

Grayson College  
Vocational Nursing Program



VNSG 1361  
LVN Training II  
Course Syllabus

Spring 2021

**Note: This syllabus may be modified as deemed necessary by the instructor. Major modifications will be issued to the student in writing.**

Revised: October 2020 AGC

**VNSG 1361**  
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**Grayson College**  
**VNSG 1361, Spring 2021**  
**Course Information**

|  |   |
|--|---|
| <b><u>Course Hours:</u></b>                          | Three credit hour course; 240 clinical contact hours  |
| <b><u>Course Level:</u></b>                          | Intermediate, Level II, second semester vocational nursing course   |
| <b><u>Prerequisites:</u></b>                         | All first semester courses for the Vocational Nursing program must be successfully completed prior to taking VNSG 1361.   |
| <b><u>Co-requisite courses:</u></b>                  | Second semester courses that are considered co-requisite courses are:<br>VNSG 1509: NHI II; VNSG 1230: Maternal-Neonatal Nursing; VNSG 1238: Mental Illness, VNSG 1361, PN Clinical II<br><br>Co-requisite courses indicate that the courses must be taken at the same time. In the event that a student fails one or more of the co-requisite courses, all co-requisite courses must then be repeated together regardless of grade.  |
| <b><u>Course Description:</u></b>                    | A health-related work-based learning experience that enables the student to apply specialized occupational theory, skills, and concepts. Direct supervision is provided by the clinical professional.   |
| <b><u>WECM Course Outcomes:</u></b>                  | As outlined in the learning plan: <ol style="list-style-type: none"><li>1. Apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry;</li><li>2. Demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal skills using the terminology of the occupation and the business/industry.</li></ol>  |
| <b><u>Differentiated Essential Competencies:</u></b> | DEC are defined as competencies by the Texas Board of Nursing for each level of nursing education that should typically be achieved by exit from the program. The competencies document the background knowledge which can be used upon exit from the program to progress from beginner to expert. The DEC framework consists of knowledge and clinical judgment and behaviors in the following four nursing roles: Member of the Profession; Provider of Patient-Centered Care; Client Safety Advocate; Member of the Health Care Team.<br><br>The GC VN Program utilizes the DEC in all clinical course evaluation tools and each level demonstrates progression in the clinical behaviors and judgments. Information retrieved on July 11, 2011 from:<br><a href="http://www.bon.state.tx.us/nursingeducation/edudocs/dec-presentation.pdf">http://www.bon.state.tx.us/nursingeducation/edudocs/dec-presentation.pdf</a> |
| <b><u>Course Outcomes:</u></b>                       | Upon completion of VNSG 1361, the Vocational Nursing Student should be able to demonstrate the ability to:<br><b>Member of the Profession</b> <ol style="list-style-type: none"><li>1. Function as a <b>vocational nursing</b> student under the supervision of the instructor, assigned nurse or charge nurse in the long-term care setting.</li><li>2. Demonstrate an ability to mature through self-evaluation and acceptance of constructive advice from others.</li><li>3. Collaborate with other members of the health care team.</li><li>4. Follow policies of the assigned facilities and of Grayson College Vocational Nursing Program.</li></ol>  |

5. Maintain professionalism in appearance, communication skills, competencies, and knowledge of legal aspects of nursing and standards of care.

#### **Provider of Patient-Centered Care**

6. Demonstrate an intermediate ability to use the **nursing process** as a **critical thinking** and problem-solving approach for decision making regarding holistic nursing care on adult clients in the long-term care setting.
7. Provide **holistic** nursing care to adult **clients/clients** who are in various stages on the **health-illness continuum** and who are adapting to changes in **homeostasis**.
8. Demonstrate an ability to meet the expected clinical behaviors as outlined on the clinical summative evaluation tool for VNSG 1361.
9. Demonstrate competence in the laboratory setting on safe medication administration and dosage calculations, following established criteria.
10. Administer medications safely in the clinical setting under the supervision of the clinical instructor, following established policies of the facility and GC VN Program.

#### **Client Safety Advocate**

11. Demonstrate an awareness of standards of nursing care, Texas Nursing Practice Act, and Texas Board of Nursing rules, facility policies, and safe techniques with nursing skills.
12. Implement safety measures and interventions to prevent injuries to clients/clients.
13. Communicate with other members of the health care team as needed.
14. Report identified health care problems in a timely manner.

#### **Member of the Health Care Team**

15. Respect the privacy, dignity, and confidentiality of clients and implement HIPAA.
16. Include families and clients in care and teaching.
17. Assist with quality improvement activities and identification of health care costs.
18. Obtain report and provide report at shift change on assigned clients.
19. Manage conflict, if applicable, through appropriate channels of communication.
20. Follow agency policies and report problems to appropriate supervisor.

#### **Bold represents concepts from program conceptual framework**

#### **Methods of Instruction:**

Clinical labs, clinical conferences, clinical rotations, supervised lab practice, lab check-offs, observational clinical experiences.

#### **Methods of Evaluation:**

1. Clinical evaluations (weekly); Mid-term and Summative Evaluations, self-evaluations.
2. Direct clinical observation, feedback from instructor, interdisciplinary team and clients at assigned facilities.
3. Laboratory practice and successful completion of check-offs within two attempts.
4. Dosage calculations and medication administration theory exams.
5. Evaluation of compliance with policies of the clinical facilities and of the Grayson College Vocational Nursing Program Handbook.

#### **Grading Criteria:**

#### **Pass/Fail course**

Policies in the Grayson College Vocational Nursing Program will be strictly enforced for this course.

#### **Criteria for a grade of "Pass":**

- Skills Lab Evaluation
- All skills demonstrations (check-offs), practice sessions and assignments must be satisfactorily completed within the designated time frame.

- A passing lab grade includes successful demonstration of skills. Students are allowed two (2) attempts at successful skill check-off demonstration. A student will be allowed a third (3<sup>rd</sup>) attempt on two (2) skills in each semester.
- Students who are unsuccessful on the second check-off attempt and are eligible for a third (3<sup>rd</sup>) attempt must complete documented remediation and wait until at least the following day to perform the third attempt.
- A student who requires a third attempt will be observed and evaluated by two (2) faculty members.
- Inability to successfully pass skills check-off demonstration within the allowed number of attempts will result in the requirement of the student to withdraw from all co-requisite courses in the VN program. Failure to withdraw by Grayson College's last drop date will result in a failing grade in the clinical course.
- A student who withdraws from or fails a clinical course due to a Skills attempt failure will be eligible to reapply to the program the next year.
- Successful completion of **each** exam on dosage calculations with a grade of 90% or higher **within three (3) attempts**.
- Successful completion of **any** exam on theory of medication administration with a grade of 75% or higher, **within two (2) attempts**.
- **Successful completion of two (2) Nursing Plans of Care.**
- Demonstrated adherence to the attendance/tardy policies as stated in the GC VN Program Handbook. **Lab hours are counted for clinical absences and tardies policies.**
- Demonstrated adherence to policies of the Grayson College VN program, clinical facilities and Grayson College.
- Demonstrated ability to provide safe client care and medication administration.
- Satisfactory grade on weekly clinical evaluations (no more than two (2) unsatisfactory scores), midterm and summative evaluations (75% or higher).
- **Timely submittal** and **satisfactory completion** of all required clinical paperwork as determined by the clinical instructor.
- Successful release from any contracted probationary status.
- Fulfillment of all course outcomes.

**Criteria for a grade of "Fail":**

- Failure to achieve one or more of the criteria for a grade of "Pass" as stated above. **All criteria for "Pass" must be met; if not met, the student will receive a grade of "Fail".**
- Violation/s related to critical offenses or failure to correct probationary status as outlined in the Grayson College VN Handbook or other violations of policies in the GC VN Program Student Handbook.
- Failure to provide safe client care or safe administration of medication according to policies.

**Required Equipment**

Failure to bring the necessary equipment to the check-off will result in an automatic fail for the designated attempt of the Skill check-off for the student.

**Course Absences and Tardy Policy:**

All policies on absences/tardies, as stated in the Vocational Nursing Program Handbook will be adhered to for VNSG 1361.

**Course Progression:**

Each student must successfully pass this course and all of the Level II, second semester courses in order to progress to the third semester. Please refer to the Grayson College Vocational Nursing Program Student Handbook for further information.

**Withdrawal/ Drop Date:**

Last date to withdraw is **April 3, 2021**. It is the student's responsibility to withdraw from the course by this date in order to receive a "W". Students may receive a grade of fail "F" if they do not formally withdraw.

**Special Needs Students:**

Students with special needs should contact the Disability Services Coordinator no later than the first week of classes, but as soon as possible. Please refer the Grayson College 2020-2021re Catalog for further information.

**Student Rights:**

Student rights are described in the GC Policy and Procedures Manual (Policy FL local) located on the college website at [www.grayson.edu](http://www.grayson.edu). A formal grievance procedure (Policy FLD local) is available if a student believes unfair treatment has occurred. The student should first meet with the course professor and then, if unable to resolve the differences, should file a written appeal to the Program Director or Health Sciences Chairperson in accordance with the grievance procedure. Whenever meeting with faculty or administrative personnel, students have the right to waive their privacy rights and request the presence of an additional person of their choice.

**TITLE IX**

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

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**Disclaimer:**

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**Required Textbooks:****Elsevier/Mosby**

Chabner, D., (2015). *Medical Terminology a Short Course*. (7<sup>th</sup> ed.). St. Louis, MO., Mosby Elsevier.

Clayton, B, & Willihnganz, M., (2017). *Basic Pharmacology for Nurses*. (17<sup>th</sup> ed.). St. Louis, MO. Mosby Elsevier.

Leifer, G., (2011). *Introduction to Maternity & Pediatric Nursing*. (6<sup>th</sup> ed). St. Louis, MO. Saunders Elsevier.

Morrison-Valfre, M., (2017) *Foundations of Mental Health Care*. (6<sup>th</sup> ed.). St. Louis, MO. Mosby-Elsevier.

Mosby, (2013). *Mosby's Dictionary of Medicine, Nursing and Health Professions*. (9<sup>th</sup> ed.) St. Louis, MO., Mosby Elsevier.

Williams, P, (2018). *deWit's Fundamental Concepts & Skills for Nursing*. (5<sup>th</sup> ed.). St. Louis, MO. Mosby Elsevier.

Williams, P., (2016). *Basic Geriatric Nursing*. (6<sup>th</sup> ed.). St. Louis, MO. Mosby Elsevier.

**Prentice Hall/Pearson**

Burke, K., LeMone, P., Mohn-Brown, E., & Eby, L., (2016). *Medical-Surgical Nursing Care*. (4<sup>th</sup> ed.). Upper Saddle River, NJ. Pearson Education, Inc.

**F.A. Davis**

Polan, E., & Taylor, D., (2011). *Journey Across the Life Span: Human Development and Health Promotion*. (4<sup>th</sup> ed.). FA Davis., Philadelphia, PA.

Vallerand, A, & Sanoski, C., (2013). *Davis Drug Guide for Nurses*. (13<sup>th</sup> ed.). FA Davis., Philadelphia, PA.

Leeuwen, A., Poelhuis-Leth, D., & Bladh, M., (2013). *Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications*. (5<sup>th</sup> ed.). FA Davis., Philadelphia, PA.

**Thomson – Delmar**

Pickar, G.D., Abernethy, A., (2013) *Dosage Calculations*. (9<sup>th</sup> ed.). Clifton Park, NY. Thomson Delmar Learning.

**Lippincott, Williams & Wilkins**

Nettina, S., (2010). *Lippincott Manual of Nursing Practice*. (10<sup>th</sup> ed.). Philadelphia, PA. Lippincott, Williams & Wilkins.

Kurzen, C., (2017). *Contemporary Practical/Vocational Nursing*. (8<sup>th</sup> ed.) Philadelphia, PA. Lippincott, Williams & Wilkins.

**Course Schedule:**

The semester calendar contains the laboratory practice times and check-off times and the clinical rotation days/times. The semester calendar is posted on Canvas under VNSG 1361.

**Course Instructors/Office Hours:**

Jeannie Bay, BSN, RN  
Beverly Berni, RN  
Amanda Green-Chancy, BSN, RN  
Lisa Fair, BSN, RN  
Melinda Howard, RN  
Colleen Coyle, Adjunct Instructor, BSN, RN

**Office Hours:** As posted for each instructor  
903-415-2500 for all instructors and Vocational Nursing Program Assistant.

Grayson College  
Vocational Nursing Program  
VNSG 1361  
LVN Training II  
Spring 2020

**Appendix A**

Example of Clinical Day Routine  
Instructions for Clinical Paperwork for Long-Term Care  
Clinical Procedures Check List

Clinical Forms

Nursing Plan of Care Directions  
Shift Report Form  
Pathology Window  
Medication Sheet  
Data Sheet  
Checklist of Client Problems  
Nursing Plan of Care  
Summary Page  
Nursing Plan of Care Grading Tool  
Care Plan Schematic  
Weekly Evaluation Tool  
Mid-Term and Summative Evaluation Tool



**Grayson College  
Vocational Nursing Program**

**VNSG 1361**

**Example of Clinical Day Routine**

- Clinical assignment: You will receive your clinical client assignment in advance of caring for the client, when possible. This will allow you to prepare the assigned paperwork in advance of actual client care.
- Receive report and look at chart for data and new orders. If assigned to meds, your medications must be researched in advance of administration.
- You will have a short pre-conference to help you organize your day.
- There will be an established routine at the long-term care facility. You will need to comply with the pre-determined days and time frames for bathing, physical therapy, activities, meals, etc. Plan your nursing care around the client's activities, but you must accomplish your goals.
- Ask for help when needed. You have a team in the other students and the UAPs can also assist you as needed. In return, assist them if they need help.
- Attempt to get your daily physical assessment done within 30 minutes of assuming care of the client so that you can monitor for changes. Be sure to report any significant findings.
- If you are giving medications, you will work with your instructor to administer the medications. You will be under strict supervision for all medication administration.
- If you are not administering medications, you must still compile the list of all medications and complete your drug form sheets, and then learn to monitor for side effects.
- You should be aware of the nursing plan of care and the data sheet on the client. This should guide you in your care and prioritization.
- You can, with supervision by the instructor, perform any skills that you have passed successfully in the lab as a check-off.
- Work on organizational skills.
- Always maintain Client safety.
- Prioritize using Maslow's Hierarchy of Needs.

**Instructions for Clinical Paperwork for Long-Term Care**

**Pre Client Care Paperwork:**

Pre-client care paperwork will be completed prior to client care. Work must be complete, precise, and must demonstrate a foundation that indicates that the student is prepared to safely care for the assigned client. Since assignments will be made in advance, all paperwork assignments must be complete upon arrival to the clinical facility on the first day and must be submitted upon arrival.

**Client Care Clinical Paperwork Instructions**

1. Students will receive their weekly client(s) assignment one week prior to actual care of the client(s), when possible.
2. Receive report using the provided form.
3. **Prior to Thursday AM:**
  - A. Prepare **two Pathology Windows** on the two main disease processes
    - a. Zero in on key nursing care for these problems, use required textbooks
    - b. Use a standardized required text as a resource.
  - B. **Complete the list of medications** on your assigned client.
  - C. Complete the Medication sheet for **all** medications, including routine, prn, over-the-counter meds, and intravenous fluids and meds. Remember to:
    - a. List the reason client is getting the medication.
    - b. Identify the problem area using the Care Plan Schematic.
    - c. Be prepared to discuss medication information with the instructor each day.
  - D. Complete the **3-page Data Sheet**

4. **When assigned to complete a Nursing Care Plan: Prior to Friday AM:**
  - a. Complete the **Checklist of Client Problems**, and assign a NANDA DX for each problem. Prioritize the top three (3) problems using Maslow's Hierarchy of Needs.
  - b. Complete the **Nursing Plan of Care** pages for the three prioritized nursing diagnoses.
5. **When assigned to complete a Nursing Plan of Care: Friday:**
  - a. Implement interventions and evaluate whether or not the client achieved the goal.
6. **All students: Each week:**
  - a. Complete the **Evaluation of Nursing Care**
  - b. Complete the **Summary Page**
  - c. Include A self-evaluation tool for the week.
  - d. When assigned a Care Plan, include a Care Plan Grading Sheet.

**All work must be submitted at 0830 on the Monday following the clinical rotation.**

Clinical hours are being credited to you so that you can complete your assignments. Students who are absent will be required to submit the expected work at a time designated by the instructor. Extra assignments can also be made for absent students. **Fax: 903-712-0041.**

7. **General Information:** Students should research abnormal labs prior to care of the client and understand the purpose for which the lab was ordered.
  - a. Students must study the prescribed medications and be prepared to answer questions by the instructor on the information that is listed on the Medication sheet.
  - b. Plagiarism in work is against the policies of the Vocational Nursing Program and of Grayson College.
  - c. Students will be sent home and will accrue a clinical absence for incomplete work. Instructors may require an "at home" assignment if the student is sent home. A student will receive an unsatisfactory in all clinical areas for the day and the student will be placed on probation.

**During the Clinical Rotation:**

1. Update the list of problems, as needed.
2. Provide holistic client care to assigned clients.
3. Report changes in client status in a timely manner to the primary care nurse or charge nurse.
4. Consult the clinical instructor as needed.
5. Document nursing care as instructed by the clinical instructor.
6. Administer medications as assigned by the clinical instructor.

**During the Second Day of Client Care:**

1. Obtain report and update on assigned client from first day of care.
2. Review data sheet and update as needed.
3. Assess client and provide holistic care.
4. Report changes in patient.
5. Implement the plan of care if interventions are appropriate for current client condition and congruent with the agency's nursing plan of care or minimum data sheet.
6. Review plan of care with primary care nurse and clinical instructor.
7. Evaluate the plan of care with the nursing instructor.
8. Complete the paperwork as assigned.
9. Chart according to individual facility guidelines and formats.
10. If assigned to medication administration:
  - o Review the criteria for medication administration in this syllabus.
  - o Review the data on the meds from the drug form.
  - o Look up any new medications.
  - o Assess the patient/data as needed to administer the medications safely.
  - o Follow the six rights of medication administration.
  - o Chart the medications that were administered.
  - o Evaluate the effectiveness/adverse effects of the medications that were administered.
  - o Expect an evaluation from the clinical instructor on medication administration

**Grayson College  
Vocational Nursing Program  
Clinical Procedures Check List**

1. NO Medications may be administered during the first semester.
2. Procedures not marked (\*) may be performed independently by the student following satisfactory lab/clinical practice and/or check-off.
3. All procedures marked with a (\*) must be supervised by a clinical instructor until released for supervision by a Registered Nurse that has been approved by the clinical instructor or approved to perform independently.
4. Removal of any medical device must be supervised or approved by the clinical instructor.

| <b>Assessment of Client:</b>                      | <b>Implementation of client care: (Continued)</b>   |
|---|---|
| Immediate needs                                   | Hot, cold treatments  |
| Client problems                                   | Use of Doppler for pulses   |
| Vital signs                                       | Shave preps   |
| Physical assessment                               | Teaching/Supervising use of incentive spirometer  |
| Chart documentation                               | Inserting NG Tube* , care   |
| Database, Electronic or Chart research            | Applying SCDs, TEDS   |
| Psychosocial status                               | Stoma care* , colostomy care *  |
| Cultural, spiritual, developmental status, needs  | Assisting the RN with teaching plans  |
| Physical environment                              | Assisting with all activities of daily living   |
| Medications                                       | Monitoring chest tubes  |
| History   | Specimen collection*  |
| Planning:   | Oxygen therapy*   |
| Collaborate with primary care nurse and/or RN     | Supervise nebulizer therapy   |
| Collaborate with client                           | Apply* , supervise protective devices*  |
| Collaborate with other members of the health team | Dressing Change: Non-sterile*<br>Dressing Change: Sterile*<br>Dressing Change: Central Line * |
| Review RN's plan of care for assigned clients     | Connect client to electrodes for monitoring   |
| <b>Implementation of client care:</b>             | Maintain safety of clients  |
| Hygiene, grooming                                 | Implement infection control measures  |
| Bed linens  | Initiate and assist with CPR  |
| Oral care   | Review new orders   |
| Feedings, oral and per tube *                     | Chart client data   |
| Toileting   | Tracheostomy suctioning *   |
| Removing impactions*                              | Tracheostomy care*  |
| Administration of enemas *                        | Assist RN with implementation of RN's plan of care  |
| Positioning, ambulating, ROM                      | Monitor client during administration of blood/products  |
| Prosthesis care                                   |   |
| Transferring client to and from bed               |   |
| Transporting                                      | <b>Evaluation:</b>  |
| Monitoring intake and output                      | Evaluate after interventions, medications   |
| FSBS*   | Assist with modification of RN's plan of care   |
| Skin care   | Evaluate therapeutic effect of medications  |
| Wound care* , staple removal* steri-strips*       |   |
| Nebulizer treatments*                             |   |
| Oral suctioning *                                 |   |
| Foley catheter insertion *                        |   |
| Foley catheter discontinuation *                  |   |
| Discontinue IV sites *                            |   |
| Computerized charting*                            |   |
| Act as client advocate in collaboration with RN   |   |
| Report problems to RN or charge nurse             |   |
| Care for multiple clients, report problems        |   |
| Assess postpartum mothers                         |   |
| Care for pediatric clients                        | <b>**Revised 11/2019</b>  |

**VNSG 1361**  
**Nursing Plan of Care Directions**

**Directions:**

- **Students will be required to complete two (2) satisfactory Nursing Plans of Care during the Spring semester, with an additional Care Plan required if not satisfactory**
- **If the student is not able to satisfactorily complete a Nursing Plan of Care, a grade of Fail “F”, may be assigned for VNSG 1361.**
- All paperwork must be completed in entirety. Blank areas are not acceptable.
- If work is not satisfactory, the instructor will request that the work be redone until satisfactory.
- Individual areas may be redone at the request of the instructor.
- All work must display critical thinking at an intermediate level.
- Submit work in the order as listed on the grading sheet.
- Place the grading sheet on the top of the plan of care when submitting the paperwork.
- All work is due on the Monday following weekly clinical.
- Students who do not submit the paperwork on time will be sent home.
- If a student is absent when the paperwork is due, it may be faxed or emailed as an attachment to the instructor or director. **No exceptions.**

Fax: 903-712-0041

**Grayson College  
Vocational Nursing Program  
Shift Report Form**

| Room # | Diagnoses/Procedures<br>Urgent Info   | Activity/Safety/Mobility  | Wounds/Tubes/Catheter   | IV Needs<br><br>Fluids:<br><br>Rate:<br><br>IV meds:   | Dietary Needs<br><br><u>NPO: Y N</u><br><br>Diet:<br>_____   |
|--------|---|---|---|--|--|
|        | <b>VS q _____ Times:</b><br><br><b>VS, Time: _____</b><br>_____<br><br><b>VS, Time: _____</b><br>_____  |   | <b>Oxygen</b><br>_____ L via _____<br><br><b>O2 sat % _____</b> | <b>Intake:</b><br><b>IV: _____</b><br><br><b>PO: _____</b><br><br><b>Other: _____</b>            |  |
|        |   |   |   | <b>Output:</b><br><br><b>Urine: _____</b><br><br><b>Other: _____</b><br><br><b>Source: _____</b> |  |
|        | Examples: Fever yesterday,<br>CXR today; More confused<br>last 3 days, Need urine for<br>culture. Monitor VS q4h<br>Pulse ox q4h<br>FSBS at 0600, 1100, 1600<br>insulin | Bed rest, HOB up all<br>times, turn q 1h.<br>Confused<br>Hx of falls<br>Thicken liquids<br>Do not resuscitate | Encourage liquids<br>Oxygen 2L NC if Pulse ox <90%              | NS @ 100/h<br>IV antibiotics<br>Saline lock flush  | PEG tube,<br>Glycera 1 can<br>4X/d<br>Weigh daily<br>May have pureed<br>oral foods with<br>supervision |

**Grayson College  
Vocational Nursing Program  
Pathology Window**

Select the **two most important medical diagnoses**. Use the center pane for a brief definition of the disease process. Use the remaining panes to record important data and nursing care from the required texts.  
**Copy as needed.**

|   |   |   |
|---|---|---|
|   |   |   |
| <b>Medications</b>                              | <b>Nutritional Aspects</b>                              | <b>Labs/Diagnostic Tests</b>              |
|   |   |   |
| <b>Typical Causes</b>                           | <b>Name of Disease<br/>Short Definition</b>             | <b>Signs and Symptoms</b>                 |
|   |   |   |
| <b>Nursing Care<br/>Monitoring (Assessment)</b> | <b>Nursing Care<br/>Supportive Care (Interventions)</b> | <b>Nursing Care<br/>(Client Teaching)</b> |

Reference Source: Title of Text \_\_\_\_\_

Authors: \_\_\_\_\_

Students should use Burke as the primary resource for the pathology window.

Lippincott Manual of Nursing Practice can be used in the clinical setting as a quick resource

**Grayson College  
Vocational Nursing  
Medication Sheet**

| <b>Medication<br/>(generic name)<br/>Client dosage</b> | <b>Classification <u>and</u><br/>ACTION<br/>of drug</b> | <b>Nursing Interventions</b> | <b>Expected<br/>Outcome<br/>of medication</b> | <b>Priority Assessment(s)<br/>Prior to Administration</b> |
|--|---|------------------------------|---|---|
|  |   |                              |   |   |
|  |   |                              |   |   |
|  |   |                              |   |   |
|  |   |                              |   |   |
|  |   |                              |   |   |
|  |   |                              |   |   |
|  |   |                              |   |   |
|  |   |                              |   |   |

**Grayson College  
Vocational Nursing Program  
Data Sheet**

**Student:** \_\_\_\_\_

Dates of care: \_\_\_\_\_

Principal reason for admission: \_\_\_\_\_

**Subjective data:**

**Objective Data**

Abnormal Labs:

Significant Diagnostic Tests:

Significant H & P information:

Significant Physician/nursing notes:



Significant Report Information:

RN Nursing Plan of Care in Chart:

Physician Orders for Last Two Days:

Other:

**Vocational Nursing Program  
Client Problems List**

- Prioritize and list **important problems** from the database.
- Use Maslow to choose these problems and include safety issues.
- **Then highlight the three most important problems, in your opinion, based on your client's data and assessment**

**Directions: Circle yes or no and for the identified problem in this area. Review your entire database, including the physical assessment and medications in order to determine problems.**

|   | <b>Problem?</b> |          | <b>Evidence</b> |
|---|-----------------|----------|-----------------|
|   | <b>Y</b>        | <b>N</b> |                 |
| <b>Respiratory</b>                        | <b>Y</b>        | <b>N</b> |                 |
| <b>Cardiovascular</b>                     | <b>Y</b>        | <b>N</b> |                 |
| <b>Bowel/Bladder</b>                      | <b>Y</b>        | <b>N</b> |                 |
| <b>Musculoskeletal</b>                    | <b>Y</b>        | <b>N</b> |                 |
| <b>Skin</b>                               | <b>Y</b>        | <b>N</b> |                 |
| <b>Safety</b>                             | <b>Y</b>        | <b>N</b> |                 |
| <b>Mobility/Comfort/Pain<br/>(Circle)</b> | <b>Y</b>        | <b>N</b> |                 |
| <b>Self-care deficits</b>                 | <b>Y</b>        | <b>N</b> |                 |
| <b>Nutrition</b>                          | <b>Y</b>        | <b>N</b> |                 |
| <b>Fluid</b>                              | <b>Y</b>        | <b>N</b> |                 |

**Grayson College  
Vocational Nursing Program  
Nursing Plan of Care**

Fill in all areas completely.

**Problem 1**

Identified Problem and R/T:

\_\_\_\_\_

AEB:

\_\_\_\_\_

Goal: Client will \_\_\_\_\_

By

\_\_\_\_\_

Nursing Interventions to achieve goal:

Intervention

Rationale

1.

2.

3.

4.

5.

Meds/ labs/diagnostic tests R/T problems (List abnormal labs that relate to problem):

**Evaluation:**

Goal #1:

Did client meet the goal?

Y

N

If no, what needs to be changed so that client can improve in the problem area?

**Problem 2**

Identified Problem and R/T:

---

AEB:

---

Goal: Client will \_\_\_\_\_

By \_\_\_\_\_

---

Nursing Interventions to achieve goal:

Intervention

Rationale

1.

2.

3.

4.

5.

Meds/ labs/diagnostic tests R/T problems: (List abnormal labs that relate to problem):

**Evaluation:**

Goal #2:

Did client meet the goal?

Y

N

If no, what needs to be changed so that client can improve in the problem area?

**Problem 3**

Identified Problem and R/T:

---

AEB:

---

Goal: Client will \_\_\_\_\_

By \_\_\_\_\_

---

Nursing Interventions to achieve goal:

| Intervention | Rationale |
|--------------|-----------|
|--------------|-----------|

1.

2.

3.

4.

5.

Meds/ labs/diagnostic tests R/T problems: (List abnormal labs that relate to problem):

**Evaluation:**

Goal #3:

Did client meet the goal?                      Y                      N

If no, what needs to be changed so that client can improve in the problem area?

**Reference for interventions: Text:** \_\_\_\_\_ **Author:** \_\_\_\_\_

**Grayson College  
Vocational Nursing Program**

**Evaluation of Nursing Care**

**Explain how your nursing care assisted the assigned client in the following areas:**

**Oxygen:**

**Safety:**

**Fluid:**

**Nutrition:**

**Skin:**

**Bowel/Bladder:**

**Self-Care Deficits:**

**Mobility/Comfort/Pain**

**Psychosocial/spiritual/cultural needs:**

**Grayson College  
Vocational Nursing Program**

**Summary Page**

**What was your greatest learning experience with this client?**

**What was problematic for you as an intermediate nurse?**

**In retrospect, what would you do differently for this client?**

**Give examples of how you collaborated with other members of the health care team and the client/family.**

**Have you completed and submitted the Weekly Evaluation Tool?    Y    N**

**Grayson College  
Vocational Nursing Program**

**Nursing Plan of Care Grading Tool**

STUDENT \_\_\_\_\_ DATE \_\_\_\_\_

| CLINICAL FORM   | 8 | 7 | 6 | 5 |
|---|---|---|---|---|
| Data Sheet  |   |   |   |   |
| 2 Pathology Windows   |   |   |   |   |
| Short Drug Forms  |   |   |   |   |
| Physical Assessment Form  |   |   |   |   |
| Client Problems Form  |   |   |   |   |
| 3 Identified Problems   |   |   |   |   |
| 3 Goals   |   |   |   |   |
| 3 sets of nursing interventions (for each problem/goal) with rationales |   |   |   |   |
| Evaluation of goals, interventions                                      |   |   |   |   |
| Summary page  |   |   |   |   |
| <b>TOTAL</b>  |   |   |   |   |

**Rating Scale: (Rating scale is defined on the Mid-term and Summative Evaluation Form)**

**8:** Form completed at an above average level. Student completed form above what is expected for the second semester student.

**7:** Form completed meeting expected level of a second semester student.

**6:** Form completed meeting minimum expected level of a second semester student.

**5:** Form not completed or completed below the expected level of a second semester student.

Comments:

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Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_



## **ACUTE CARE CLINICAL FORMS**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

|   |  |   |
|---|--|---|
| <b>Rm #</b>   | <b>Age</b>   | <b>Sex</b>  |
| <b>Allergies</b>  | <b>PMH</b>   | <b>Labs</b>   |
| <b>Code Status</b><br>_____   |  |   |
| DNR Full Partial (specifics)  |  |   |
| <b>Precautions</b><br>Isolation _____ / Fall<br>/ Seizure / Aspiration<br>(HOB ↑ ___°) / Neuro ✓<br><br>Neuro<br>AO x 1 2 3<br>Confused Forgetful         | <b>Procedures</b>  | <b>Diet</b>   |
| <b>Intake</b><br>IV _____<br>PO _____<br>Other _____  | <b>Output</b><br>Foley BRP BSC<br><br>Brief Urine ___<br>BM _____<br>Other _____ | <b>Activity</b><br>+1 assist +2 assist Ind<br>W/C Assist Device |
| <b>O<sub>2</sub></b><br>___ L via NC FM Vent  | <b>Skin</b>  | <b>Wounds</b>   |
| <b>VS</b> q___<br>Temp _____ °F<br>HR _____ bpm<br>BP _____ / _____ mmHg R<br>_____ bpm<br>SpO2 _____ % ( RA O <sub>2</sub> )<br>Pain _____ / 10 Location | <b>Meds</b>  | <b>FSBS</b>   |

**Grayson College  
Vocational Nursing  
Medication Sheet**

| <b>Medication<br/>(generic name)</b> | <b>Classification and ACTION<br/>of Drug</b> | <b>Nursing Interventions</b> | <b>Expected Outcome<br/>of Medication</b> | <b>Priority Assessment(s)<br/>Prior to Administration</b> |
|--------------------------------------|--|------------------------------|---|---|
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |
|                                      |  |                              |   |   |



**3. What body system(s) does this disease directly impact and how are those systems affected?**

| BODY SYSTEM(S): | HOW BODY SYSTEM(S) IS (ARE) AFFECTED: |
|-----------------|---------------------------------------|
|                 |                                       |

**4. PRIORITY nursing assessments with this disease? (refer to body system that is the most affected) What assessment finding may be abnormal as a result of this illness?**

| PRIORITY NURSING ASSESSMENTS : | EXPECTED ABNORMAL ASSESSMENTS: | CLIENT'S ACTUAL MANIFESTATION (INCLUDE V/S) | TREND: Improving/Worsening/Stable: |
|--------------------------------|--------------------------------|---|------------------------------------|
|                                |                                |   |                                    |

**5. Radiology Reports:**

***What diagnostic results are RELEVANT that must be recognized as clinically significant to the nurse?***

| Expected RELEVANT Results: | Clinical Significance: Client's Actual |
|----------------------------|--|
|                            |  |

**6. What lab tests are altered by this problem? How are those lab tests affected? Does the altered lab test affect any physical assessment findings?**

| EXPECTED ABNORMAL LAB TESTS (from book): | HOW LAB TESTS WOULD BE AFFECTED (from book): | DOES IT IMPACT ASSESSMENTS (from book)? | CLIENT'S ACTUAL LAB VALUES (from chart) | TREND: Improving/Worsening/Stable: (from chart and assessments) |
|--|--|---|---|---|
|  |  |   |   |   |

**7. List medications that are most commonly used to manage this problem.**

| <b>MEDICATIONS FROM BOOK R/T CLIENT'S PRIMARY DISEASE:</b> | <b>MECHANISM OF ACTION (Specific to client's primary disease):</b> | <b>CLIENT'S ACTUAL MEDICATION</b> |
|--|--|-----------------------------------|
|  |  |                                   |

8. Document your priority nursing diagnosis (for client's primary disease process). (Use 3 part)

| Nursing Diagnosis (Use NANDA)<br>Diagnostic statement | R/T<br>Etiology (cause) | AEB<br>Defining characteristic(s) or S/S |
|---|-------------------------|--|
|   |                         |  |

9. Document and prioritize 3 nursing interventions for priority nursing diagnosis above with rationales for each.

| Nursing Interventions | Rationale |
|-----------------------|-----------|
| 1.                    |           |
| 2.                    |           |
| 3.                    |           |



**10. What change in your client’s condition would tell you that their primary disease process is improving?**

**11. What change in your client’s condition would indicate a decline related to their primary disease process?**

**12. Identify all secondary problems identified by your review of client’s chart or by assessment of client. (If problem is identified from client’s chart prior to client care, this section should be done in pre-conference. If you assess additional problems for this client during care, do this section as you are caring for client.)**

| <b>Secondary Problem(s)</b> | <b>System Affected</b> |
|-----------------------------|------------------------|
| <b>1.</b>                   |                        |
| <b>2.</b>                   |                        |
| <b>3.</b>                   |                        |
| <b>4.</b>                   |                        |
| <b>5.</b>                   |                        |
| <b>6.</b>                   |                        |

**13. Prioritize 3 nursing interventions with rationales for each problem identified on previous page.**

| <b>Identify Client Problem</b> | <b>Nursing Interventions<br/>(3 for each problem)</b> | <b>Rationale<br/>(for each intervention)</b> |
|--------------------------------|---|--|
| <b>1.</b>                      | <b>1.</b><br><br><b>2.</b><br><br><b>3.</b>           | <b>1.</b><br><br><b>2.</b><br><br><b>3.</b>  |
| <b>2.</b>                      | <b>1.</b><br><br><b>2.</b><br><br><b>3.</b>           | <b>1.</b><br><br><b>2.</b><br><br><b>3.</b>  |
| <b>3.</b>                      | <b>1.</b><br><br><b>2.</b><br><br><b>3.</b>           | <b>1.</b><br><br><b>2.</b><br><br><b>3.</b>  |

**(Continued, if needed) Prioritize 3 nursing interventions with rationales for each problem identified.**

| <b>Identify Client Problem</b> | <b>Nursing Interventions<br/>(3 for each problem)</b> | <b>Rationale<br/>(for each intervention)</b> |
|--------------------------------|---|--|
| 4.                             | 1.<br><br>2.<br><br>3.                                | 1.<br><br>2.<br><br>3.                       |
| 5.                             | 1.<br><br>2.<br><br>3.                                | 1.<br><br>2.<br><br>3.                       |
| 6.                             | 1.<br><br>2.<br><br>3.                                | 1.<br><br>2.<br><br>3.                       |

**14. Identify all “At Risk For” assessments on your client and identify at least one priority intervention for each.**

| <b>Client is at Risk For:</b> | <b>Priority Nursing Intervention(s)</b> |
|-------------------------------|---|
| 1.                            |   |
| 2.                            |   |
| 3.                            |   |
| 4.                            |   |
| 5.                            |   |

**15. Complete a Medication Sheet for client (include all medications on client’s MAR unless instructor approves ahead of time).**

**Grayson College  
Vocational Nursing Program  
Summary Page:**

**What was your greatest learning experience with this client?**

**What was problematic for you as an advanced nursing student?**

**In retrospect, what would you do differently for this client?**

**Give examples of how you collaborated with other members of the health care team and the client /family.**

**Grayson College  
Vocational Nursing  
Spring 2021 Clinical Grading Tool**

**Students must achieve a score of 80% or higher in order to receive a grade of pass (P).  
Failure to submit on time will result in a grade of zero per policy in the VN Student Handbook**

STUDENT \_\_\_\_\_

DATE \_\_\_\_\_

| CLINICAL FORM SECTIONS  | 8 | 7 | 6 | 5 |
|---|---|---|---|---|
| 1. Defined pathophysiology of primary problem in own words  |   |   |   |   |
| 2. Explanation of teaching client in own words  |   |   |   |   |
| 3. Identifies body system(s) and how affected by primary disease  |   |   |   |   |
| 4. Correctly identifies priority nursing assessments with client manifestations and trend for primary disease |   |   |   |   |
| 5. Completes radiology reports  |   |   |   |   |
| 6. Completes lab tests  |   |   |   |   |
| 7. Lists medications most commonly used for primary disease process and client's actual medications           |   |   |   |   |
| 8. Correctly documents and prioritizes a 3-part nursing diagnosis for primary disease                         |   |   |   |   |
| 9. Correctly documents and prioritizes three nursing interventions and rationales for each                    |   |   |   |   |
| 10. Describes changes that would show client improvement  |   |   |   |   |
| 11. Describes changes that would show decline in client's condition   |   |   |   |   |
| 12. Identifies any secondary client problems and system(s) affected   |   |   |   |   |
| 13. Prioritizes three nursing interventions for each secondary problem with rationale                         |   |   |   |   |
| 14. Identifies "at risk for" assessments and a priority intervention for each                                 |   |   |   |   |
| 15. Completes Medication Sheet for client's medications   |   |   |   |   |
| <b>TOTAL</b>  |   |   |   |   |

**Rating Scale:**

**8:** Form completed at an **above average** level. Student completed form **above what is expected** for the third semester student.

**7:** Form completed meeting **expected level** of a third semester student.

**6:** Form completed **meeting minimum expected** level of a third semester student. Document below where student needs to improve.

**5:** Form **not completed or completed below the expected level** of a third semester student. Document all scores of 5 and supporting behaviors below.

Comments: \_\_\_\_\_

\_\_\_\_\_

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

**Grayson College**  
**Vocational Nursing Program**  
**VNSG 1361**

**Prohibited Behaviors and Skills**

Students **may not perform** the following skills during clinical rotations. This list is not all inclusive and advice should be obtained from the clinical instructor if a student feels the skill or role may not be at the VN student level.

| <b>Prohibited</b>   | <b>Prohibited</b>   |
|---|---|
| Administration of chemotherapy agents, critical care drugs, Pitocin, IV magnesium or other advanced obstetrical drugs | Administration or preparation of drugs during a cardiopulmonary arrest              |
| IV push medications except for saline flushes   | Receiving verbal or phone orders or notifying health care providers via phone       |
| IV meds or flushes that are inserted into a central line  | Managing or using advanced equipment in specialty units                             |
| Administration of IV meds without the supervision of the clinical instructor  | Adjusting ventilator settings (may suction with supervision)                        |
| Providing client care to clients in intensive care units  | Administration of medications to newborn clients                                    |
| Performing advanced skills not taught in the Grayson College VN Program   | Performing any actions prohibited in the policies of the Grayson College VN Program |

**Grayson College  
Vocational Nursing Program**

**VNSG 1361  
Weekly Evaluation Tool  
Spring 2021**

**Directions:**

Each student must submit a weekly evaluation tool to the instructor at the end of the second day of client care. All daily clinical evaluations forms are “Pass” or “Fail”. Students must receive a “Pass” on all daily clinical evaluation tools in order to pass VNSG 1361. **Students will use this tool to do a self-evaluation and use black ink.** The instructor will subsequently complete the evaluation using a different color of ink.

“Pass” is defined as no more than 2 unsatisfactory grades by the instructor.

“Fail” is defined as more than 2 unsatisfactory grades by the instructor OR failure to correct a previously identified unsatisfactory grade. Students who receive more than two unsatisfactory grades on a weekly evaluation tool will be placed on clinical probation. Failure to correct previously identified weak areas may also result in clinical probation. Students should refer the Grayson College Vocational Nursing Program Handbook for further information on clinical probation.

**Scoring Criteria:**

Satisfactory (S) indicates that the student’s overall performance for the assigned area and/or clients was done proficiently and no major problems occurred. Student performed professionally in all areas of nursing assessment, analysis, planning, implementation and evaluation of clients and in the area of professionalism.

Needs Improvement (NI) indicates that the student attempted to perform the assignment proficiently, but lacked the ability to completely achieve the desired goals for the shift. Student maintained professionalism, but needs to strengthen a few areas in nursing assessment, analysis, planning, implementation, and/or evaluation of clients, or in the area of professionalism. Comments should be directed to help the student.

Unsatisfactory (U) indicates that the student’s performance was inadequate in several areas of nursing assessment, analysis, planning, implementation, and/or evaluation or in the areas of professionalism. Examples for this score include, but are not limited to: medication errors, unsafe client care, violation of institutional policies, unprofessional attitude, inability to complete assignments due to organizational problems, unpreparedness, or failure to seek help with decision-making when needed. Lack of professionalism or violation of the policies or dress code can result in unsatisfactory also.

Not Applicable (NA) indicates that the student was not assigned to perform the specific criteria of the evaluation form.

**This form should be submitted weekly as a self-evaluation and placed in the folder with the care plan. Students who do not submit the self-evaluation will receive a “fail” for the week**



**Grayson College**  
**Vocational Nursing Program**  
**VNSG 1361**  
**Weekly Clinical Evaluation**  
**Spring 2021**

Student: \_\_\_\_\_ Unit: \_\_\_\_\_ Dates: \_\_\_\_\_

Nursing students will be evaluated using Satisfactory (S), Needs Improvement (NI), Unsatisfactory (U) or Not applicable (NA). Check the appropriate box. More than 2 unsatisfactory grades results in clinical probation.

| <b>Expected Clinical Outcomes</b>   | <b>S</b> | <b>NI</b> | <b>U</b> | <b>NA</b> |
|---|----------|-----------|----------|-----------|
| <b>Assessment:</b>  |          |           |          |           |
| 1. Receives report prior to client care.  |          |           |          |           |
| 2. Assesses diagnostic tests, labs, and chart information regularly.  |          |           |          |           |
| 3. Assesses assigned clients in a timely manner and/or prior to nursing interventions.  |          |           |          |           |
| <b>Analysis/Planning/Implementation:</b>  |          |           |          |           |
| 1. Determines client problems based on assessment data.   |          |           |          |           |
| 2. Plans and implements appropriate nursing care based on assessment data and RNs nursing plan of care.   |          |           |          |           |
| 3. Maintains client safety and monitors for unsafe conditions.  |          |           |          |           |
| 4. Administers medications (as assigned) following the 5 rights of medication administration and checks all medications with GC instructor prior to administration. |          |           |          |           |
| 5. Adheres to established policies for medication administration.   |          |           |          |           |
| 6. Charts client care in a timely manner.   |          |           |          |           |
| 7. Reports to charge nurse, primary care nurse, or instructor when problems are assessed.   |          |           |          |           |
| <b>Evaluation:</b>  |          |           |          |           |
| 1. Determines and reports effectiveness of nursing care and/or medications.   |          |           |          |           |
| 2. Reports to instructor/primary nurse if medications or care are not effective for identified client problems.   |          |           |          |           |
| <b>Professionalism:</b>   |          |           |          |           |
| 1. Arrives on time; receives report.  |          |           |          |           |
| 2. Stays on unit and monitors client needs.   |          |           |          |           |
| 3. Reports to the instructor/primary care nurse when leaving the unit for breaks and at the end of the shift.   |          |           |          |           |
| 4. Communicates professionally with clients and the multidisciplinary healthcare team during the assignment.  |          |           |          |           |
| 5. Completes assignments prior to leaving the unit.   |          |           |          |           |
| 6. Maintains a positive attitude during the shift.  |          |           |          |           |
| 7. Follows all policies of the GC Student Handbook, course syllabus, and the health-care facility.  |          |           |          |           |
| 8. Follows dress code.  |          |           |          |           |
| 9. Submits required paperwork completed and when due.   |          |           |          |           |

Comments:

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

**Documentation:**

Please utilize the back of this form as needed to document problems, occurrences, plans for improvement, re-evaluation, etc. of student.

**Grayson College  
Vocational Nursing Program**

**VNSG 1361, Spring 2021  
Mid-term and Summative Evaluation  
Student Evaluation Tool**

Grading Criteria: Students will be given a percentile grade. Students must achieve a percentile grade of 75% or higher in order to receive a "Pass" for this course. Students who do not achieve a 75% grade or higher will fail this course.

**Directions:**

Each student will have a graded evaluation of clinical performance at mid-term (after the first six weeks of the clinical rotation) and also near the end of the clinical rotation (summative evaluation). Behavioral areas rated as "5" at midterm or at the end of the semester will automatically result in failure of VNSG 1361. Students with scores of "6" in any of the behavioral areas will be counseled and remediated as deemed necessary by the clinical instructor. **Each student will also be required to do a self-evaluation using the same tool for mid-semester and summative evaluation tool.**

Grading: A total of 504 points is possible. The instructor will assign a score to each area and the score will be totaled. A percentile score will then be calculated based on the total points for the 63 criteria. A letter grade will then be assigned according to the standard grading criteria of the Grayson College Vocational Nursing Program. Students must receive 75% or higher in order to "Pass".

**Rating scale:**

8. Behavior for outcome demonstrated excellence and strengths that are above average. Student consistently performed above what is expected for a second semester student. Exceeded expectations.
7. Behavior for outcome is met. Student consistently performed professionally and met the objective. Meets expectations for second semester student.
6. Behavior for outcome is weak. Student had periods of inconsistency and lacked direction, knowledge and/or motivation. Meets minimal expectations for second semester student.
5. Behavior for outcome was consistently not met. Student was mostly inconsistent and did not demonstrate the level of a second semester student.

**Examples of Grades:**

|                      |                     |
|----------------------|---------------------|
| <u>All 8s = 100%</u> | <u>All 6s = 75%</u> |
| <u>All 7s = 88%</u>  | <u>All 5s = 63%</u> |

**Grayson College Vocational Nursing Program  
VNSG 1361, Spring 2021  
Mid-Term and Summative Evaluation Tool  
Expected Clinical Behaviors Based on Differentiated Essential Competencies**

**Student:** \_\_\_\_\_ **Date:** \_\_\_\_\_

↑ *Indicates progression in clinical performance over first semester.*

| Criteria:   |          |          |          |          |           |
|---|----------|----------|----------|----------|-----------|
| <b>Member of the Profession</b>   | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>NA</b> |
| Functions under the supervision of the clinical instructor, assigned nurse or charge nurse.   |          |          |          |          |           |
| Researches policies, procedures and standards of care manuals as needed.  |          |          |          |          |           |
| Follows policies and procedures of assigned facility.   |          |          |          |          |           |
| Consults clinical instructor or primary care nurse about policies, orders or procedures that may not be in the patient's best interest.   |          |          |          |          |           |
| ↑ Performs a holistic assessment on assigned clients and identifies problem areas.  |          |          |          |          |           |
| ↑ Provides holistic care to adults of various ages.   |          |          |          |          |           |
| ↑ Recognizes the role of the unlicensed assistive personnel in the acute care facility and works collegially with UAP to accomplish client goals.   |          |          |          |          |           |
| Performs self-evaluation daily in order to improve performance.   |          |          |          |          |           |
| Identifies areas that require quality improvement or safety enhancement.  |          |          |          |          |           |
| Maintains professionalism in: Appearance, communication skills, competencies, and knowledge of legal aspects of nursing and standards of care.  |          |          |          |          |           |
| Accepts constructive advice from other professionals readily and demonstrates flexibility to self-correct weak areas.   |          |          |          |          |           |
| Collaborates in a collegial manner with the assigned primary care nurse, charge nurse and other members of the health care team.  |          |          |          |          |           |
| Helps others students and members of the health care team.  |          |          |          |          |           |
| Follows policies of Grayson College VN Handbook and VNSG 1361 Syllabus.   |          |          |          |          |           |
| Submits required paperwork completed and when due.  |          |          |          |          |           |
| <b>Provider of Patient-Centered Care</b>  | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>NA</b> |
| ↑ Demonstrates a beginning ability to use the nursing process as a problem-solving approach for decision making regarding holistic client care on all clients.  |          |          |          |          |           |
| ↑ Plans nursing care using provided forms prior to actual care of clients with predictable health care needs in the long-term setting.  |          |          |          |          |           |
| Recommends changes or modifications to plan of care as needed with guidance of clinical instructor.   |          |          |          |          |           |
| ↑ In order to provide evidence-based nursing, researches scientific data in advance on assigned patient's disease processes, nursing care, medications, symptoms, and expected outcomes using recommended texts for curriculum. |          |          |          |          |           |
| ↑ Independently identifies priorities on nursing plan of care concerning basic needs for clients with predictable health care needs using Maslow's Hierarchy of Needs in order to organize care appropriately.                  |          |          |          |          |           |
| ↑ Implements developed plan of nursing care to assist clients with basic physical and psychosocial needs, incorporating RN's nursing plan of care.  |          |          |          |          |           |
| ↑ Completes physical assessment and determines and completes focused assessments as required.   |          |          |          |          |           |
| Reports significant abnormal findings from physical and focused assessments and documents findings in a timely manner.  |          |          |          |          |           |
| Reports legal and ethical concerns as needed to the charge nurse, primary care nurse or clinical instructor.  |          |          |          |          |           |
| ↑ Demonstrates a beginning ability to recognize normal and abnormal symptoms and signs of crisis in the acute care client and seeks help when uncertain.  |          |          |          |          |           |
| ↑ Assists, as needed, with implementation of teaching plans, including discharge teaching plans.  |          |          |          |          |           |
| <b>Provider of Patient-Centered Care</b>  | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>NA</b> |
| Demonstrates fiscal accountability through cost-containment efforts.  |          |          |          |          |           |
| ↑ Works under the supervision of a licensed nurse, clinical instructor, or physician while in the long-term care setting.   |          |          |          |          |           |
| ↑ Manages client care on one to two clients as assigned. Helps with other clients.  |          |          |          |          |           |
| ↑ Requests help from the charge nurse or primary care nurse as needed.  |          |          |          |          |           |

|   |   |          |          |          |          |           |
|---|---|----------|----------|----------|----------|-----------|
|   | If needed, initiates rapid, emergency care for clients and calls for help.  |          |          |          |          |           |
|   | <b>Provider of Patient-Centered Care</b>  | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>NA</b> |
| ☐ | Demonstrates an ability to safely administer medications using the six rights of medication administration, including oral, injectable and topical medications. |          |          |          |          |           |
| ☐ | Monitors and documents responses to administered medications.   |          |          |          |          |           |
|   | Reports errors, misuse of prescription or non-prescription medications, as needed.  |          |          |          |          |           |
|   | Uses technology in assigned facility effectively.   |          |          |          |          |           |
|   | Maintains and facilitates client confidentiality.   |          |          |          |          |           |
| ☐ | Demonstrates an ability to provide basic nursing interventions and skills on one to two clients in a safe, organized manner following established guidelines.   |          |          |          |          |           |
| ☐ | Sets measurable, reasonable short-term goals that can be accomplished by student for assigned clients. Compares with RN's goals on nursing plan of care.        |          |          |          |          |           |
|   | Confers with primary care nurse to evaluate clients, as needed, and to update nursing plan of care and interventions.   |          |          |          |          |           |
| ☐ | Provides teaching to clients and families guidance of the primary care nurse or clinical instructor.  |          |          |          |          |           |
|   | <b>Client Safety Advocate</b>   | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>NA</b> |
|   | Attends orientation for assigned facility and completes training on technological equipment.  |          |          |          |          |           |
|   | Identifies unsafe environmental conditions and reports them.  |          |          |          |          |           |
|   | Uses Standards of Nursing care, Texas Nursing Practice Act and Texas Board of Nursing rules as basis for practice in vocational nursing.                        |          |          |          |          |           |
| ☐ | Accurately identifies clients prior to care, procedures, treatments, and medications.   |          |          |          |          |           |
| ☐ | Safely administers medications and treatments, interpreting current orders and updated orders correctly and in a timely manner.                                 |          |          |          |          |           |
|   | Implements safety measures to prevent risk of harm to clients from errors or injury.  |          |          |          |          |           |
|   | Informs clients of plan of care to ensure consistency and accuracy in care.   |          |          |          |          |           |
|   | Assists in formulation of goals and outcomes to reduce the risk of infections.  |          |          |          |          |           |
|   | Implements measures to prevent exposure of self, clients and others to infectious pathogens and communicable conditions.  |          |          |          |          |           |
|   | Implements infection control policies.  |          |          |          |          |           |
|   | Seeks help when encountering unfamiliar equipment or opportunities for implementing new nursing skills.   |          |          |          |          |           |
|   | Reports unsafe practices using appropriate channels of communication.   |          |          |          |          |           |
|   | Follows agency policies and is able to locate agency policies on assigned unit.   |          |          |          |          |           |
|   | <b>Member of the Health Care Team</b>   | <b>8</b> | <b>7</b> | <b>6</b> | <b>5</b> | <b>NA</b> |
| ☐ | Involves clients and families in care and teaching.   |          |          |          |          |           |
| ☐ | Demonstrates growth in communication skills with primary care nurse, unlicensed assistive personnel, and other members of the health care team.                 |          |          |          |          |           |
|   | Respects the privacy, dignity, and confidentiality of clients. Implements HIPAA.  |          |          |          |          |           |
| ☐ | Reinforces client referrals to community resources.   |          |          |          |          |           |
|   | Assists in quality improvement activities at assigned facility.   |          |          |          |          |           |
|   | Assists clients and families with identification of health care costs.  |          |          |          |          |           |
|   | Obtains report when reporting on and provides report when going off shift to provide transition in care.  |          |          |          |          |           |
|   | Manages conflict, if applicable, through correct channels of communication.   |          |          |          |          |           |
|   | Demonstrates flexibility in situational changes in work assignment or environment.  |          |          |          |          |           |
| ☐ | Documents with and uses electronic information systems in an accurate, timely, and confidential manner, following facility policies.                            |          |          |          |          |           |
|   | Clinical Absences:  |          |          |          |          |           |
|   | Clinical Tardies:   |          |          |          |          |           |
|   | Student: _____ Date: _____  |          |          |          |          |           |
|   | Instructor: _____ Date: _____   |          |          |          |          |           |

Grayson College  
Vocational Nursing Program  
VNSG 1361  
LVN Training II  
Spring 2021

**Appendix B**

Medication Administration Lab Outcomes  
Medication Administration Lab Schedule

**Grayson College  
Vocational Nursing Program  
VNSG 1361**

**Medication Administration Laboratory Outcomes**

**Upon completion of the laboratory assignments for VNSG 1361, the vocational nursing student should be able to:**

1. Research medications and correctly use a drug reference text.
2. Calculate medication dosages at an intermediate level including oral, topical, inhaled, vaginal, rectal subcutaneous, intradermal, intramuscular, and intravenous medications.
3. Use a standardized formula, ratio and proportion to calculate dosages.
4. Pass exams on dosage calculation with a grade of 75% or higher within three (3) attempts.
5. Pass exam on medication administration theory with a grade of 75% or higher (1 exam on oral and injectable theory) within three (3) attempts.
6. Demonstrate knowledge of medication administration theory.
7. Demonstrate proficiency in administering medications at an intermediate level, including oral, topical, inhaled, rectal, vaginal, and injectable medications and medications administered via a tube.
8. Apply the principles of medication administration for oral, topical, inhaled, rectal, vaginal, and injectable medications and medications administered via a tube.
9. Discuss principles of parenteral medications.
10. Apply skills and knowledge from the laboratory sessions to the actual care of adult clients with intermediate needs related to the administration of medications.

**Requirements for passing:**

The requirements of the medication administration labs are considered laboratory skills and students must complete the skills and meet the following criteria to achieve a grade of "Pass". "Fail" is defined as an inability to meet one or more of the criteria listed in bold below.

- **Students must receive a grade of 90% or higher on the dosage calculation exams within three (3) attempts in order to pass VNSG 1361.**
- **Students must receive a grade of 75% or higher on the theory exam for medication administration within two (2) attempts in order to pass VNSG 1361.**
- **Students may not miss more than one (1) exam on dosage calculations or more than one (1) exam on medication administration theory. Any other exams that are missed will be graded as zero (0).**
- **Make-up exams must be completed within one week of the missed exam or a grade of zero (0) will be applied to the student's score. It is the student's responsibility to seek out a date and time to take the make-up exam.**
- **At home assignments are mandatory and are part of the required course work and must be turned in by the stated time frame deadline. Students may be issued a zero (0) for non-compliance with ANY at home assignment.**
- **Lab hours are counted as clinical hours and all rules for clinical absences and tardies apply to lab time. Students can receive a clinical failure related to absences or excessive tardies. Students should refer to all policies in the GC VN Handbook.**
- Students are required to wear scrubs for lab periods that are actually held in the lab.
- Students must be prepared with textbooks, lab supplies, calculators, pencils, paper, etc.

Unsuccessful completion of any of the above will result in an F for this section of VNSG 1361. An F in this section will result in failure of the course.

**Medication Administration Lab Schedule 2021**

**ALL HOURS ARE CONSIDERED CLINICAL HOURS AND ARE MANDATORY ATTENDANCE**

Resources: Pickar, G. & Abernathy, A. (2013). *Dosage calculations*. (9<sup>th</sup> ed.). Delmar Cengage: United States.  
 Williams, P. (2018). *deWit's Fundamental Concepts and Skills for Nursing*. (5<sup>th</sup> ed.). Evolve: United States.  
 Vallerand, A, & Sanoski, C., (2016). *Davis Drug Guide for Nurses*. (15<sup>th</sup> ed.). FA Davis: Philadelphia, PA

| <b>Date</b>                          | <b>Lecture / Readings / Assignments / Labs</b>   |
|--------------------------------------|--|
| January 13, 2021<br>8:30 – 12:30     | <p><b>Lecture:</b> Understanding Drug Labels, Pickar, Ch 8: (LF)<br/>                     Conversions and using ratio/proportion, Pickar, Ch 14 (LF)</p> <p><b>Readings:</b><br/>                     Pickar, Ch 3: Systems of Measurement<br/>                     Pickar, Ch 4: Conversions<br/>                     Pickar, Ch 7: Interpreting Drug Orders<br/>                     Pickar, Ch 8: Understanding Drug labels<br/>                     Pickar, Ch 14: Alternative Dosage Calculation, pg 400 - 406</p> <p><b>Lab:</b> Work sheet (Pickar, Ch 14, Review set 29, pg 402, 1-15)<br/>                     Pickar, Ch 8, Practice Problems, pg. 171-175)</p>  |
| January 14, 2021<br>8:30 – 3:30      | <p><b>Lecture:</b> Videos on Medication Administration (BB)<br/>                     Preventing medication errors, Pickar, Ch 9 (BB)<br/>                     Theory on Oral medications, deWit, Ch 33, pg 631-638 / Ch 34,pg 641-667 (AC)<br/>                     Equipment used in Oral Dosage Measurement, Pickar, Ch 6, pg 123-125 (AC)<br/>                     Calculations of oral and injectable medications (LF)<br/>                     Using ratio/proportion and formula method (LF)</p> <p><b>Readings:</b><br/>                     Pickar, Ch 10: Oral Dosage of Drugs<br/>                     Pickar, Ch 9: Preventing Medication Errors<br/>                     deWit, Ch 34: Administering Oral Medications, pp. pp. 651-660</p> <p><b>Lab:</b> Worksheet (Pickar: Ch 10, Review Set 22, pg 221-222, #1-16,<br/>                     Ch 11, Practice Problems, pg 312-313, #23-27)</p> |
| January 15, 2021<br>8:30 - 3:30      | <p><b>Lecture:</b> Theory on Injectable Meds (BB)</p> <p><b>Readings:</b><br/>                     deWit, Ch 35: Administering Intradermal, Subcutaneous, and Intramuscular Injections<br/>                     Pickar, Ch 6: Equipment Used in Dosage Management</p> <p><b>Exam 1 Theory and Exam 1 Dosage Calculations exams will be January 28, 2021</b><br/> <b>Study guide for theory exam posted on Canvas.</b></p>  |
| January 21, 2021<br>8:30 – 12:30     | <p><b>Lab:</b> Worksheet on Oral and Injectable Dosage Calculations (LF) – Bring multiple Forms<br/>                     Pickar, Practice Problems, Ch 10, pg 244-245, #1-28 / Ch 11, pg 312-314, #1-20<br/> <b>Exam 1 on Dosage Calculations will come from these exercises</b></p>   |
| January 23, 2021<br>8:30 – 5:00      | <p><b>Lab: Practice</b> on oral medication administration<br/>                     Bring check-off forms</p>   |
| January 27, 2021<br>8:30 – 12:30     | <p><b>Lab: Practice</b> on injectable medication administration<br/>                     Bring check-off forms</p>   |
| January 28 & 30, 2021<br>8:30 – 5:00 | <p><b>January 28, 2020 8:30am : EXAM 1 Theory and EXAM 1 Calculations</b></p> <p><b>Lab: Check-Off</b> -- Oral and Injectable medications<br/>                     Bring check-off forms</p>   |
| February 2, 2021<br>8:30 – 12:30     | <p><b>If needed:</b><br/> <b>Mandatory Remediation for Oral and Injectable medication administration</b><br/> <b>2<sup>nd</sup> Attempt – Dosage Calculation exam / Theory Exam</b></p>  |
| February 3, 2021<br>8:30 – 5:00      | <p><b>Lecture:</b> Drugs by other routes: deWit, Ch 34 (BB)</p> <p><b>Readings:</b><br/>                     deWit, Ch 34: Administering Topical and Inhalant Medications, Medications via tube</p> <p><b>Lab: Practice</b> on Administering Medications by Other Routes<br/> <b>Review skills in deWit and check-off forms in syllabus</b></p>  |

|                                   |  |
|-----------------------------------|--|
| February 4, 2021<br>8:30 - 5:00   | <b>Lab: Check-Off</b> with Instructors on Administering Medications by Other Routes<br>Bring check-off forms<br><b>If needed: Mandatory Remediation on Administering Medications by Other Routes</b>   |
| February 10, 2021<br>8:30 – 12:30 | <b>Lab: All Students: Case Study</b><br><br><b>If needed: Medication Administration Re-check</b><br><b>3<sup>rd</sup> Attempt: Calc Exam 1</b>   |
| February 17, 2021                 | <b>NO LAB</b>  |
| February 24, 2021                 | <b>NO LAB</b>  |
| March 3, 2021                     | <b>NO LAB</b>  |
| March 10, 2021                    | <b>SPRING BREAK</b>  |
| March 17, 2021                    | <b>NO LAB</b>  |
| March 24, 2021                    | <b>NO LAB</b>  |
| March 31, 2021<br>8:30 - 12:30    | <b>Lecture:</b> Pediatric and Adult dosages based on body weight calculations: Pickar, Ch 13 (LF)<br>Reconstitution of medications: Pickar, Ch 12, pg 323 – 328 (LF)<br><b>Readings:</b><br>Pickar, Ch 13: Pediatric and Adult Dosages based on body weight<br>Pickar, Ch 12: Reconstitution of Solutions, pg 323 – 328<br><b>Lab:</b> Study Guide and Practice Sheet for Exam 2 – <b>Bring form</b> |
| April 7, 2021<br>8:30 – 12:30     | <b>Lab: Practice on Pediatric and Adult dosages based on body weight in class</b><br><b>Pickar: Review Set 28, p. 379-385 (All)</b>  |
| April 14, 2021<br>8:30 – 12:30    | <b>Lab:</b><br><b>Exam 2: Weight based dosage calculations</b>   |
| April 15, 2021<br>8:30 – 5:00     | <b>Lecture: IV Theory (BB)</b><br><b>IV Calcs (BB)</b>   |
| April 16, 2021<br>8:30 – 5:00     | <b>Lab: Practice IV Skills</b><br><b>Pedi Injection Lab</b>  |
| April 21, 2021                    | <b>NO LAB</b>  |
| April 22, 2021<br>8:30 – 5:00     | <b>Lab: PRACTICE : Central Line Dressing Change</b>  |
| April 23, 2021<br>8:30 – 5:00     | <b>Lab: CHECK OFF: Central Line Dressing Change</b>  |
| April 28, 2021<br>8:30 – 12:30    | <b>Lab: EXAM: IV Calc / Theory Exam (BB)</b><br><br><b>If needed: 2<sup>nd</sup> Attempt – Weight based Calc Exam</b>  |
| May 5, 2021<br>12:00              | <b>Lab: If needed</b><br><b>2<sup>nd</sup> attempt IV Theory/Calc EXAM</b>   |
| May 6, 2021<br>9:00am             | <b>Lab: ATI EXAMS</b>  |



Grayson College  
Vocational Nursing Program  
VNSG 1361  
LVN Training II  
Spring 2021

**Appendix C**

Procedure / Medication Variance Policy Critical Offense Policy  
Incident Report  
Critical Offense Probation/ Dismissal Policy  
Initiation of Probation Form  
Release of Probationary Status Form

**Grayson College  
Vocational Nursing Program**

**Procedure / Medication Variance Policy**

**I. Potential Error**

**No actual error occurred. Error would have occurred if not pointed out by the clinical instructor or designated RN.**

**A. Not under parameters of Critical Offense Policy.**

**Single occurrence in a semester.**

1. Clinical instructor reviews situation with student and documents on clinical evaluation form.

**More than one occurrence in a semester.**

1. Clinical instructor reviews situations with student and documents on clinical evaluation forms.
2. Clinical instructor determines if laboratory remediation is needed. (See III for examples of remediation focus)
3. Documentation of remediation must be completed, signed by student and instructor and turned into the program coordinator.
4. If the potential errors were related to medication administration procedure, the clinical instructor will supervise all medication administration until deemed satisfactory to administer with designated R.N.

**B. No actual error occurred, but the potential error falls within the Critical Offense Policy due to critical (life threatening) nature of the potential error.**

1. Student will immediately cease administration of any medication or invasive procedure and may be dismissed from the clinical agency. Student may not return to clinical until the incident is resolved.
2. The clinical instructor must notify the program director and/or coordinator immediately.
3. Student must complete a Health Science Programs Incident Occurrence Report by the first day after returning to campus following the incident.
4. Student must schedule an appointment to see the clinical instructor the first day on campus following the incident.
5. Occurrence will be reviewed by the appropriate instructional team, program director and coordinator for consideration as grounds for dismissal per the Critical Offense Policy.
6. Student will meet with the program director and/or coordinator to be informed of the decision of the instructional team.
7. Follow policies for exiting student.
8. If student is not exited, clinical professor reviews situation with student and documents on clinical evaluation form.

**II. Actual Error Occurred**

**A. Not under parameters of Critical Offense Policy.**

**Single occurrence in a semester.**

1. Follow agency policy for incident occurrence.
2. Clinical instructor reviews situation with student and documents on clinical evaluation form.
3. Student must complete a Health Science Programs Incident Occurrence Report and turn in to the clinical instructor by the first day after returning to campus following the incident.
4. Clinical instructor determines if laboratory remediation is needed. (See III for examples of remediation focus)
  - a. Laboratory remediation will be completed on a date determined by the clinical instructor.
  - b. Documentation of remediation must be completed, signed by student and instructor and turned into the program coordinator.
5. If the error was related to medication administration procedure, the clinical instructor will supervise all medication administration until deemed satisfactory to administer with designated R.N.

**More than one occurrence in a semester.**

1. Follow steps 1-3 listed under single occurrence.
2. Clinical instructor will submit the Health Science Programs Incident Report and a remediation plan to the program coordinator.
3. Student must meet with program coordinator to review remediation plan and schedule it.
4. Complete laboratory remediation (See III for examples of remediation focus)
  - a. Laboratory remediation will be completed on a date determined by the clinical instructor/program coordinator.
  - b. Documentation of remediation must be completed, signed by student and instructor and turned into the program coordinator.
5. All medications will be given only with clinical instructor supervision for the remainder of the semester. All invasive procedures will be supervised by clinical instructor or approved preceptor.
6. Any additional medication errors within the semester, or a pattern of errors across semesters, will be reviewed by the appropriate instructional team, program director and coordinator for possible grounds for dismissal from the program due to unsafe practice.

**B. Error falls within the guidelines of the Critical Offense Policy**

1. Student will immediately cease administration of any medication or invasive procedure and be dismissed from the clinical agency. Student may not return to clinical until the incident is resolved.
2. Follow agency policy for incident occurrence.
3. Student must complete a Health Science Programs Incident Occurrence Report by the first day after returning to campus following the incident.
4. Student must schedule an appointment to see the program director and/or coordinator the first day on campus following the incident.
5. Occurrence will be reviewed by the appropriate instructional team, program director and coordinator for consideration as grounds for dismissal per the Critical Offense Policy.
6. Student will meet with the program director and/or coordinator to be informed of the decision of the instructional team.
7. Follow policies for exiting student.
8. If student is not exited, clinical professor reviews situation with student and documents on clinical evaluation form.

**III. Remediation Focus**

**Assign remediation with a focus on the primary area of weakness.**

- A. Calculation of medications
  1. Conversions
  2. Dosages based on body weight
  3. IV flow rates
  4. Advanced IV calculations
- B. Manipulation of Equipment
  1. Type of equipment
  2. Practice in lab
- C. Medication Administration
  1. Interpretation of prescriptions
  2. Mixing/reconstituting
  3. Manipulation of syringes, vials, ampules
  4. Injections, site identification
  5. IV med administration SEP
  6. Medication Scenarios
- D. Organizational Skills

1. Lack of preparation
2. Time management
3. Sequence of steps

Medication Administration Probation:

Students with more than one occurrence in a semester may be placed on probation, but no further errors in medication administration will be allowed for the semester. Further errors will result in dismissal from the program. Students may not be placed on Medication Administration Probation more than one time in a semester.

**Grayson College  
Health Science Division**

**Incident Occurrence Report**

Students: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

ADN      Dental      EMS      LVN      MLT      Radiology

Location: \_\_\_\_\_ Occurrence Date & Time: \_\_\_\_\_

Medication incident       Procedure incident       Other incident

Briefly state how incident occurred. Use facts only.

What caused the incident to occur? Focus on who, what, when, where, why.

What was, or will be done, to prevent a recurrence?

This record must be signed by the faculty, student and Program Director.

\_\_\_\_\_  
Faculty Signature & Date

\_\_\_\_\_  
Student Signature & Date

\_\_\_\_\_  
Program Director Signature & Date

**Grayson College  
Vocational Nursing Program**

**Critical Offense Policy  
(Unsafe/Unprofessional Nursing Practice)  
(Nursing Student Handbook)**

Nursing students are legally and ethically responsible for their own acts, whether by commission or omission, in the clinical area. It is the responsibility of the nursing faculty to evaluate unsafe student behavior and initiate dismissal from the clinical practicum when appropriate. Unsafe clinical behavior is defined as: any act, practice, or omission that fails to conform to accepted standards of nursing care and indicates that the student lacks knowledge, skill, judgment, or conscientiousness to such an extent that the student's continued practice of nursing could reasonably be expected to pose a risk of harm to a patient or another person, regardless of whether the conduct consists of a single incident or a pattern of behavior.

Conduct or behavior which may be considered a critical offense secondary to unsafe or unprofessional conduct may include, but is not limited to:

1. Dishonesty
2. Theft from client, clinical site or school
3. Evidence of substance abuse (possession, use, sale or delivery)
4. Physical/verbal abuse of clients, peers, faculty, clinical staff
5. Violation of HIPAA Privacy and Security regulations/patient confidentiality
6. Violation of safety in patient care
7. Falsification of patient records
8. Commission or omission of patient care that endangers a patient's life
9. Life threatening medication error
10. Attendance in the clinical setting while impaired by alcohol or other chemical substances
11. Failure to act within accepted professional boundaries.

A student who is considered to be unsafe/unprofessional in nursing practice may be terminated from a clinical practicum at any time during the semester and receive a grade of "F" for the clinical course. Any student who commits one critical offense, as defined above, may be immediately dismissed from the nursing program. A failure in a clinical course related to a critical offense constitutes a permanent dismissal from the nursing program. The student may complete the other concurrent nursing theory and withdraw from skills lab courses but will not be allowed to return to the clinical course and will not be allowed to progress to the next nursing course level.

#### Procedure

When a student exhibits behaviors that may be considered a critical occurrence, the student may be required to leave the clinical facility immediately. The Program Director will be notified of the occurrence as soon as possible and the student will not be allowed to return to the clinical facility until decision about the student's standing in the program is made by the nursing faculty.

#### Appeal Process

If a student is dismissed from the program due to a critical offense, the student may request a hearing with the VN Faculty. This request must be submitted in writing to the VN Program Director within 5 working days of notification of the dismissal. The VN Program Director will be responsible for notifying the Dean of Health Sciences and Dean of South Campus of the decision. The student will be notified of the right to file a grievance, in accordance with the Grayson College Policy and Procedure Manual.

**Grayson College  
Vocational Nursing Program**

**Critical Offense Probation/Dismissal Policy**

Any violation pertaining to unsafe practice will result in a student conference and the initiation of a Faculty Committee meeting. A student may be placed on probation or recommended for dismissal from the Vocational Nursing Program by the clinical instructor.

**Probation**

If a determination is made to place the student on probation for a critical offense, the following procedure will be followed:

1. The student and the instructor will complete the requested information of the incident on the "Initiation of Probation" form.
2. The student will submit a written outline on how the incident occurred and how the incident will be avoided in the future.
3. The instructor will document the occurrence and make comments as needed. Typed statements can be attached.
4. A plan for improvement will be developed on the Initiation of Probation Form and a date will be set for re-evaluation of the student's performance.
5. The student will implement the plan.
6. Re-evaluation will occur on the designated date.
7. The instructor will initiate a "Release of Probation Form" if the student has demonstrated improvement in the identified area. Behaviors that document the improvement will be clearly stated by the student and confirmed by the instructor.
8. The instructor will initiate a "Recommendation for Dismissal Form" if the student was unable to correct the behavior causing the incident. Behaviors that document that the student was unable to change the behavior will be clearly stated by the instructor.
9. All forms should be signed by both the instructor and the student and dated.
10. All forms become part of the student's file.
11. An instructor should initiate a Faculty Committee meeting prior to dismissal of a student. Faculty will vote on dismissal and the majority of the vote will substantiate a decision. A student may be placed on probation without a faculty conference.
12. A student may not be placed on Critical Offense Probation for more than one occurrence each semester. If the student's behavior indicates the need for probation the second time in one semester, the student will be withdrawn from all current semester courses, and the student will be dismissed from the Vocational Nursing Program for unsafe behavior.

**Dismissal From the Vocational Nursing Program**

The faculty committee may dismiss a student from the VN program for the following reasons:

1. Critical offenses as defined above.
2. Serious clinical occurrence that has caused harm to a patient.
3. Lack of ability to correct a critical clinical offense as stated above.
4. More than one clinical probation for a semester.

**Grayson College  
Vocational Nursing Program  
Initiation of Probation Form**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Student's outline/dates of occurrence: (May attach statement)

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Instructor's comments: (May attach statement)

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Plan for improvement agreed upon between student and instructor: (Use measurable behaviors)

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Date for re-evaluation:

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Consequences if behaviors do not improve:

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(Complete Release of Probation Form if and when applicable)

I understand that I may be placed on probation only once during a semester. Further incidences requiring probation will result in dismissal from the program. I agree to the above terms of probation.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by Director of Vocational Nursing: \_\_\_\_\_

Date: \_\_\_\_\_

(Give a copy to student, place a copy in student's file, give a copy to Director)



**Grayson College  
Vocational Nursing Program**

**Release from Probationary Status Form**

**The following student has met the conditions of the probation and is released from probationary status:**

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Date when probation was initiated: \_\_\_\_\_

Student's description of how behaviors improved as outlined in Initiation of Probation Form. Give examples:

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Instructor's comments:

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By signing below, I understand that I am released from probation. I understand that I may not be placed on probation again within the same semester. If this occurs, I will be dismissed from the Grayson College Vocational Nursing Program.

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by Director: \_\_\_\_\_ Date: \_\_\_\_\_

Grayson College  
Vocational Nursing Program  
VNSG 1361  
LVN Training II  
Spring 2020

**Appendix D**

Scans Competencies

**Grayson College**  
**Vocational Nursing Program**  
**VNSG 1361**  
**Scans Competencies**

The Following SCANS competencies can be found in VNSG 1361:

**Workplace Competencies:**

- Allocation of staff, materials: recognizes levels of staffing and uses supplies for client care in cost effective manner.
- Interpersonal skills: Works within the health care team; communicates with clients, families, staff
- Information: Acquires data on clients, organizes data through prioritization, and interprets client data with help of the clinical instructor.
- Technology: Manages basic health care equipment such as automatic blood pressure cuffs; computerized reports.

**Foundation Skills:**

- Basic skills: Reads information on clients, calculates medication dosages, speaks and listens to clients, families, other members of the health care team.
- Thinking skills: Uses the nursing process which is a problem solving model to plan nursing care at an intermediate level.
- Personal qualities: Assumes responsibility for assigned clients, performs as a member of a profession.

**Resources:**

- Manages time: Sets goals for clients and attempts to reach goals during shift.
- Manages materials: Practices cost effectiveness in a health care facility.

**Interpersonal:**

- Participates as a member of a team: Works with members of the health care team to provide holistic client care.
- Teaches others: Provides basic teaching for clients and families.
- Serves Clients: Provides holistic nursing care to assigned patient.
- Exercises leadership: Communicates needs to instructor or primary care nurse during assigned shift; Seeks help when needed.
- Negotiates to arrive at a decision: Seeks the advice of experienced nurses when a decision needs to be made.
- Works with cultural diversity: Provides care to men, women, and people of various cultures.

**Information:**

- Acquires and evaluates data: Gathers data on clients and evaluates data under the supervision of an instructor; evaluates physical assessment data.
- Organizes data: Completes database and records on required clinical paperwork.
- Interprets and communicates data: Reports significant findings to registered nurse.
- Uses a computer to process information: Retrieves client data from computer.

**Systems:**

- Understands systems: Becomes familiar with long-term health care systems.
- Monitors and corrects performance: Identifies the type of care given at a long-term care systems.

**Technology:**

- Selects technology: Uses hospital equipment and chooses equipment to use.
- Applies technology to task: Operates basic facility equipment such as intercom systems, telephones, oxygen equipment, equipment used for vital signs.
- Maintains and troubleshoots technology: Reports malfunctioning equipment.

**Reading:**

- Reads charts, information in texts, prepares pathology window by reviewing pathology of diseases and selecting the most important information.

**Writing:**

- Practices charting techniques, submits to instructor for approval, then writes information in chart using correct terminology.
- Records intake and output on assigned clients on the graphic chart.

- Correctly spells medical terms for charting.
- Prepares paperwork for clinical assignments.

Arithmetic:

- Performs basic ratio and proportion or uses formula method for calculations of oral medications.

Listening:

- Listens to receive report from off-going nurse; Listens to client to obtain client data; Listens to instructor about requirements for clinical.

Speaking:

- Organizes thoughts to teach client information on disease or medications; Adapts speech to cultural needs of client and to level of education and understanding of the client.
- Asks questions of instructor or nurse as needed.

Thinking Skills:

- Creative Thinking: Begins to make connection between data and client signs and symptoms; Relates pathology to patient.
- Mathematics: Calculates intake and output on assigned clients; Able to calculate medications.
- Decision-Making: Considers what is best for client and initiates nursing care.
- Problem-Solving: Uses nursing process to determine problems and what nursing care can assist with solving the problems.
- Mental Visualization: Pictures disease pathology and correlates it to the symptoms of the patient; Visualizes how disease process works in the body.
- Knowing how to learn: Uses laboratory skills in the clinical setting; is aware of areas that need improvement.
- Reasoning: Discovers the relationship between the disease process and the actual patient's signs and symptoms; Comes to a conclusion about client problems.

Personal Qualities:

- Responsibility: Demonstrates effort and perseverance to achieve quality client care; works hard to develop skills in critical thinking, responsibility, and to multitask.
- Self-Esteem: Demonstrates an ability to provide care to multiple types of clients: Is aware of the need for professionalism in manner and dress.
- Sociability: Presents the image of the nurse as open, friendly, empathetic, and polite. Learns to adapt to changing situations with clients and families, and communicates appropriately; Shows interest in the client.
- Self-management: Assesses own knowledge in client care situations; acknowledges when further help is needed; monitors progress with self-evaluation at mid-term and at the end of each semester.
- Integrity/honesty: Adjusts nursing care to meet the needs of others who are culturally, spiritually or developmentally different than the nurse; admits to mistakes and errors in judgment in order to protect the client.