Isabella Graham Hart School of Practical Nursing

Practical Nursing III
Practical Nurse Role Readiness
Course Syllabus

Course Information:
Course Number: PN 300
Course Title: Practical Nursing III: Practical Nurse Role Readiness (153 total course hours)

Theory Clock Hours: 66
Clinical Clock Hours: 67.5
Skills Clock Hours: 12
Simulation Clock Hours: 7.5

Course Delivery Mode: Residential

Course Description

This course represents the student's acquisition of knowledge and skills of critical thinking, teamwork, and professional nursing skills. The Practical Nurse Role Readiness courses is designed to prepare the student for the graduate role. Trends in nursing, leadership skills, graduate employment opportunities, ethical legal issues, and advanced medical-surgical skills are presented. Students work and study collaboratively as group presentations are prepared and presented to faculty and peers. The use of advanced theory and skills is incorporated.

Prerequisites:

Successful completion of Practical Nursing II with a grade of 80% or better

Program Outcomes (PO):

1. Practice nursing that is patient/client centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of clients. (Patient-Centered Care)
2. Serve as a member of the interdisciplinary health care team to promote continuity of client care. (Interdisciplinary Collaboration)
3. Question the basis for nursing actions using current evidence from scientific and other credible sources as a basis for nursing practice and clinical judgment. (Evidence-Based Practice)
4. Promote quality improvement by contributing to the implementation of care-related plans to improve health care services. (Quality Improvement)
5. Provide a safe environment for clients, self, and others. (Safety)
6. Use information technology in the provision of client care. (Informatics)
7. Identify how one's personnel strengths and values affect one's identity as a nurse and one's contribution as a member of a health care team. (Professionalism) Use leadership skills in the provision of safe, quality client care. (Leadership)

Student Learning Outcomes:

1. Implement the nursing process in the role of graduate practical nurse. (PO 1, 2, 3, 6)
2. Apply advanced knowledge and nursing skills in the areas of: (PO 1, 2, 3, 4, 6)
   a. organization
   b. judgment
   c. communication
   d. intervention
3. Demonstrate competence in the implementation of selected advanced nursing interventions. (PO 1, 2, 3, 4, 6)
4. Identify leadership skills appropriate to the graduate P.N. (PO 2, 8)
5. Discuss standards of professional conduct and accountability. (PO 3, 7)
6. Apply ethical and legal standards to theory and practice. (PO 7)
7. Explore employment opportunities for the graduate P.N. (PO 6, 7)
8. Describe appropriate behavior for gaining employment as a P.N. (PO 7)
9. Compare the role of the student P.N. with the role of the graduate P.N.
10. List resources available to the graduate P.N. when personal/professional assistance is needed.

Required texts:

Dahlkemper, T. (2020) *Nursing leadership, management, and professional practice for the LPN/LVN* (7th ed.). F. A. Davis.

Recommended Texts:

Holman, H. C., Williams, D., Johnson, J., Sommer, S., Ball, B. S., & Lemon, T. (2019).Nursing leadership and management: Review module. Leawood, KS: Assessment Technologies Institute. Burton,

Marty A., and May Ludwig, Linda J. (2019). *Fundamental of Nursing Care (3r^d ed.).* Philadelphia: F.A. Davis

Williams, L., Hopper, P (2019*). Understanding Medical-Surgical Nursing* (6th ed.). Philadelphia: F. A. Davis.

Method of Instruction:
- Textbook readings
- Podcasts
- In-class lecture and group discussions
- Student presentations
- Written assignments
- Group work

- Videos
- Interactive activities

Grade Scale

An 80% or better is required for the successful completion of Practical Nursing III.

Grading is a mechanism to evaluate student levels of learning. The student will be evaluated for classroom learning, skills laboratory competencies, and clinical performance. The student is responsible for assigned reading material, written assignments, active participation, demonstration of employability skills, in-class/skills lab/clinical activities, and for seeking clarification of concepts that seem questionable. Students will be assessed with the use of quizzes, comprehensive exams, homework, non-graded assignment, and skills lab/clinical competencies. These assessments allow the student to identify those areas that need reinforcing or further study.

Success on the NCLEX-PN State Board Examination is necessary for licensure to practice nursing. This may become improbable when grades fall below 80%.

Progression Requirements:
- A minimum 80% average in each individual nursing course
- A minimum 75% average in Anatomy and Physiology
- Obtain a 90% or greater on the Math Calculation Exam
- A minimum 80% average for assignments in each area of Clinical, Skills Lab and Simulation. If a student does not achieve an 80% in a specified area an Academic Improvement Plan will be required for progression. The student must meet the goals of the plan to continue in the program.
- A satisfactory grade is required in Clinical and Skills Lab to progress to each course and for graduation.

Summary of Units

Unit of Instruction	Proposed Hours of Instruction
Employment	6
Self-Care	6
Leadership & Management	6
EBP	6
NCLEX Preparation	18
NCLEX Registration & Pearson Vue	3
Diversity Inclusion and Equity	6
Legal & Ethical	3
ATI	6
Group Presentations	12
Total Hours	66

Theory Methods of Evaluation:

Grading Methods	Worth
Group Project	45%
Portfolio	25%
Clinical	5%
Simulation	5%
Lab	5%
ATI Capstone and Virtual ATI	5%
Assignments	10%

Clinical Methods of Evaluation
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Grading Methods	Worth
Weekly Assignments • Journal • Narrative Note • Chart by exception • Care plan worksheet	5% of semester II average

Grade Scale

Clinical is worth 5% of the final PN II course grade.

Clinical Student Learning Outcomes:

1. Provide safe, holistic, client-centered care for diverse clients experiencing acute health care problems.
2. Use effective verbal and nonverbal communication skills when proving care for clients and working with family members and the health care team
3. Identify the scientific rationale necessary to meet the basic physical, psychosocial and cultural needs of all clients based on evidence-based practice.
4. Enhance student's ability to promote client safety and quality health care.
5. Minimize of risk factors that could cause injury or harm while promoting quality care and maintaining a secure environment for clients, self, and others.
6. Use information technology as a communication and information gathering tool that supports clinical decision making and scientifically based nursing practice.
7. Demonstrate accountable and responsible behavior of the nurse that incorporates legal and ethical principles and complies with standards of nursing practice.
8. Utilize a set of skills that directs and influences others in the provision of individualized, safe, quality client care.

Clinical Objectives:

1. Use effective verbal and nonverbal communication skills when proving care for clients and working with family members and the health care team
2. Enhance student's ability to promote client safety and quality health care.
3. Apply ethical and legal concepts to the care of clients in acute care settings. Improve performance, communication, and efficiency in the clinical setting.
4. Demonstrate development of critical thinking skills through the use of reflective thinking, journaling, and problem solving through the nursing process.
5. Promote the empowerment of the student in preparation for the clinical setting.
6. Encourage students to self-analyze their performance and use critical thinking during the reflection process.
7. Demonstrate the ability to pass medications safely and competently.
8. Identify normal and abnormal lab values and relate them to client's medical conditions.
9. Document observations and data collection appropriately and timely in the medical record.
10. Correctly identifies from assigned client information-diagnosis, pathology/etiology of disease, nursing diagnosis, interventions and outcomes.

Clinical Attendance Policy

Attendance is necessary to meet the clinical student learning objectives successfully and to learn how to apply theory to clinical practice. Passing of clinical objectives is not possible if the faculty determines that student absence resulted in failure to meet the clinical learning objectives.

Failure to comply with the attendance procedures will be considered no call no show.

The clinical day begins at 7:30 am/4:00 pm.

Students who arrive at clinical after 7:35 am/4:05 pm will be dismissed for the day, and one clinical day will be counted as absenteeism.

Students are allowed one clinical absence per semester before dismissal from the program

<u>Clinical Day Procedure</u>

<u>Clinical Day</u>:

    <u>Preconference</u>:
   Before the start of the clinical day, a pre-conference will be held. The time and location of the pre-conference are at the discretion of the clinical instructor. The focus will be reviewing goals for the day, including learning objectives. The pre-conference is intended to be a brief review of the day's activities. Clinical instructors will assist the clinical group in identifying care priorities, learning opportunities, and organizational needs.

    <u>Post Conference</u>:
Post conferences are intended to discuss nursing care challenges of interest for the benefit of all the students in the clinical group and to share ideas for meeting these challenges. The clinical instructor will facilitate the post-conference discussion. Each student is expected to participate in evaluating the day's goals and learning experiences. Activities relevant to the clinical focus will be discussed with emphasis on expected and actual outcomes of care, alternative interventions, and staff nurse responsibilities in the overall management of care for the client.

<u>Clinical Attire</u>:

- Students must only wear approved uniforms to lab and clinical.
- Uniforms must be laundered, free of wrinkles, and free of stains.
- Identification Badge must be worn above the waist at all times.
- Plain, white, long or short sleeve t-shirts may be worn under the uniform.
- An approved warm-up jacket.
- Clean white nursing shoes or white sneakers
- No open-heeled clogs or shoes with holes in them (like Crocks) are allowed.
- White socks or stockings.
- Bandage scissors, black ink pen, watch (with a second hand), and stethoscope.
- Hair must be tied back, off the face, and is to be worn at or above the collar at all times.
- Students having a mustache or beard must keep it short, neat, and clean; Facial hair must be able to fit under or be entirely covered by a surgical mask.
- Fingernails are to be kept short and clean, not to extend beyond the fingertips, and nail polish must be in good repair.

- Undergarments may not be visible through the clinical uniform.
- Wedding bands and small earrings (limit of two per year) are permitted.
- Tattoos of offensive nature must be covered.

The following are NOT permitted:

- Use of perfumes, scented lotions, and aftershave.
- Artificial nails/gel polish/acrylic/dipped/powder nails.
- Artificial/false eyelashes are not permitted in the lab or clinical setting.
- Non-natural colored hair (i.e., pink, green, bright red, blue, purple, etc.)

Non-compliance with dress code:
- Will result in the implementation of the IGH Due Process Procedures for Student Dismissal (page 53).

Skills Laboratory Methods of Evaluation

Grading Methods	Worth
Pre-work (review videos and checklists, ATI, discussion board post/responses)	33.33%
Lab practice (hands-on)	33.33%
Post-Work (ATI/ discussion board post/responses)	33.33%

Student Learning Outcomes:
Students will:
1. Demonstrate use and knowledge of standard precautions.
2. Demonstrate knowledge of a safe environment.
3. Participate in identifying safety needs of the client.
4. Demonstrate safe medication administration utilizing the six rights and appropriate patient identification.
5. Demonstrate competency of all Semester 1 and Semester 2 skills at the end of PN III.
6. Learn and develop documentation(Chart by Exception) essentials for each Semester II topic
7. Develop and demonstrate professional behavior and communication skills.
8. Demonstrate clinical judgment and participate in the evaluation of outcomes.

9. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult clients and their families.

Skills Lab Objectives:
1. Provide a risk-free environment for student learners to practice what they learned in theory.
2. Enhance student's ability to promote patient safety and quality health care.
3. Increase clinical competence through topics selected Skills Lab .
4. Improve performance, communication, and efficiency in the clinical setting.
5. Promote the empowerment of the student in preparation for the clinical setting.

Simulation Methods of Evaluation

Student Learning Outcomes:
Students will:
1. Utilize critical thinking and problem-solving processes that provide a framework for caring for patients in a structured healthcare setting.
2. Provide safe and effective nursing care in collaboration with members of the health care team using critical thinking, problem-solving, and the nursing process in a variety of settings through direct care, assignment, or delegation of care.
3. Evaluate clinical data, current literature, responses, and outcomes to therapeutic interventions to make appropriate nursing practice decisions within the scope of PN licensure.
4. Identify how their participation in best practice procedures contributes to quality improvement.
5. Implement appropriate interventions to promote a quality and safe environment for patients and their families.
6. Learn documentation essentials in Care Connect, RRH's electronic medical record.
7. Develop professional behavior and communication skills.
8. Delegate care based on the needs and acuity of the client within the scope of practice of each member of the health care team.

Simulation Objectives:

1. Provide a risk-free environment for student learners that reinforce critical thinking and clinical reasoning.
2. Enhance student's ability to promote patient safety and quality health care.
3. Increase clinical competence through selected simulation scenarios.
4. Improve performance, communication, and efficiency in the clinical setting.
5. Promote evidence-based decision making.
6. Promote the empowerment of the student in preparation for the clinical setting.
7. Facilitate debriefing and positive feedback to enhance student learning.
8. Encourage students to self-analyze their performance and use critical thinking during the reflection process.

Grading Methods	Worth
Pre-Work	33.33%
Participation in Simulation	33.33%
Journal	33.33%

Pre-work: Simulation pre-work is due at the start of simulation. The pre-work is necessary for the student to understand the simulation for the day. <u>Because this pre-work is essential to the student's learning, it is not accepted late</u>. This assignment is the ONE exception to the late assignment policy in the student handbook. You will receive a zero if it is not completed and turned into the submission box in Schoology on time. If you have questions regarding the pre-work, you should reach out to the instructor before the day of your simulation.

Participation: Participation in simulation is key to learning. Students who are fully engaged in the simulation and are participating and trying to learn will be rewarded for their effort. Students who do not participate in simulation in any way will receive a grade of 0 for their participation grade.

Journal: Reflection on learning is vital for the student and also assists the instructor in determining if the student has met the learning objectives for the day. Journals will be guided through questions found under the journal assignment for that simulation day. Answers to the journal questions should be well thought out and demonstrate that the student has put time and effort into their answers and will be graded accordingly. Journals must be submitted to the submission box in Schoology.

<u>Simulation Policy</u>

- Use professional behavior in the Simulation Lab. This includes, but may not be limited to the following:
    - Demonstration of appropriate behavior during teachings and demonstrations. This includes; not talking while staff members are giving instructions, engaging in simulated situations, and actively participating in the clinical demonstrations.
    - Be professional just as you would if you were in a "real" patient setting.
- What happens in the lab stays in the lab:
    - Students are allowed to make mistakes in the lab so that active learning can take place. This information should not be discussed outside of the lab.
    - All students should be allowed to learn from the lab experiences in the same manner, and discussing scenarios with students who attend the lab at a later time takes away every student's opportunity for learning.
- Follow the Dress Code:
    - Appropriate clinical uniforms must be worn at all times during the day.
    - Those who are not in proper uniform for simulation may be asked to leave.
- Bring all the necessary supplies:

- o Stethoscope
- o Watch with second hand
- o Pen
- o Assigned pre-work
- o Any books or resources necessary for the day
- Phones are not to be used during simulation time. Cellular phones and electronic devices should be set to the "off" or "silent" position while students are in the Simulation Lab, even when doing prep work or watching videos.
- Use appropriate language/conversations at all times. Swearing, profanities, or abusive discussions will be grounds for immediate dismissal from the lab experience.
- Follow Standard Precautions. Sharps and syringes are to be disposed of in appropriate Sharps containers.
- Leave the simulation lab in order. Please dispose of any trash, clean work areas when finished, and put equipment back in its proper place when you are done using it.

Course Policies

Assignment Policy

All assignments including mandatory non-graded assignments, are selected to enhance student learning through application activities. As such, students are required to review and submit all assignments meeting the following expectations:

- Professionally and Scholarly, which means typed, with your name, date, title of assignment, and in proper APA format
- Submitted to the appropriate assignment folder
- Screenshots or Emails of assignments are not accepted
- Submitted on time
  - Graded assignments that are turned in within 72 hours from the due date are considered late and will receive a 15-point reduction in grade.
  - Any assignment not turned in within 72 hours of the due date will receive a zero for the assignment.   There will be no chance to make up missed assignments.
  - Assignment grades will be posted to the student's learning management account within two weeks of the due date.
- Non-graded mandatory assignments earn a grade of pass or fail and are to be submitted as directed. These are required to progress to the next course, and failure to submit as required may result in failure of the course.

Exam Policy during COVID
IGHSPN has transitioned to Exam Soft testing platform for virtual integration and all future and in-person classes. Exam Soft is a test-taking platform that creates a secure testing environment to

maintain academic integrity, which protects exam content and prepares students for the NCLEX exam.

Exam Soft will virtually proctor students during the allotted exam time. Students will need to follow these guidelines during exam testing

- Prior to starting exam and during the exam students are required to be verified by Exam ID to verify that is the student taking the exam.
- Camera requirements:
  - During the exam students are required to have the computer camera angled on the student during the entire duration of the exam.
    - The student must fix position and leave their camera on themselves.
  - During the exam, students' faces are required to be visible during the duration of the exam.
    - Looking off-screen multiple times is considered a breech in academic integrity.

Once the exam is completed and uploaded to Exam Soft, each student exam is reviewed for breaches in academic integrity.   The academic integrity report is provided to the faculty for review. Students identified with a breach of academic integrity will be subjected to an academic misconduct investigation.

Academic misconduct violates the standards of the Nursing Profession as well as the standards and expectations at Isabella Graham Hart School of Practical Nursing and is punishable by warning, suspension, or dismissal from the program. See the Academic Misconduct policy for further details.

Exams

Regular attendance is a requirement of the program. If you are absent on the exam day, makeup exams must be completed within 24 hours of the return date.

A student is allowed a maximum of up to 30 minutes late. Students who arrive after 8:30am and 4:30pm will be required to reschedule exam for the next class day.

Absence(s) or tardiness on exam days will result in missed time will be counted toward absenteeism.

Exam grades will be posted student's learning management account within one week after all students have taken the scheduled exams.

Student Learning Assignments

Assessment Technologies Institute (ATI) TM, LLC

ATI is a learning system that is used to assess a student's mastery of content and to prepare the student for the NCLEX PN. IGHSPN utilizes practice and proctored assessments that allow

students to monitor their achievement of content mastery. In PN III, students complete the Management of Care practice test, Comprehensive Predictor Assessment, which determines a student's probability of passing his/her NCLEX PN, and the Critical Thinking Exit exam. Students will also begin the virtual ATI NCLEX preparation program. Results of assessments/assignments contribute to 5% of the final grade for the semester.

Non-graded Mandatory Assignments
Students will be assigned mandatory non-graded assignments to be completed to prepare students for in-class activities, exams, or application of learning. These assignments are designed to enhance the students learning and are required to complete PN III.

COVID Attendance Policy

In light of the COVID virus, classes have been converted to an online format. Students are required to log onto each class via Zoom at the scheduled time. Online class expectations include:

- Log onto the classroom link 10 minutes before class
- Turn the video camera on
- Turn the microphone on mute
- Be sure you are in a place that is free of distraction
- You are required to wear your uniform top for class sessions
- Have all your classroom resources ready and available

Attendance Policy (for in person classes)

In order to support the achievement of student learning outcomes, it is important to decrease distractions and maximize learning opportunities in the classroom.
- It is recommended that students report to class 15 minutes before the start of class.
- The class will start promptly at 8:00 am/4:00pm.
- Late students will be allowed entrance to the classroom quietly.
- Missed time will be counted as absenteeism and may lead to an inability to fulfill program requirements of 1200 hours.

Academic Integrity/Misconduct Policy

The cornerstone of the Profession of Nursing is a commitment to integrity in all forms. The Academic Misconduct policy defines the approach used for acts of academic misconduct involving students at IGHSPN. Academic integrity requires students to act with honesty and integrity in performing their academic responsibilities. Responsibilities include:

- Preparing and completing assignments,
- Taking of examinations,
- Completing clinical work and/or skill competencies

- Maintaining a conscientious effort to abide by all policies set forth by the administration, faculty, and staff at IGHSPN.

Any compromise of academic integrity constitutes academic misconduct.

Instances of academic misconduct include, but are not limited to:
- Plagiarism: Presenting as one's work is the words or ideas of another individual without proper acknowledgment
- Reusing coursework from another course without the permission of the faculty
- Completing coursework for another student
- Misrepresenting the share of responsibility for collaborative coursework and/or assignments
- Working with other students on course assignments without the permission of the faculty
- Cheating on an exam or quiz. Examples of cheating include, but are not limited to:
  - Looking at another student's exam or quiz,
  - Leaving the proctored room during an exam or quiz,
  - Engaging in unauthorized communications during an exam, either on the phone or in person, during the exam/quiz
  - Using "cheat sheets" notes, the internet or other resources during the exam/quiz,
  - Failing to follow the instructions of an exam or quiz.
- Providing false information on or tampering with attendance records, academic records, or other official documents or means of identification
- Taking deliberate action to destroy or damage another person's academic work
- Recording and/or disseminating content without the permission of the faculty
- Enabling another student to commit any act of academic misconduct

See Academic Misconduct Policy for further details.

Civility Policy

Civility is generally defined as being polite, courteous, and respectful to others. Conversely, incivility can be described as any "speech or action that is disrespectful or rude or ranges from insulting remarks and verbal abuse to explosive, violent behavior."

The IGH School of Practical Nursing Program is dedicated to creating a safe teaching-learning environment founded on respect and human dignity for all. Therefore, uncivil behavior will not be tolerated from students, faculty, or staff in any venue (classroom, clinical, simulation or lab).

A student experiencing or believes they have experienced uncivil behavior from another student, faculty, or staff should first attempt to address his/her concerns with that student unless they feel threatened or unsafe. In that case, or if the conversation is ineffective and the behavior continues, the student should speak with the Title IX Coordinator. If the issue is not resolved, the student should follow-up with the Title IX Coordinator.

*Clark, Cynthia M., and Springer, Pamela J., "Thoughts on Incivility: Student and Faculty Perceptions of Uncivil Behavior in Nursing Education," Nursing Education Perspectives, Vol. 28, No. 2, March/April 2007.

Professionalism

The nursing profession has high standards that include appropriate conduct and personal appearance. The development of professional attitudes and behaviors is essential in preparation for a nursing career. The professionalism learned at IGH will serve as the foundation of professional demeanor during a career in health care. These standards are to be met at clinical facilities and school. Being unprofessional refers to any behavior that violates the Patient's Bill of Rights, the Code of Conduct, HIPAA requirements, or reflects negatively on Rochester Regional Health, Isabella Graham Hart School of Practical Nursing, or the nursing profession. To assist the student with development of professional attributes, the student will be evaluated in all courses (Academic, Skills Lab, Simulation Lab, and Clinical) on professional characteristics, including, but not limited to:

- Honest and Ethical: express integrity
- Accountable: answerable for their actions
- Responsible: liable and conscientious
- Dependable: trustworthy and reliable
- Courteous: polite and respectful behavior and language, including both written and verbal communications.
- Punctual: arrives for class, lab, and clinical at the specified time and follows procedures for absenteeism.
- Dress professionally, appears neat and clean.
- Prepares for class, lab, clinical experiences
- Participates in class, lab, and clinical.

- Demonstrates self-motivation for professional learning.
- Practices nursing, in accordance with the PN/VN Nurse Practice Act, established standards of practice, and institutional policies and procedures.
- Utilizes an established nursing code of ethics, the Patient Bill of Rights, and the Self Determination Act as a framework for practice.
- Maintains professional accountability.

Cell Phone Use

The use of cellular phones or any other electronic communication devices, including but not limited to smartwatches for any purpose during exams, skills lab, simulation lab, or clinical hours is prohibited by IGHSPN. Electronic device use, ringing, and texting, use of social media such as Facebook, Twitter, etc., are unacceptable during class hours. If any student is found to violate this policy, they will be asked to surrender the electronic device until the class is finished. Disciplinary actions will be taken against those who are unwilling to adhere to school policy. Please refer to the Code of Conduct Policy.

Prohibited Student Conduct and Policy

All IGHSPN students must conduct themselves appropriately and civilly, with proper regard for the rights and welfare of other students, personnel and other members of the school community, and the care of school facilities and equipment. The best discipline is self-imposed, and students must assume and accept responsibility for their behavior, as well as the consequences of their misconduct. The IGHSPN administration and faculty, however, recognize the need to set specific and clear rules for student conduct. The rules of conduct listed below are not all-inclusive. They are intended to focus on safety and respect for the rights and property of others. Students who do not accept responsibility for their behavior and violate school rules will be required to accept the penalties for their conduct. Consequences for the violation of any policy or required behaviors may lead to dismissal.

However, the IGHSPN administration reserves the right to impose a higher level of discipline or combine disciplinary consequences depending on the facts of each situation and the nature of the offense. The following are guidelines used for determining disciplinary action and may be used in determining immediate dismissal from the program. The following may not be all-inclusive; therefore, any offenses outside the below will be reviewed on a case by case basis. Discipline will be imposed on students who engage in the following:

Disorderly Conduct: Examples of disorderly conduct include but are not limited to:
- Running in hallways
- Making unreasonable noise
- Using language or gestures that are profane, lewd, vulgar or abusive
- Obstructing vehicular or pedestrian traffic
- Engaging in any willful act which disrupts the regular operation of the school community
- Computer/electric communications misuse, including any unauthorized use of computers, software, or internet account; accessing inappropriate websites; or any other violation of the RRH acceptable use policy.
- Bringing to school or having in his/her possession any item considered a nuisance (audio or other personal music devices), dangerous (firearms, weapons, chains, sharp objects, firecrackers) or inappropriate (e.g., pornographic material)

Insubordinate Conduct: Examples of insubordinate conduct include:

- Failing to comply with the reasonable directions of teachers, school administrators or other school employees or otherwise demonstrating disrespect
- Missing or leaving a class, school grounds or a clinical site without permission
- Entering any area without authorization
- Refusing to leave any classroom, lab or clinical site after being directed to do so by IGHSPN authorized personnel
- Accessing medical records without permission, including but not limited to HIPAA violations.

Disruptive Conduct: Examples of disruptive conduct include:
- Failing to comply with the reasonable directions of teachers, school administrators or other school personnel
- Physically restraining or detaining any other person or removing such person from any place where he/she has authority to remain
- Obstructing the free movement of persons and vehicles in any place where such movement is authorized or permitted
- Bringing children, family, or friends to school during class hours without permission
- Recording of lectures without written permission from RRH
- Sending text messages or using a mobile device during class

Violent Conduct: Examples of violent conduct include:
- Committing an act of violence such as hitting, kicking, punching, scratching, spitting or biting (this is not an exhaustive list) upon a teacher, administrator, or other school employees, or attempting to do so; Committing an act of violence upon another student, or any other person lawfully on RRH property or attempting to do so
- Possessing a firearm or weapon; Authorized law enforcement officials are the only persons permitted to have a firearm or weapon in their possession while on RRH property or at a school function
- Displaying what appears to be a firearm or weapon
- Threatening to use any firearm or weapon
- Intentionally damaging or destroying the personal property of a student, teacher, administrator, other employee or any person lawfully on school property
- Intentionally damaging, destroying or defacing school property

Endangering the Safety, Morals, Health or Welfare of Others: Examples of prohibited conduct include:
 Lying to school personnel
- Stealing the property of other students, school personnel, or any other person lawfully on RRH property or attending a school function
- Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them
- Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, disability or other protected status as a basis for treating another in a negative manner
- Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be, or which a reasonable person would perceive as, ridiculing, demeaning, or threatening

- Intimidation, which includes engaging in actions or statements that put an individual in fear of bodily harm
- Selling, using, or possessing obscene material
- Using vulgar or abusive language, cursing, or swearing
- Possessing, consuming, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either; "Illegal substances" include, but are not limited to, inhalants, marijuana, cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike drugs, and any substances commonly referred to as "designer drugs."
- Inappropriately using, selling, or sharing prescription and over-the-counter drugs
- Gambling
- Indecent exposure, that is, exposure of the private parts of the body in a lewd or indecent manner
- "Sexting," which includes the sending, receiving, or possession of sexually explicit messages, photographs, or images by electronic devices
- Cyberbullying, which includes, but is not limited to, the following misuses of technology: harassing, teasing, intimidating, threatening, or terrorizing another student or staff member by way of any technological tool, such as sending or posting inappropriate or derogatory e-mail messages, instant messages, text messages, digital pictures or images, or website postings (including blogs)
- Initiating a report of fire or other catastrophes without valid cause, misuse of 911, tampering with or discharging a fire extinguisher ☐ Engaging in any act which violates an established IGHSPN/RRH rule or policy, willfully inciting others to commit any of the acts herein, or engaging in irresponsible behavior or conduct contrary to decent, polite, honorable, and honest standards

Students Who Engage in Academic Misconduct: Examples of academic misconduct include:
- Plagiarism
- Cheating
- Copying
- Altering records
- Assisting another student in any of the above

Program Dismissal: Additional infractions that may constitute immediate dismissal from the program:
- Endangering the safety of a client through an act of omission or commission, including medication or dosage error
- Failure to secure faculty member when preparing and administering medications for a client
- Any action that results in the affiliating facility prohibiting a student from clinical participation at that site
- Any actions (or lack of) that result in the notification of the NYSDOH by a client/family or agency

- Repeated disruption or involvement in a verbal or physical altercation in a classroom or clinical setting
- Academic dishonesty including cheating or plagiarism
- Endangering the safety of a client or violating the school's Student Code of Conduct may result in an immediate academic dismissal at any time during the student's enrollment. The student is not eligible for re-admission into the nursing program

<u>Pre-course Learning Activities</u>

<u>ATI Capstone</u>: Starts prior to the beginning of PN III

ATI capstone will begin 12 weeks prior to graduation. Students will be oriented to the capstone program and instructed on how to begin. Students will establish a connection with their own ATI facilitator that will be available to support their success in ATI Capstone and Virtual ATI. Students will be expected to complete assigned materials and remediation every week until the student progresses towards the "greenlight." The ATI "greenlight" tells the students when they are ready to sit for the licensure exam and increases the probability of passing the NCLEX exam. After six weeks of working in the ATI capstone, students will be given an ATI comprehensive assessment examination in class to trend student progression. The last three classes before graduation students will be required to attend three full day classes given by an ATI educator. If students don't receive the "greenlight" before graduation, they will still have access to the ATI capstone program for twelve weeks after the initial start of Virtual ATI program. After graduation students will be expected to continue to work in the Virtual ATI program until the student receives the "greenlight".

<u>Student Expectations: ATI</u>

- Describe the purpose of ATI and the greenlight progression
- Integrate ATI practice review in their study schedule
- Define the purpose of utilizing the ATI coach
- Establish a connection with assigned ATI coach
- Complete weekly assignments

<u>ATI Capstone</u>:
Students will start the ATI capstone program within PN II. Students will be given a schedule to complete modules within the ATI capstone program. Students will receive points based on their participation in the ATI capstone program. Students will not receive points if the student does not complete the pre-work, assessments, and post-work on the allocated due date.

Modules:
- Fundamentals
- Pharmacology I and II
- Adult Medical Surgical I and II

- Nursing Care of Children/Maternal Newborn
- Mental Health
- Management

<u>Virtual-ATI Review Policy and Schedule</u>

Successful engagement in the Virtual-ATI NCLEX Review includes completion of the
following:
- NCLEX Strategies Module
- Fundamentals
- Pharmacology

Weekly Unit of Instruction
August 2021

Unit	Content	Dates		
		Pre-class assignments Due 8:00 AM Days Due 4:00 PM Eves	Class Dates	Post Class Assignments Due 8:00 AM Days Due 4:00 PM Eves

1	Introduction to Employment	4/22/2021	4/22/2021	4/29/2021
2	Self-care	4/27/2021	4/27/2021	5/25/2021
	ATI PN Management Practice 2020 A		4/27/2021	
3	Evidence-Based Practice	5/7/2021	5/7/2021	5/14/2021
4	Leadership and Management	5/13/2021	5/13/2021	N/A
5	LPN Scope of Practice	5/18/2021	5/18/2021	5/25/2021
	ATI Proctored Comprehensive predictor		5/18/2021	
6	Diversity Inclusion and Equity	5/20/2021	5/20/2021	N/A
	ATI PN Management Practice 2020 B		5/20/2021	
7	Ethical and Legal	5/25/2021	5/25/2021	6/1/2021
	ATI Proctored Critical Thinking Assessment		5/25/2021	
8	NCLEX Registration	6/8/2021		N/A
	ATI proctored Management 2020	6/8/2021		
9	Group Presentations	Outline due 6/1/2021	6/14/2021 6/15/2021	N/A

Practical Nursing Role Readiness
Unit One: Introduction of Employment
January 2021

This unit is designed to prepare the student for the graduate role. Employment opportunities and workforce projections will be explored. Effective strategies for job searching resume writing and interviewing are included

Date	Content	Student Learning Activities

Day One	Introduction Employment	**Pre-class Assignment-Due before class** Dahlkemper, T. (2020) *Nursing leadership, management, and professional practice for the LPN/LVN* (7th ed.). F. A. Davis. Chapter 1 p – 1-11 Chapter 9 –p 129-136 **In-class assignment**: Group interviews **Post-class Assignment:** ATI module: Becoming a Professional Nurse Complete all 4 modules
	Skills/Simulation Lab	Complete assigned Student Learning Activities
	Clinical	Complete Assignments

Introduction of Employment Unit One Objectives:

- Identify five employment opportunities available to practical nurses.
- Identify one important aspect for self-evaluation, retaining, evaluation and resigning from a position.
- Identify the purpose of a job description
- Describe how to write a resume and cover letter.
- Discuss the components of a job interview.

In-class Activities

Interview

Purpose:
This assignment is to prepare practical nurses for the interview process and aid in the necessary skills that are needed to succeed in the interview process.

Assignment:

Students will interview for the position below and faculty will grade you based on your timeliness, professionalism, cleanliness, knowledge, and articulation. Students will participation in a group interview based on the job description below during assigned class time by an assigned faculty/staff member. Students will receive a grade based on their participation in the group interview. Students will also receive feedback from their assigned faculty/staff member.

Department: Nursing Floats   Schedule: Full Time   Shift: E

Hours: As Scheduled

Position Summary:
The Licensed Practical Nurse is responsible for providing direct patient care, usually under the direction of a Registered Nurse, in accordance with established plans.

Required Licensure/Certification Skills:
Current licensure in the State of New York

Minimum Qualifications:
- Graduation from an accredited School of Practical Nursing or equivalent
- 2-4 years of experience preferred
- Strong communication, customer service, and interpersonal skills

Duties and Responsibilities (job may require all or most of the following:
- Conducts and documents a thorough assessment of each patient's medical status upon admission and throughout the patient's course of treatment.
- Assists in the implementation of the patient's treatment plan under the direction of the RN.
- Provides routine nursing services for patients as directed by the RN.
- Complies with the evaluation, treatment, and documentation guidelines of the department.
- Completes required documentation in an accurate and timely manner.
- Provides regular patient status updates to the appropriate personnel.
- Attends and participates in department/facility meetings as required.
- Acts in compliance with hospital, regulatory, and professional standards and policies.
- Maintains clinical currency by pursuing continuing education opportunities.
- Performs other duties as assigned.

Interview	4	3	2	1

Appearance	Overall student appearance is very neat. Choice of clothing is appropriate for any job interview. Business dress. Very well groomed (clothes pressed)	Overall neat appearance Choice in clothing is acceptable for the type of interview Well groomed (minimal Wrinkles)	Appearance is somewhat untidy Choice in clothing is inappropriate (tee-shirt, etc.) Grooming attempt is evident	Overall appearance is untidy. Choice in clothing is inappropriate for any job interview (torn, unclean, wrinkled) Poor grooming
Greeting	Professional behavior and language (handshake, "hello", thank-you, etc.) Friendly and courteous to all involved in interview.	Acceptable behavior, well mannered, professionalism somewhat lacking Courteous to all involved in interview	Used typical behavior and language –did modify behavior to fit the interview Attempts to be courteous to all in interview setting	Unacceptable behavior and language Unfriendly and not courteous
Communication	Speaks clearly and distinctly with no lapse in sentence structure and grammar usage. speaks and answers questions concisely with correct pronunciation Volume conveys business tone.	Speaking is clear with minimal mistakes in sentence structure and grammar. Does not elicit appropriate or concise response for 2 questions. Volume is appropriate.	Speaking is unclear lapses in sentence structure and grammar. Does not elicit appropriate or concise response for 3 questions. Volume is uneven (varied).	Speaking is unclear difficult to understand message of what is being said (i.e. mumbling, rambling, responses not applicable to questions asked) Volume is inappropriate for interview (i.e. spoke too loudly, too softly).

Body Language	No fidgeting. consistently used physical gestures, facial expressions and body movements in a manner which enhanced the interview process	Minimal fidgeting (i.e., occasionally shifting); average use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process	Fidgeted (i.e., movement of hands and feet frequently). minimal use of physical gestures, facial expressions and body movements in a manner which enhanced the interview process.	Fidgeted (i.e., constant movement of hands and feet); none or extremely poor use of physical gestures, facial expressions and body movements detracted from the interview process.
Attitude	Appropriately interested and enthusiastic about the interview process	Shows basic interest in the interview. shows some enthusiasm	Somewhat interested in the interview, shows little enthusiasm	Lack of interest and enthusiasm about the interview; passive and indifferent
Candidate integrity	Concrete and specific examples are used Candidate provides verifiable information for all claims Responses are all Consistent.	Concrete and specific examples often used Candidate provides verifiable information for most claims Responses are generally consistent.	Concrete and specific examples occasionally used Candidate provides some verifiable information for claims Responses are somewhat inconsistent or contradictory.	Candidate provided no verifiable information for claims, and/or claims may be exaggerated or even appear manufactured Responses are inconsistent or contradictory. No concrete or specific examples used.
Overall Demonstration of Interview Skills	Highly proficient. Appropriately utilized interview skills in an enthusiastic, motivating and engaging manner	Demonstrated average proficiency. average demonstration of competent interview skills in a generally confident manner	Demonstrated limited proficiency; limited demonstration of competent interview skills in a generally confident manner	Demonstration of poor interview skills with little confidence displayed

Practical Nursing Role Readiness
Unit 2 Self-care
January 2021

Day Two		**Pre-class Assignment**
		ATI Module: Nurse's Touch: Wellness and Self-care
		All 5 modules
	IHI Incorporating Mindfulness into Practice	**Complete IHI module**
	Self-Care	**In-class Activities**
		Classroom discussion and materials
	ATI assessment	PN Management Practice 2020 Practice A
		In-class Assignment
	Review Portfolios	Review Schoology Portfolio
		Post-class Assignment
	Portfolio	Portfolio completion
	Skills/Simulation Lab	**Completed assigned Student Learning Activities**
	Clinical	**Complete assignments**

Self-Care Unit 2 Objectives

1. Describe the need for mindfulness practices in the health care setting, including how these practices relate to quality of care, patient safety, patient experience, and joy in work.
2. Explain the difference between informal and formal mindfulness practice.
3. List several examples of mindfulness exercises for the health care setting.
4. List four situations in health care when mindfulness is especially important.
5. Conduct a body scan.

Pre-class Assignment

ATI module: Nurse's Touch: Wellness and Self-careLog on to ATI and go to the ATI tab. Then go to the learn tab. You will find a Nurse's Touch: Wellness and Self-care. You will need to complete the first module before class and the other modules will be done during class.

Mindfulness

Clinicians juggle many tasks all day long: assessing patients, making critical decisions, administering medications, documenting care, admitting and discharging patients, and much more. But when the clinician is able to embrace an aware, focused, and present state — that transcends the execution of tasks — that is practicing mindfulness.

Video Acknowledgments (PDF)
The estimated time to complete this course is 1 hour.
Type of Activity: Knowledge
Release Date: 8/3/2017
Last Updated Date: 9/27/2017
(8251) View user comments

This course will show you how to incorporate mindfulness into your practice. You'll learn how it can improve patient safety, quality of care, the patient experience, and joy in work in any health care setting.

This content was made possible through grant funding awarded to the primary author, Kate FitzPatrick, DNP, RN, ACNP, NEA-BC, FAAN, by the Robert Wood Johnson Foundation (Executive Nurse Fellowship Program, 2014 Cohort).

1) Create an account

https://my.ihi.org/Portal/rise/Contacts/ihi-create-account/create-account-complete.aspx?utm_referrer=http%3A%2F%2Fwww.ihi.org%2Feducation%2FIHIOpenSchool%2FCourses%2FPages%2FSubscriptionInformation.aspx

2) Complete the Incorporating Mindfulness into Clinical Practice

Clinicians juggle many tasks all day long: assessing patients, making critical decisions, administering medications, documenting care, admitting and discharging patients, and much more. But when the clinician is able to embrace an aware, focused, and present state — that transcends the execution of tasks — that is practicing mindfulness.

This course will show you how to incorporate mindfulness into your practice. You'll learn how it can improve patient safety, quality of care, the patient experience, and joy in work in any health care setting. After completing this course, you will be able to:

1.   Describe the need for mindfulness practices in the health care setting, including how these practices relate to quality of care, patient safety, patient experience, and joy in work.
2.   Explain the difference between informal and formal mindfulness practice.
3.   List several examples of mindfulness exercises for the health care setting.
4.   List four situations in health care when mindfulness is especially important.
5.   Conduct a body scan

Review the course by clicking this link , only do this after you have created your account
http://app.ihi.org/lmsspa/#/6cb1c614-884b-43ef-9abd-d90849f183d4/98f72369-b608-4a51-8c4c-ecc242650ed3

Post-class Assignment

<u>Portfolios</u>

<u>Unit Objectives: Portfolios and Professional Organizations</u>

- Discuss the purpose of a portfolio
- Discuss the purpose of professional organizations
- Identify materials needed to complete a portfolio
- Identify local professional organizations

<u>Assignments</u>

<u>Portfolio:</u>

Portfolios are used to highlight professional work, enhance job interviews, and demonstrate work proficiencies. For an established nurse in an ever-changing environment, a portfolio "speaks" volumes for a nurse's career development. By presenting portfolios to potential employers, nurses can highlight or amplify career accomplishments and abilities that might have otherwise gone undetected or unknown (Meister, Heath, Andrews, & Tingen, 2002).

<u>Purpose:</u>

- Emphasize professional development
- Highlight clinical experience
- Bridge the span between student and practitioner
- Showcase achievements for potential employers
- Promote employment marketability
- Promote lifelong learning

<u>Responsibilities and Activities:</u>

The student is responsible for developing and maintaining the Portfolio during the program at Isabella Hart School of Practical Nursing. The intent is to provide students with a valuable tool when seeking employment as an LPN.

<u>Portfolio Format:</u>

- Students will upload electronically in schoology
- Portfolio is divided into sections, each of which has specific directions for
- the papers and documentation that should be included.
- All papers and documentations should be typed on unlined paper
- Portfolio should be started at the beginning of the nursing program.
- Maintenance of the portfolio is the responsibility of the student.

Section 1: Introduction

- Introductory page or cover letter
- Table of contents
- Resume

- Copy of transcripts
- Professional mission statement

Professional mission statement purpose:

Nursing beliefs serve as a framework or model that guide a nurse's thinking, observations, interpretations, and practices (Seedhouse, 2000).
This is an opportunity for the student nurse to share their ideas about being a nurse and what nursing are to them.

Directions:

- Write a paragraph about your beliefs about nursing
- Not to be done in 1st person – no "I" statements
- What lead you to choose nursing as your occupation
- What does a nurse mean to you?
- What do you see when you look at the idea of a nurse and what one does?
- Be sure it is at least seven sentences long
- Include your career goals
-

Section 2: Letters of Recommendation

Provide 3 letters of recommendation for selected job

Directions:

- Include a list of references – professional, personal
- Select 3 persons to provide written evidence of recommendation for selected nursing job
- Persons selected as reference should not include friends, or personal acquaintance, but should be persons that have knowledge about student's educational and/or clinical competences such as nursing faculty
- Other college faculty; nursing preceptor or employer in nursing/ job

Section 3: Certifications, Licenses, and Honors or Awards

Include BLS (basic life support), ACLS (advances life support), professional licenses, or specialty certifications. Certifications can also be any continuing education credits earned from courses completed.

Honors and awards/Letters of recognition

To document any honors, scholarships, and awards received while a student

nurse at Isabella Graham Hart School of Nursing. List any health-related honors, scholarships, and/or awards received during nursing education at Isabella Graham Hart School of Nursing. Include the date of the award and a summary of the criteria for the honor. Also include any letters of recognition you have received from patients, healthcare team or your peers.

Section 4: Research, Scholarly Papers, Projects, or Clinical Experiences:

- To enable the student nurse to account for clinical focus experiences while a student in the nursing program
- To provide evidence of specific planned clinical rotation experiences
- To provide evidence of specific clinical skills competency
- To provide evidence of ability to apply the nursing process while caring for a client
- To highlight any exemplar papers, presentations, brochures, handouts or PowerPoint presentations

Directions:

- List the course, dates, and clinical setting for the clinical experiences per
- semester
- Include a description of student role and the specific practice experience obtained for each clinical rotation
- File a rotation schedule for each semester
- File selected evaluations, papers, projects appropriate for clinical or classroom experiences
- Include copies of outstanding evaluated written care studies, projects, or presentations
- Bullet – it will enable perspective employer to read it faster

Section 5: Community Involvement or Volunteer Opportunities:

Purpose:

By becoming a member of community organizations or associations, the student
nurse can relate to the larger arena of health care needs and can also bring the
image of the professional nurse into the community setting
Directions:
List all community organizations and associations to which the student belongs
Include a brief purpose or mission statement of the organization
List activities in which the student is involved. Include what you have done as a
class (charities, food drive etc.) or individually.

Section 6: Participation or Professional Organizations:

Students should be encouraged to become members of professional organizations to get involved in the nursing community. Examples but not limited to: National League of Nursing, AWOHN, Genesee Valley Nurses Association, etc... As a part of Isabella Graham Hart all students are a member of the National Association of Licensed Practical Nurses (NALPN). You must include the organization and your member number.

PN III Portfolio Rubric

Grammar/Spelling	Uses proper grammar and does not have any spelling errors.	Made 1-2 grammar, spelling, or punctuation errors	Made 3-4 grammar, spelling, or punctuation errors	Grammar was not corrected or more than 5 grammar, spelling, or punctuation errors.	Students did not check for grammar, punctuation, and spelling errors.
Organization ***Introduction** ***Letters of recommendations** ***Certifications, honors, and awards** ***Research and scholarly work** *** Community involvement/ volunteer work** ***Professional organizations**	Portfolio has a clear order of content organization of content is easy to follow and well-organized	Portfolio includes all of content and 1-2 content areas are out of order	Portfolio includes all of content and 3-4 content areas are out of order Portfolio not easy to follow.	Portfolio content is disorganized and not easy to follow.	Portfolio is not completed.
Introduction ***Introductory page or cover letter** ***Table of contents** ***Resume** ***Copy of transcripts** ***Professional mission statement**	Introduction section includes all required materials.	Introduction section is missing 1 of the required materials	Introduction section is missing 2 of the required materials	Introduction section is missing 3 of the required materials	Introduction section is missing 4 of the required materials
Letters of recommendations ***required 3 letters of recommendations**	3 letters of recommendation included	2 Letters of recommendation included	1 letter of recommendation included		No letters of recommendation included
Certifications, Licenses, and Honors or Awards	BLS is included.				BLS not included
Research, Scholarly Papers, Projects, or Clinical Experiences:	Includes CRU form and includes 2 scholarly works	Missing CRU or 1 scholarly work	Missing either CRU or scholarly work		CRU and scholarly works not included

Community Involvement or Volunteer Opportunities:	Included community involvement or volunteer opportunities				Does not included community involvement or volunteer opportunities
Participation or Professional Organizations	Minimum of one organization included (NALPN)				No professional organization included

Day Three	Evidenced-Based Practice (EBP)	Classroom discussion and materials
		
		In-class Activities
		ATI module: The Leader
		Case 4
		ATI module: Nurse's Touch: Nursing Informatics and Technology
		    • Informatics
		    • Information Management Systems
		Virtual Social Networks
		
		Post-class Assignment
		Complete CRU form

	Skills/Simulation Lab	Complete assigned Student Learning Activities
	Clinical	Complete assignments

Evidence-Based Practice Unit 3 Objectives
1. Define evidence-based practice.
2. Describe practical nurses' role in evidenced-based practice.
3. Describe the difference between qualitative and quantitative data
4. Identify how to find credible data.
5. Complete a CRU form.

In-class Assignment
ATI module: The Leader- case 4

Login into the ATI platform and go to my ATI and then the Apply tab. Click on The Leader card and complete case 4.

ATI module: Nurse's Touch: Nursing Informatics and Technology
• Informatics
• Information Management Systems
Virtual Social Networks

Login into ATI platform and go to my ATI and then the learn tab. Click on Nurse's Touch: Nursing Informatics and Technology tab. Complete the informatics and the information management systems virtual social networks modules.

Post-class Assignment

Evidenced-Based Practice

Students Will complete a CRU form and will present a 5-minute presentation on the article that the student selected. Students will include the following in the presentation:
1. Provide the title of the article
2. Give a summary of the article
3. State why they selected the article
4. State what they learned from the assignment

Following the review of the CRU form and examples the student will:
- Have a basic understanding of EBP and Research
- Have a basic awareness of journals offering EBP and research
- Will articulate the difference in journals offering opinions / experience vs EBP and research
- With guidance evaluate a research article
- With guidance complete a RRH CRU form

Practical Nursing Role Readiness

Unit 4-Leadership and Management

January 2021

This unit applies dynamics of leadership and management behaviors within a health care setting. Emphasis is on organizational design, communication, change, and standards related to the nurse leader/manager. Major topics include roles and responsibilities, quality improvements, strategic planning and management, regulations, how to delegate within scope of practice and information systems with an emphasis placed on achieving excellence in the delivery of patient services.

Date	Content	Student Learning Activities
Day Four	Leadership & Management	**Pre-class Assignments**: Dahlkemper, T. (2020) *Nursing leadership, management, and professional practice for the LPN/LVN* (7th ed.). F. A. Davis.
	Leadership Assessment DISC	www.tonyrobbins.com/ue/disc-profile.php
		In-class Activity ATI module: The Leader • Case 1 • Case 5
	Skills/Simulation Lab	**Complete assigned Student Learning Activities**
	Clinical	**Complete assignments**

Unit Objectives: Leadership

- Compare and contrast three styles of leadership.
- Describe at least one situation in which each style of leadership is appropriate.
- List at least 10 qualities of effective leaders.
- Given a fictitious situation, discuss possible solutions to resolving conflict.
- Describe the role of a follower.
- List at least 6 followership qualities.
- Assess your leadership and followership skills.

Unit Objectives: Management Skills

- Describe the personal qualities, educational and experience requirements of a manager of a patient or resident unit.

- Assess your management style.
- Unit Objectives: Delegation
- Define delegation.
- Identify responsibilities the health team members can perform.
- List the five delegation rights.

Pre-class Activity

DISC Leadership Style

We will have an interactive session focusing on the DISC model of leadership styles. Please use the attached link to take the online assessment to identify your individual leadership style.

Instructions:
- Click on the link to the Tony Robbins website www.tonyrobbins.com/ue/disc-profile.php
- Create a FREE account using your e-mail
- Take the DISC Assessment (but make sure to sign up for the FREE Version)
- Allow about 20 minutes to complete the questions
- Bring a copy of your report to the Zoom session

In-class Assignment

ATI the Leader

Sign into ATI. Go to my ATI tab. Then under the apply tab you will find The Leader. You will be assigned case 1 and 5 for the Leadership and management unit.

Practical Nursing Role Readiness
Unit 5 LPN Scope of Practice
January 2021

Day Five	LPN Scope of Practice NCLEX Licensure NCSB Website	**In-class Activities** Presentation NYS Office of Professions https://www.ncsbn.org/nclex.htm
	Professional scope of practice ATI	
	ATI Assessment	Comprehensive Predictor Assessment PN
		Post-class Assignment **ATI module**: Video Case Studies PN 2.0 Teamwork and Collaboration
	Skills/Simulation Lab	**Complete assigned Student Learning Activities**
	Clinical	**Complete assignments**

Scope of Practice Unit Objectives
- Define the LPN Scope of Practice Guidelines
- Discuss the limitations to LPN Scope of Practice
- Differentiate between the do's and don'ts of LPN Scope of Practice
- Explain how LPN's can delegate to unlicensed personnel
- Discuss NYS Scope of Practice resources

Post-class Assignment

ATI module: Video Case Studies PN 2.0
Login to the ATI platform and go to my ATI and then to the apply tab. Click on the video case studies 2.0 card. Complete the Video Case study: Teamwork and Collaboration.

Practical Nursing Role Readiness
Unit 6: Diversity Inclusion and Equity
January 2021

This unit introduces the student to cultural diversity and inclusion in nursing practice. Students will gain the knowledge to practice mindfully in diverse populations. Students will learn how to recognize their own bias and how to be inclusive in their delivery of care.

Date	Content	Student Learning Activities
Day Six	Diversity Inclusion and Equity in nursing practice	Classroom discussion and materials **In-class Assignment**
	ATI Assessment	Comprehensive Predictor Assessment ATI module: Civility Mentor: Civility and patient safety in the clinical environment
	Skills/Simulation Lab	Complete assigned Student Learning Activities
	Clinical	Complete assignments

Diversity, Inclusion and Equity Unit Objectives
- Define the terms associated with Diversity Inclusion and Equity
- Discuss the importance of recognizing their own biases and unconscious bias
- Differentiate between diversity and equity
- Explain the difference between diversity, inclusion, and equity
- List the differences between disparities and inequities in healthcare
- Identify nurse responsibility in practicing diverse, inclusive, and equitable manner

In-class Activity

ATI module: Civility Mentor: Civility and patient safety in the clinical environment.
Log into the ATI platform. Go to my ATI and then the learn tab. Click on the Civility Mentor tab and complete Civility and patient safety in the clinical environment.

Practical Nursing Role Readiness
Unit 6: Ethical Legal
January 2021

This unit introduces the student to the many ethical and legal issues related to nursing practice. The student will discover the ethical dilemma and the how to decide during several situations in contemporary nursing. Legal concepts will be introduced, and the student will learn what is meant by "safe practice" and "scope of practice".

Date	Content	Student Learning Activities
Day Seven	Ethics & Legal issues in nursing practice	**Pre-class Assignment**: Dahlkemper, T. (2020) *Nursing leadership, management, and professional practice for the LPN/LVN* (7th ed.). F. A. Davis.
	Substance Abuse	Complete Understanding Substance Use Disorder in Nursing https://ncsbn-external.myabsorb.com/#/catalog/959bf341-77e5-45ed-9943-c66519788df2
	ATI assessment	**In-class Assignment** ATI critical thinking assessment: Exit

Post-class assignment ATI module: Skills modules Healthcare fraud, waste, and abuse prevention |
| | Skills/Simulation Lab | **Complete assigned Student Learning Activities** |
| | Clinical | **Complete assignments** |

Unit Objectives: Legal

- Define the terms listed in the beginning of the chapter
- Discuss the Good Samaritan Law and its purpose
- Differentiate between common (private) law and statutory law
- Explain the difference between criminal and civil action
- Discuss the difference between intentional and unintentional torts
- List the four elements needed for negligence
- Identify nurse responsibility in preventing a lawsuit
- Discuss differences among consents

Unit Objectives: Ethical

- List at least four current ethical issues of concern in 21st century health care
- Explain the differences among ethics, morals, and values
- Explain nursing ethics
- Identify the NAPNES standards and the NFLPN code of ethics
- Explain ethical responsibilities of nurses
- Define ethical dilemma
- Identify resources available to help resolve ethical dilemmas.
- Explain ethical decision making
- Identify ethical elements in your state's nurse practice act
- Discuss issues regarding contemporary bioethical ethics

Pre-class Assignment

Go to https://ncsbn-external.myabsorb.com/#/catalog/959bf341-77e5-45ed-9943-c66519788df2 and complete Understanding Substance abuse Use Disorder in Nursing.

Post-class assignment

ATI module: Skills modules

Sign into ATI. Go to my ATI tab. Then under the apply tab you will find skills modules. Students will complete Health care Fraud, Waste, and abuse Prevention during class time. Students will need to complete the pretest, the lesson, and the post test.

Group Projects

The Assignment:

The purpose of this assignment is to provide you with an opportunity to actively participate in your learning, teach others what you have learned, and practice the art of public speaking in a safe and supportive environment. You may already know that each of us has different learning styles; some learn by hearing (auditory), some by doing (tactile), and some by seeing (visual). We generally utilize all three areas, but we tend to have strengths in one of the listed areas above. It is important to keep this in mind when presenting your topic to the class, in fact think about how you would like information presented to you!

You are working with a group because this gives you the opportunity to learn with others. At times, you may be a "teacher," explaining concepts in ways that help others understand them. Teaching is one of the best ways to learn! Other times you will be strictly a "learner," benefiting from others' explanations and understanding of topics.

As your group begins to meet and discuss various assignments, be sure to keep everyone involved in the planning process. Remember we all have different strengths and areas that need to be developed. This assignment should be fun and yes, somewhat challenging, but remember you are all working together for a common cause and that is nurses are educators as well as caregivers, learning how to effectively teach improves patient care and patient outcomes.

The Presentation:

- You are teaching the subject matter chosen by your group to the rest of the class. The presentation must cover each objective listed under the subject. Keep in mind you and your peers, **will be tested** on this material, so please present in such a manner that all can learn from the presentation.
- Plan a presentation time of 30 minutes. You will not be timed by the second but going significantly under or over time will cost you points on your presentation. Practice your presentation so that it goes smoothly and does not go over or under time.

- Each group member should participate in the presentation.

- Brief video clips, photos, illustrations of the subject manner, scenario, case studies or other audiovisuals are great to include. Videos should not be more than 3-4 minutes in length, and you should not utilize more than 1 video per presentation.

- Be ready to answer questions from your classmates and the faculty.

- Give an outline of your presentation to assigned faculty **a week before your presentation due date**. The outline should cover major points you are addressing in each part of your presentation. This helps ensure you are on track. You also want to show the progress of your presentation and its format to assigned faculty.

Evaluation

Your group will be evaluated as a whole by the faculty as well as by each team member. Each team member will be given the rubric below to fill out anonymously on every member of the team. This will count as 30% of the final group grade.
The faculty will complete a rubric for the group, and this will count as the other 70% of the grade.
The faculty will also present each individual team member with a critique of their presentation skills as well. Remember, to be a good educator includes being a good presenter.

Semester II PN III Presentations
The outline for your presentation is **due 1 week prior to presentation**.

Clinical Groups
Group 1 **Workplace violence**
Group 2 **Staffing shortages in nursing**
Group 3 **Social Media**
Group 4 **Medication Errors**
Group 5 **Compassion Fatigue& Burnout**
Group 6 **CAUTI prevention**
Group 7 **Patient Experience**
Group 8 **Elder/child abuse**
Group 9 **CAM**
Group 10 **Professional organizations**
Group 11 **Pressure Injury Prevention**

<u>Basic Presentation Outline</u>

When giving an oral presentation, it is a good idea to have an outline. An outline helps to:
- Ground you
- Keep you on topic
- Remember all your main points
- Organize your thoughts

An effective outline is just that—an outline—not the entirety of what you want to say. Points on an outline do not need to be whole sentences, instead *use cue words that represent ideas*. This way you can easily glance at your paper and know where you are in your presentation and where you want to go next. Each person should adapt their outline to match their presentation and train of thought.

Every presentation ought to have an introduction, a body consisting of main points and ideas, and a conclusion. This structure should be represented in your outline.

- Use your introduction to greet your audience and tell them what you are about to cover. Ensure that you introduce all group members.

- The body of your presentation contains the bulk of your talk: your main ideas and supporting points. Include activities that support your main ideas.

- The conclusion briefly restates your main point and concluding statements. Be sure to wrap up neatly, a nice way to do this is by thanking your audience. Leave time for question and answers.

Ind./Group Presentation	4	3	2	1	0
Organization	Presentation has a clear order of content organization ideas and thoughts. (Introduction, Body, and Conclusion)	Presentation missing an introduction or conclusion (Introduction, Body, and Conclusion)	Presentation introduction and conclusion (Introduction, Body, and Conclusion)	Presentation not relevant to the assigned topic (Introduction, Body, and Conclusion)	Does not present
Delivery Including techniques (posture, gesture, eye contact and vocal expressiveness)	Delivery techniques make the presentation compelling, and speaker appears polishes and confident. Does not read from slides, poster, brochure, etc.	Delivery techniques make the presentation interesting, and speaker appears comfortable. reads directly from one or two slides.	Delivery techniques make the presentation understandable, and speaker appears tentative. reads most of report from slides	Delivery techniques detract from the understandability of the presentation, and speaker appears uncomfortable. Student reads all of report with no eye contact.	Does not present
References	All references are from credible resources and cited throughout the presentation.	1-2 references are not from credible resources and cited throughout the presentation	3-4 references are not from credible resources and cited throughout the presentation	References were not from credible resources and not cited in the presentation	Does not present
Supporting Material (explanations, examples, illustrations, statistics, analogies, quotations from relevant media).	All supporting materials were relevant to the presentation topic. Slides with bulleted speaking points.	1 of the supporting materials were not relevant to the presentation topic. 15% of slides have too much information included	2 of the supporting materials were not relevant to the presentation topic. 25% of slides have too much information included	Supporting materials utilized did not pertain to the presentation topic. slides have too much information included	Did not use supporting materials.
Time Limit	Completed presentation in 30 minutes	Completed presentation in under 20 minutes	Completed presentation over 30 minutes		Students did not participate in presentation.

Workplace Violence
Objectives:

- Define what is workplace violence
- List types of workplace violence and discuss example behaviors associated with violence
- Discuss ways to stop workplace violence
- Identify how to recognize and interject if workplace violence occurs
- Describe situations of workplace violence
- Discuss repercussions of workplace violence on the involved parties

Staffing Shortages in Nursing

 Objectives:

- Define what are staffing shortages in nursing
- Describe the recommended nursing to client ratio in the clinical setting
- Identify how staffing shortages affect nurse's
- Identify how staffing shortages affect client care
- Describe ways to address staffing shortages

Social Media

Objectives:

- Define social media
- List types of social media
- Discuss benefits of social media
- Identify pitfalls of social media
- Relate use of social media and HIPAA
- Discuss legal/ethical issues of its use
- State consequences of inappropriate use
- Identify best practices for use of social media
- Present a sample social media policy/procedure as a guide for social media use
  - Code of conduct
  - Differentiate personal/professional use
  - Disclaimers
  - Disciplinary actions
  - Conflict of interest
  - Monitoring

Medication Errors

Objectives:

- Define what are medication errors in the clinical setting
- Discuss how medication errors occur
- Discuss the impacts of medication errors on clients
- Identify ways medication errors can impact a nursing license
- Describe ways to prevent medication errors

Nursing Burnout/Fatigue

Objectives:
- Will be able to define Compassion Fatigue in Nursing
- List identifying characteristics of Compassion Fatigue in Nursing
- Describe Compassion Fatigue coping strategies that will help yourself or co-workers who may be suffering from Compassion Fatigue
- Describe the differences between Compassion Fatigue and Burnout in Nursing
- Will be able to define Burnout in Nursing
- List identifying characteristics of Burnout in Nursing
- Describe strategies to employ when you suspect you or a co-worker may be suffering from Burnout

CAUTI Prevention

Objectives:

- Define what is CAUTI prevention
- Describe types of CAUTI prevention
- Describe the impact of an CAUTI infection on the client
- Discuss ways the nursing community prevents CAUTI infections from occurring

Patient Experience:

Objectives:

- Define patient experience.
- Identify at least five reasons it is important to evaluate the patient experience from the patient's perspective
- Identify ways to obtain information regarding the patient experience.
- Identify at least three parts of the patient experience that are important to evaluate and why.
- Understand the importance of using patient reported experience and patient reported outcome measure assessments
- What are current ways that the Rochester Regional Health system is working to improve patient experience.
- Identify ways that a nurse can improve patient experience

Elder/Child Abuse

Objectives:

- Define elder abuse
- Define child abuse
- Describe how to identify signs of elder/child abuse
- Identify steps to take if suspected elder/child abuse
- Identify therapeutic communication techniques to utilize with the clients

Professional Organizations

Objectives:

- Describe what are professional organizations
- List some professional organizations that are dedicated to LPN/LVN profession
- Describe the purpose of professional organizations influencing nursing practice
- Describe how the professional organizations influence policy decisions
- Discuss the importance of nurses sitting on governing and advisory boards

Complimentary Alternative Modalities (CAM)

Objectives:

- Define CAM
- Describe common complimentary modalities
- Describe common alternative modalities
- Describe the influence of CAM on client care
- Describe the differences between complementary and alternative medications/therapies
- Describe the LPN/LVN's role in addressing the implications of complimentary alternative modalities

Pressure Injury Prevention

Objectives:

- Define what is a pressure injury
- Identify the different types of pressure injuries and how they occur
- Describe ways to prevent injuries
- Discuss the impact of pressure injuries on clients
- Identify pressure injury prevention strategies in the clinical setting