

Department: Nursing- Vocational
Course Title: : VNSG 1570 Leadership and Professional Development
Section Name: L9
Semester: Summer 2013
Time: Tuesday
Classroom: Monahans Center 108

Modality: Web-Enhanced

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Course Description:

VNSG 1219 Leadership and Professional Development (51.3901) (2-0) 2 hours
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, member of a profession, provider of patient-centered care, patient safety advocate, and member of the health care team, and continuing education. The student will describe the role of the licensed vocational nurse in multi—disciplinary settings inclusive of basic principles of leadership and management; Discuss the role of professional organizations and regulatory agencies, and identify criteria and appropriate resources or continuing education.

(ICOs 1, 2, 3, 4, 5, 6)

Prerequisites: VNSG 1330, VNSG 1334, VNSG 1361 and VNSG 1509.

Corequisites: VNSG 1238, VNSG 1363 and VNSG 1510.

Required Texts:

You must purchase the following **required** reading/ materials:

You must purchase the following **required** reading/ materials:

1. Contemporary Practical/Vocational Nursing, 7th ed.; Kurzen, Corrine R.: Lippincott Williams & Wilkins
2. Introductory Medical-Surgical Nursing, 10th Edition; Timby, Barbara K. and Smith, Nancy E.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010.
3. Roach's Introductory Clinical Pharmacology, 9th Edition; Ford, Susan M, and Roach Sally, S.; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2010

4. Nutrition Essentials for Nursing Practice, 6th edition; Dudek, Susan G. ; Wolters Kluwer Health: Lippincott Williams & Wilkins, 2013.

Description of Institutional Core Objectives (ICO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Institutional Core Objectives (ICOs):

- 1) *Critical Thinking Skills* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) *Communication Skills* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) *Empirical and Quantitative Skills* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) *Teamwork* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) *Personal Responsibility* - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) *Social Responsibility* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Learning Objectives

1. Discuss the difference between non-focused 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 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 NCLRX---**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 competencies in these roles are evaluated by: Testing, Discussion; Care Planning; Clinical Demonstration.**

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Odessa College Policies

Academic Policies

Note that the OC Student Handbook states (page 32) that "in cases of academic dishonesty, the

instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

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.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities.

such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at www.odessa.edu/dept/counseling/disabilities.htm. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Learning Resource Center (LRC; 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 Success Center (SCC)

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training,

workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit www.odessa.edu/dept/ssc/(Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

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/>. **Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.**

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.

Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
- return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

Institutional Calendar Summer 2013

Summer 2013

Summer I – First Term (6/10-7/11)

Registration:

On the Web (5am to midnight, 7 days a week).....Mar 1-
Jun 9

In Person (See business hours above).....Mar 1-
Jun 7

*** Registration Payment Deadline

*For students who register prior to May 23 Payment is DUE May 23 (Thurs)

*For students who register on or after May 23..... Due on Day of Registration

Late Registration & Schedule Changes (Add/Drop)..... Jun 10
(Mon)

Classes Begin..... Jun 10
(Mon)

* Classes are scheduled to meet one Friday during the Summer I session – Friday, June 14 only

Census Day..... Jun 13
(Thurs)

Last Day to Drop or Withdraw with a "W"..... July 2
(Tues)

Holiday (Independence Day – Offices Closed – No Classes)..... July 4
(Thurs)

Last Class Day, Final Exams, End of Term.....July 11
(Thurs)

Summer II – Second Term (7/15-8/15)

Registration:

On the Web (5am to midnight, 7 days a week)..... Mar 1-July
14

In Person (See business hours above)..... Mar 1-
July 11

*** Registration Payment Deadline

*For students who register prior to June 27 Payment is DUE..... June 27 (Thurs)

*For students who register on or after June 27..... Due on Day of Registration

Late Registration & Schedule Changes (Add/Drop).....July 15
(Mon)

Classes Begin.....July 15
(Mon)

Census Day.....July 18
(Thurs)

Last Day to Drop or Withdraw with a "W"..... Aug 7
(Wed)

Term..... Last Class Day, Final Exams, End ofAug 15 (Thurs)

Course Requirements (Lectures, Assignments and Assessments)

Acceptance of Late Assignments:

Projects or outside assignments are due at the beginning of class on the assigned due date.

Missing assignments 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 a 70 percent 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 you 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 taken off of the grade as a penalty for taking the examination late. The instructor has the option to give the same exam or to make up another examination over the same content. If the exam is not made up within the first class day an additional 10 points will be taken off for each day the exam is not taken (including Saturday and Sunday).

Quizzes: Daily work will include quizzes. If the student misses a quiz due to being absent, the student will not have the option to make-up the quiz. Zeros will be recorded and averaged in the final grade.

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in a timely manner.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the Computer lab (105) and LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Attendance policy

Students are expected to attend class regularly. Attendance will be recorded using a "sign-in" sheet. Excessive absences will be grounds for disciplinary action, and will be determined on a case-by-case basis. If you are more than 15 minutes late to class or leave class early without notifying the instructor, this can be counted as an absence.

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these

strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grading Policy

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. 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 will be dismissed from the program.

Grading Scale:

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

Overview of assignments

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

| | |
|------------------------|-----|
| Tests and Quizzes..... | 70% |
| Daily Work | 10% |
| Final Exam exams..... | 20% |

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

Communication Plan

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule

due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

General Course Requirements

- Attend class and participate.
- Contribute and cooperate with civility.
- **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion.**

Leadership and Professional Development
Summer 2013
Timeline (subject to Change)
Week 1 (June 9 – 14)

- Chapters 1, 2 and 3

Week 2 (June 16 – 21)

- Chapters 4, 5 and 6

Week 3 (June 23 – 28)

- Chapters 7, 8 and 9
- June 25 Exam #1 (Chapters 1, 2, 3, 4 and 5)

Week 4 (June 30 – July 5)

- Chapters 10 and 11
- July 2 Exam #2 (Chapters 6, 7, 8 and 9)

Week 5 (July 7 – 12)

- Chapters 12 and 13

Week 6 (July 14 – 19)

- Chapters 14, 15 and 16
- July 16 Exam #3 (Chapter 10, 11, 12 and 13)
- July 16 Juris Prudence Exam

Week 7 (July 21 -26)

- ATI LIVE REVIEW (July 23-25)

Week 8 (July 28 – August 1)

- July 30 – Exam#4 (Chapters 14, 15 and 16)

Week 9 (August 4 -9)

- August 5 – Management ATI

- August 6- LPD Final Exam 10am – 12pm