawsuit.
90. Summarize the AHA's *The Patient Care Partnership: Understanding Expectations, Rights, and Responsibilities*.
91. Describe the major focus of the Health Insurance Portability and Accountability Act (HIPAA).
92. Explain the purpose of The Joint Commission (TJC) Patient Safety Goals.
93. Discuss the differences among general consent, informed consent, and authorized consent.
94. Differentiate between the living will and durable power of attorney.
95. Explain the difference between physician-assisted suicide and euthanasia.
96. Discuss the difference between a multistate compact and a border agreement.
97. Identify what is not included in an incident report.

98. Explain how you would legally deal with two difficult situations that might occur in a clinical setting.
99. List employment opportunities available to licensed practical/vocational nurses (LPN/LVNs).
100. Determine interpersonal styles and how to use them to achieve interpersonal rapport.
101. Describe and utilize individuals within your job search network.
102. Effectively participate in an informational interview.
103. Discuss how and where to best target job leads.
104. Role-play employer telephone contacts and respond positively to hard interview questions.
105. Practice filling out a job application, including a cover letter.
106. Develop a résumé, including a cover letter that will get an employer's attention.
107. Convey nonverbal messages at the interview.
108. Have insight into the cultural and age differences of the interviewer.
109. Discuss the importance of employer follow-up both at the time of application and after the interview.
110. Anticipate a successful pre-employment physical examination and drug screening.
111. Write an effective resignation letter with style.
112. Explain the purpose of the NCLEX-PN[®] examination.
113. Research the requirements of your state board of nursing for eligibility to take the NCLEX-PN[®] examination.
114. Describe how CAT determines whether you pass or fail the NCLEX-PN[®] examination
115. Explain the process of endorsement.
116. Differentiate between a temporary work permit and licensure.
117. Discuss the proven way of preparing for the NCLEX-PN[®] examination.
118. Explain the legal implications of ignoring the **NCLEX-PN[®] confidentiality clause** and sharing information about the NCLEX-PN[®] content with others.
119. Identify areas of licensed practical/vocational nurse (LPN/LVN) employment currently available in your community.
120. Contact the state board of nursing to find out which certifications are accepted in the state in which you plan to seek employment.
121. Discuss three advantages of belonging to professional organizations.
122. Describe your postgraduate career goals. (Review your answer periodically.)
123. Investigate opportunities available to you for continuing education.

The student's competency in these roles are evaluated by: Testing, Discussion; Care Planning; Clinical Demonstration.

Required reading material

1. Introductory Medical-Surgical Nursing 10th Edition; Timby, Barbara K. and Smith, Nancy E.: Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010.
2. Roach's Introductory Clinical Pharmacology, 9th Edition; Ford, Susan M, and Roach, Sally S.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010.
3. Williams' Basic Nutrition and Diet Therapy; 13th Edition; Nix, Staci; Mosby, Elsevier: 2009
4. FUNDAMENTAL NURSING SKILLS AND CONCEPTS 9TH EDITION; Barbara K. Timby, RN, BC, BSN, MA: Lippincott, Philadelphia 2009
5. INTRODUCTORY TO MEDICAL/SURGICAL NURSING; 10TH EDITION; Barbara K. Timby: Lippincott, Philadelphia 2007
6. ROACH'S INTRODUCTORY TO CLINICAL PHARMACOLOGY; EDITION 9; Susan M. Ford, Sally S. Roach
7. TABER'S CYCLOPEDIA MEDICAL DICTIONARY; 21ST ED; Clayton L. Thomas, MD, MPH: F A Davis/Philadelphia 2001
8. DAVIS'S DRUG GUIDE FOR NURSES W/CD; 12TH ED; Judith Hopfer Deglin, PharmD, April Hazard Vallerand, Ph.D., RN, FAAN: FA Davis/Philadelphia, 2005
9. DAVIS'S COMPREHENSIVE HANDBOOK OF LABORATORY OF LABORATORY AND DIAGNOSTIC TESTS WITH NURSING IMPLICATIONS; 3RD EDITION; Anne M. Van Leeuwen MA, BS, MT, (ASCP) Debra J. Poelhuis-Leth, MT, RT, (R) (M): F. A. Davis/Philadelphia 2009
10. NURSING PRACTICE ACT, NURSING PEER REVIEW, NURSE LICENSURE COMPACT & ADVANCED PRACTICE REGISTERED NURSE COMPACT; Texas Board of Nursing
11. FUNDAMENTALS OF MENTAL HEALTH NURSING ; 3RD ED; Kathy Neeb, RN, BA: F. A. Davis/Philadelphia 2006
12. JOURNEY ACROSS THE LIFE SPAN; 3RD EDITION; Elaine U. Poulan, RNC, MS, PhD, Daphne R. Taylor, RN, MS: FA Davis/Philadelphia 2007
13. SUCCESS IN PRACTICAL/VOCATIONAL NURSING; 6TH EDITION; Signe S. Hill, RN, BSN, MA, Helen Stephens Howlett, RN, BSN, MS: Saunders-Elsevier/St. Louis 2009
14. WILLIAMS' BASIC NUTRITION & DIET THERAPY; 13TH ED.; Staci Nix, MS, RD, CD: Elsevier Mosby/St. Louis 2005

Requirements (Lectures, Assignments and Assessments)

Acceptance of late assignments:

Projects or assignments are due at the beginning of class on the assigned due date. Missing assignments Or assignments submitted after the designated time will not be accepted.

Missing an Exam:

Exams are defined as formally scheduled examinations covering a major portion of the course content and make up 70% of the overall grade for a course. Every effort should be made by the student to be present for all exams. If it is necessary for a student to miss an exam, the instructor must be notified and the exam must be taken on the next class day the student is present. 10 points will be deducted as a penalty for taking the exam late. If the exam is not taken the first day of return to class, a zero may be assigned, Extenuating circumstances will be reviewed on a case by case basis. The instructor has the option to give the same exam or to administer another exam over the same content.

Grading Criteria

1. A minimum grade of C is required In all nursing and allied health courses. Each component within a course must be completed with a C or above or the student will receive a failing grade. A student who fails to attain 75% on a unit examination must provide documentation of remediation by an approved tutor or student mentor. Arrangements must be made in conjunction with an instructor in the program.
2. A minimum grade of C must be maintained in the clinical area. This grade will be derived from the averages on nursing care plans, case studies, and all other written clinical assignments. Written work will be factored into the clinical nursing grade which is either 'Pass' or 'Fail.'
3. Any grade below 75% will be considered failing.
4. A report of grades will be distributed to each student at the completion of each semester.
5. A minimum grade of 90% is required on the math competency examination which is administered each semester. The student will have 3 opportunities to pass this examination. A student who does not successfully pass the examination on the first and second attempts will be required to show evidence of remediation with either an instructor or a student who has attained 95% or above on the examination. A student who is unable to pass the competency examination on the third opportunity may be dismissed from the program.

A = 90 to 100 B = 80 to 89 C = 75 to 79 D= 60 to 74 F = Below 60

Grading criteria are consistent throughout the nursing program at the Monahans Center. The following method of evaluation will be used in assigning course grades:

Tests and Quizzes.....	70%
Daily Work/ ATI content exams.....	10%
Final Exam.....	20%

Special Needs

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Learning Resource Center (Library)

The Library, known as the [Learning Resources Center](#), provides research assistance via the [LRC's catalog \(print books, videos, e-books\)](#) and [databases \(journal and magazine articles\)](#). [Research guides](#) covering specific subject areas, [tutorials](#), and the "[Ask a Librarian](#)" service provide additional help.

Student E-mail

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Student Portal

Please access your [Odessa College Student E-mail](#), by following the link to either set up or update your account: <http://www.odessa.edu/gmail/>. **All assignments or correspondence will be submitted using your Odessa College email.**

Technical Support

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm.

Important School Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the [Odessa College Student Handbook](#)

Leadership & Professional Development 2011 Timeline

(Dates are subject to change)

June 7

Hill Ch 6-10

Exam #1

June 15

June 14

Hill Ch 11-13

Exam #2

June, 28

June 28

Hill Ch 14-16

Exam #3

July , 5

July 5

Hill Ch 17-20

Exam #4

July, 12

July 12, 19

Hill Ch 21-23

Exam #5

July 26

Final Exam

August 1