

**Ralph R Willis Career and Technical Center
School of Practical Nursing
Practical Vocation Nursing**

<u>Content</u>	<u>Time</u>	<u>Testing</u>
Adult Learner	2	.5
Nursing and Health Care System	2	.5
Concepts of Health, Illness, Stress and Health Promotions	2	.5
Legal and Ethical Aspects of Nursing	3	.5
The Nursing Process	2	.5
Assessment, Nursing Diagnosis, and Planning	4	.5
Implementation and Evaluation	2	.5
Documentation of Nursing	2	.5
Communication and the Nurse-Patient Relationship	2	.5
Patient Teaching and Health Promotion	2	.5
Delegation, Leadership, and Management	3	.5
Cultural and Spiritual Aspects of Patient Care	3	.5
Finding a Job	2	
NCLEX_PN	2	

Placement : PVR Semester 1
Theory Hours: 39

Textbooks

1. deWitt, Susan C. / O'Neal, Patricia; FUNDAMENTAL CONCEPTS AND SKILLS FOR NURSING Saunders/Elsevier; 4th. edition; 2014.
2. deWitt, Susan C. / O'Neal, Patricia; STUDY GUIDE FOR FUNDAMENTAL CONCEPTS & SKILLS FOR NURSING, Philadelphia, Elsevier/Saunders; 4th. edition; 2014
3. deWitt, Susan C. / O'Neal, Patricia; Virtual Clinical Excursions Pacific View Regional Hospital FOR FUNDAMENTAL CONCEPTS & SKILLS FOR NURSING, Philadelphia, Elsevier/Saunders; 4th. edition; 2014
4. HESI

Course Description

This is a beginning course for the practical nursing student. Students are aided in the development of efficient methods of study including goal setting. This course is designed to aid the student from admission to post graduation and to challenge the student to think critically. It provides techniques for both personal and professional growth while emphasizing the value of continued education. Students learn the historical roots of nursing; the differences between professional and practical nursing; ethical, legal, and behaviors associated with nursing. This course presents concepts related to effective communication through the life span and as a core tool for effective supervision, leadership and management. Leadership and Management aids the student in the transition from student nurse to graduate nurse by enhancing self-understanding, clarification of the dynamics of the health professional-patient relationship, and developing awareness of the larger societal and health care context in which the relationship takes place. It utilizes student portfolios and computer skills as unique learning tools.

Course Objectives

1. Describe how practical/vocational nursing evolved.
2. Discuss the roles of various members of the health care team.
3. Describe the ethical and legal responsibilities critical to nursing.
4. Explain how the state's nurse practice act governs your role as an LPN.
5. Describe the importance of effective communications skills.
6. Explain the importance of accountability.
7. Describe nursing organizations as they relate to practical nursing.
8. Identify job seeking and keeping skills.
9. Describe the role of the LPN as a charge nurse in a Long Term Care environment.
10. Submit a student portfolio/resume.
11. Explain how the LPN protects their license from disciplinary action.
12. Describe the decision making process that should accompany delegation.

Clinical Practicum

Completed in Acute and Long-Term Care.

Methods of Teaching

1. Lecture, discussion, role playing emphasizing critical thinking
2. Videos
3. PowerPoint
4. Computer-assisted instruction- VCE – Case Studies
5. Demonstration
6. Individual and Group Conference
7. Written Exams
9. Clinical Practice
10. Evaluations

Student Responsibilities

1. Read assigned chapter.
2. Refer to and follow student monthly calendar for exam dates.
3. Attend lectures and demonstrations.
3. Complete activities as assigned.
5. Participate in class/lab activities.
6. Discuss critical thinking activities associated with the lesson.
7. Refer and follow the policies as outlined and discussed in the Student Handbook.
8. Pass exams with a grade of 80% or higher.

Methods of Evaluation

1. The following letter grade system is utilized for theory:
A 93 - 100
B 86 - 92
C 80 - 85
F 79 - 0
2. The following grading calculation is utilized for theory:
Exams 80% Homework/Quizzes 20%
3. Evaluation Tools:
 - a. Oral Presentations
 - b. Written Exams
 - c. Laboratory Skills
 - d. Homework Assignments
 - e. Computer Exams
 - f. Clinical Skills
4. Make-up Exam:
A student who misses an exam must be prepared to take the exam the day of return or as instructed by faculty on designated make-up day. Students will automatically have **5% deducted**. Students not making up exam on designated make-up day will receive a **(0) zero**.
5. Quizzes:
Students who are absent during a quiz will receive a Zero. Quizzes are NOT made up.
6. See student monthly calendar for schedule of exam dates.
7. See Student Handbook for clinical grading guidelines

Instructor Provided
Lesson Content:
Testing .5

Adult Learner

2 Hour

- I. Key Terms
- II. Adult Learner Defined
 - A. Traditional Adult Learner
 - B. Returning Adult Learner
 - C. Recycled Adult Learner
- III. Formal and Informal Educational Experiences
 - A. Formal Education
 - B. Informal Education
- IV. Geared for Success
 - A. Self-directed Learners
- V. Liabilities, Pitfalls, And Hidden Dangers
 - A. Hidden Danger Shared By All Adult Learners
 - B. Dangers for The Traditional Adult Learner
 - 1. Grade Inflation
 - 2. Social Activities
 - 3. Employment
 - C. Danger for The Returning Adult Learner
 - 1. Physical
 - 2. Social Responsibilities
 - D. Dangers for The Recycled Adult Learner
 - 1. Attitude
- VI. Special Challenges for Practical/Vocational Nursing Students
- VII. Learners Have Rights
 - A. First Amendment
 - 1. Freedom of expression
 - B. Fourteenth Amendment
 - 1. Right to due process
 - C. Right to an Organized Curriculum
- VIII. Responsibilities of Learners
 - A. Teaching Versus Learning
 - 1. Passive Learners
 - 2. Instructor – Facilitators of Learning
 - 3. Active Learning
 - B. Role of Evaluation
 - 1. Theory Tests
 - 2. Clinical Performance Evaluations
- IX. Other Responsibilities of Learners

Lesson Objectives:

After completion of this chapter the student will:

1. Define key terms.
2. Identify yourself as a traditional adult learner.
3. Identify personal areas of strength that will help you ensure success in the practical/vocational nursing program.
4. Identify personal areas that could interfere with your success in the practical/vocational nursing program.
5. Explain in your own words three rights of learners.
6. Discuss personal responsibility for learning and active participation in the learning process as learner responsibilities.
7. Identify the purpose of evaluation in the practical/vocational nursing program.
8. Discuss 10 learner responsibilities

Chapter 1
Testing 30 Minutes

Nursing and the Health Care System -

2 hr.

Lesson Content:

- I. Key Terms
- II. Historical Overview
 - A. Nursing In England And Europe
 - B. Florence Nightingale
 - C. Nursing In North America
- III. The Art and Science of Nursing
 - A. Evidence-Based Practice
 - B. Current Nursing Practice
- IV. Nursing Education Pathways
 - A. Practical Nursing
 - B. Registered Nurse
 - C. Advanced Practice Nursing
- V. Delivery of Nursing Care
- VI. Practice Settings
- VII. Today's Health Care System
 - A. Levels Of Health Care
 - B. Health Maintenance Organizations
 - C. Preferred Provider Organizations
 - D. The Managed Care Environment

Lesson Objectives:

After completion of this chapter the student will:

1. Describe Florence Nightingale's influence on nurses' training.
2. Explain why nursing is both an art and a science.
3. Indicate how evidence-based practice is helpful in nursing
4. Trace the growth of nursing in the United States from the Civil War to the present.
5. Discuss the ways in which the desirable attributes of the nurse might be demonstrated,
6. Identify the educational ladder that is available to nurses.
7. Describe educational pathways open to the LPN upon graduation.
8. Compare methods of delivery of nursing care.
9. List four practice settings in which LPNs may find employment.
10. Identify segments within the various levels of health care.
11. Explain how a length maintenance organization and preferred provider organization differ.
12. Relate how the managed care system has affected your own health care.

Clinical Practice:

1. Write your own definition of nursing.
2. Discuss how the standards of practice for the LPN/LVN are applied in the clinical setting.
3. List the practice areas in the community in which you could be employed as practical/vocational nurse.

Chapter 2 Concepts of Health, Illness, Stress, and Health Promotions
Testing 30 Minutes

2 hr.

Lesson Content:

- I. Key Terms
- II. Health and Illness
- III. Traditional Views of Health and Illness
 - A. Stages of Illness
 - 1. Transition Stage
 - 2. Acceptance Stage
 - 3. Convalescence Steps
- IV. Current Views of Health and Illness
 - A. Implications of Current Views
- V. The Consumer Concept of Health and Illness
 - A. Health and Illness Behavior
 - B. Cultural Influences On Concepts of Health and Illness
- VI. The Holistic Approach
 - A. Maslow's Theory of Basic Needs
 - 1. Physiologic Needs
 - 2. Security and Belonging
 - 3. Self-Esteem and Love
 - 4. Self-Actualization
- VII. Homeostasis
 - A. Adaptation
 - 1. The General Adaptation Syndrome
 - 2. Coping and Stress
- VIII. Health Promotion and Illness Prevention

Lesson Objectives:

After completion of this chapter the student will:

- 1. Compare traditional and current views of the meanings of health and illness.
- 2. Describe what the word "health" means to you.
- 3. Define what "sickness" means to you.
- 4. Discuss why nurses need to be aware of any cultural, educational, and social differences that might exist between themselves and their patients.
- 5. Compare cultural/racial differences in disease predisposition and communication between the main cultures and different races.
- 6. List the components of holistic health care.
- 7. Identify the four areas of human needs and give an example within each level of need.
- 8. Identify ways in which the body adapts to maintain homeostasis.
- 9. Explain why a particular stressor may be experienced differently by two people.
- 10. List the common signs and symptoms of stress.
- 11. Identify four ways in which a nurse can help decrease stress and anxiety for patients.

Clinical Practice:

1. Observe patients during the data-gathering process and interview process and determine their views on health and illness.
2. Recognize cultural differences in health care concepts and behaviors in the clinical setting and be able to share those observations with fellow students.
3. Determine a patient's status on Maslow's hierarchy during a clinical experience.
4. Describe alterations in homeostasis as observed in the clinical setting.
5. Document observations about stress-reduction techniques used by staff or patients during a clinical experience.

Chapter 3
Testing 30 Minutes

Legal and Ethical Aspects of Nursing

3 hr.

Lesson Content:

- I. Source of Law
- II. Civil and Criminal Law
- III. Laws Related to Nursing Practice and Licensure
 - A. Nurse Practice Act
 - B. Scope of Practice
 - C. Licensure
 - 1. Student Nurses
 - D. Professional Accountability
 - 1. Delegation
 - 2. Standards of Care
 - E. Professional Discipline
 - F. Continuing Education
- IV. Laws and Guidelines Affecting Nursing Practice
 - A. Occupational Safety and Health Act (OSHA)
 - B. Child Abuse Prevention and Treatment (CAPTA)
 - C. Discrimination
 - D. Sexual Harassment
 - E. Good Samaritan Laws
 - F. Patient Rights
 - G. National Patient Safety Goals
- V. Legal Documents
 - A. The Chart or Medical Record
 - B. Health Insurance Portability and Accountability Act (HIPPA)
 - C. Consents and Releases
 - D. Witnessing Wills or Other Legal Documents
 - E. Advance Directives
- VI. Violations of Law
 - A. Negligence and Malpractice
 - B. Common Legal Issues
 - 1. Assault and Battery
 - 2. Defamation
 - 3. Invasion of Privacy
 - 4. False Imprisonment
 - C. Decreasing Legal Risk
 - 1. Nursing Competence
 - 2. Incident or Occurrence Reports
 - 3. Liability Insurance
- VII. Ethics in Nursing
 - A. Codes of Ethics
 - B. Ethics Committees
 - C. Ethical Dilemmas

Lesson Objectives:

After completion of this chapter the student will:

1. Explain the legal requirements for the practice of nursing, and how they relate to a student nurse.
2. Identify the consequences of violating the nurse practice act.
3. Examine the issue of professional accountability, professional discipline, and continuing education for licensed nurses.
4. Compare and contrast the terms negligence and malpractice.
5. Discuss what you can do to protect yourself from lawsuits or the damages of lawsuits.
6. Differentiate a code of ethics from laws or regulations governing nursing, and compare the similarities of the codes of ethics from the NFLPN, NAPNES, and ANA.
7. Describe the NAPNES standards of practice.

Clinical Practice:

1. Reflect on how laws relating to discrimination, workplace safety, child abuse, and sexual harassment affect your nursing practice.
2. Discuss the National Patient Safety Goals and identify where these can be found.
3. Interpret rights that a patient has in a hospital, nursing home, community setting, or psychiatric facility.
4. Describe three elements necessary for informed consent.
5. Explain advance directives and the advantage of having them written out.

Chapter 4
Testing 30 Minutes

Nursing Process and Critical Thinking

2hr

Lesson Content:

- I. Key Terms
- II. The Nursing Process
- III. Critical Thinking.
 - A. Problem Solving and Decision Making
 - B. Skills for Critical Thinking
 - C. Critical Thinking in Nursing
- IV. Priority Setting and Work Organization
- V. Application of Problem Solving and Critical Thinking

Lesson Objectives:

After completion of this chapter the student will:

1. Explain the use of the nursing process.
2. Identify the components of the nursing process
3. Compare and contrast the terms critical thinking, clinical reasoning, and clinical judgment.
4. Identify the steps of the problem-solving process.
5. List the steps used in making decisions.
6. Identify ways to improve clinical reasoning skills.
7. Apply the critical thinking process to a real-life problem.
8. Discuss the use of critical thinking in nursing.
9. Explain the basic principles of setting priorities for nursing care.
10. List factors to be considered when setting priorities.

Clinical Practice:

1. Apply nursing process to a patient care assignment.
2. Use critical reasoning to prioritize care for a patient assignment.

Lesson Content:

- I. Key Terms
- II. Assessment (Data Collection)
 - A. The Interview
 - B. Chart Review
 - C. Physical Examination
 - D. Assessment in Long-Term Care
 - E. Assessment in Home Health Care
 - F. Analysis
- III. Nursing Diagnosis
 - A. Etiologic Factors
 - B. Defining Characteristics
 - C. Prioritization of Problems
 - D. Nursing Diagnosis in Long-Term Care
 - E. Nursing Diagnosis in Home Health Care
- IV. Planning
 - A. Expected Outcomes (Goals)
 - B. Planning In Long-Term Facilities
 - C. Planning In Home Health Care
 - D. Interventions (Nursing Orders)
 - E. Documentation of The Plan

Lesson Objectives:

After completion of this chapter the student will:

1. Identify the purpose of assessment (data collection).
2. Discuss the three basic methods used to gather a patient database.
3. Differentiate objective data from subjective data.
4. Use sources of data for the formulation of a patient database.
5. Correlate patient problems with nursing diagnoses from the accepted North American Nursing Diagnosis Association- International (NANDA-I) list.
6. Select appropriate outcome criteria for selected nursing diagnoses.
7. Plan goals for each patient and write outcome criteria for the chosen nursing diagnoses.

Clinical Practice:

1. Collect assessment data for a patient and document it.
2. Analyze the data collected to determining patient needs.
3. Identify appropriate nursing diagnoses from the NANDA-I list for each assigned patient.
4. Prioritize the nursing diagnoses.
5. Write specific goal/outcome statements.
6. Plan appropriate nursing interventions to assist the patient in attaining the goals/expected outcomes.

Lesson Content:

- I. Key Terms
- II. Implementation
 - A. Priority Setting
 - B. Considerations for Care Delivery
 - C. Interdisciplinary Care
 - D. Implementing Care
 - 1. Implementation in Long-Term Care
 - 2. Implementation in Home Health Care
 - E. Documentation of The Nursing Process
- III. Evaluation
 - A. Evaluation in Long-Term Care
 - B. Evaluation in Home Health Care
 - C. Revision of The Nursing Care Plan
- IV. Quality Improvement
- V. Constructing A Nursing Care Plan

Lesson Objectives:

After completion of this chapter the student will:

- 1. Set priorities for providing care to a group of patients.
- 2. Identify factors to consider in implementing the plan of care.
- 3. Describe the Standard Steps commonly carried out for all nursing procedures.
- 4. Determine the steps a nurse uses to evaluate care given,
- 5. Discuss the evaluation process and how it correlates with expected outcomes.
- 6. Explain the term continuous quality improvement and how it relates to the improvement of health care.

Clinical Practice:

- 1. Develop a useful method of organizing work for the day.
- 2. Use the Standard Steps for all nursing procedures.
- 3. Revise the nursing care plan as needed.
- 4. Write an individualized nursing care plan for an assigned patient.
- 5. Implement a nursing care plan and evaluate care plan.

Chapter 7
Testing 30 Minutes

Documentation of Nursing Care

2 hr

Lesson Content:

- I. Key Terms
- II. Purposes of Documentation
- III. Documentation and The Nursing Process
- IV. The Medical Record
- V. Methods of Documentation (Charting)
 - A. Source-Oriented or Narrative Charting
 - B. Problem-Oriented Medical Record (POMR) Charting
 1. PIE Charting
 - C. Focus Charting
 - D. Charting By Exception
 - E. Computer-Assisted Charting
 - F. Case Management System Charting
- VI. The Documentation Process
 - A. Accuracy in Charting
 - B. Brevity in Charting
 - C. Legibility and Completeness in Charting
 - D. What To Document
 1. General Charting Guidelines
- VII. The Kardex

Lesson Objectives:

After completion of this chapter the student will:

1. Identify three purposes of documentation.
2. Correlate the nursing process with the process of charting.
3. Discuss maintaining confidentiality and privacy of paper or electronic medical records.
4. Compare and contrast the six main methods of written documentation.
5. List the legal guidelines for recording on medical records.
6. Relate the approved way to correct errors in medical records.

Clinical Practice:

1. Correctly make entries on a daily care flow sheet.
2. Use a systematic way of charting to ensure that all pertinent information has been included.
3. Document the characterization of signs or symptoms in a sample charting situation.
4. Apply the general charting guidelines in the clinical setting.
5. Navigate electronic medical records and document care correctly.

Chapter 8
Testing 30 Minutes

Communication and the Nurse-Patient Relationship

2 hr.

Lesson Content:

- I. Key Terms
- II. The Communication Process
 - A. Factors Affecting Communication
 - 1. Cultural Differences
 - 2. Past Experience
 - 3. Emotions and Mood
 - 4. Attitude
 - B. Communication Skills
 - 1. Active Listening
 - 2. Interpreting Nonverbal Messages
 - 3. Obtaining Feedback
 - 4. Focusing
 - 5. Adjusting Style
- III. Therapeutic Communication Techniques
 - A. Silence
 - B. Open-Ended Questions
 - C. Restating
 - D. Clarifying
 - E. Touch
 - F. General Leads
 - G. Offering of Self
 - H. Encouraging Elaboration
 - I. Giving Information
 - J. Looking At Alternatives
 - K. Summarizing
- IV. Blocks to Effective Communication
 - A. Changing The Subject
 - B. Offering False Reassurance
 - C. Giving Advice
 - D. Defensive Comments
 - E. Prying or Probing Questions
 - F. Using Clichés
 - G. Inattentive Listening
- V. Interviewing Skills
- VI. The Nurse-Patient Relationship
 - A. Empathy
 - B. Becoming Nonjudgmental
 - C. Maintaining Hope
 - 1. Application of the Nursing Process
- VII. Nurse-Patient Communication
 - A. Communicating with The Hearing-Impaired Patient
 - B. Communicating with The Elderly
 - C. Communicating With Children

- D. Communicating with People from Other Cultures
- VIII. Communication Within the Health Care Team
 - A. End-Of-Shift Report
 - B. Telephoning Physicians
 - C. Assignment Considerations and Delegating
 - D. Computer Communication
- IX. Communication in The Home and Community

Lesson Objectives:

After completion of this chapter the student will:

1. Describe the components of the communication process.
2. List three factors that influence the way a person communicates.
3. Compare effective communication techniques with blocks to communications.
4. Describe the difference between a therapeutic nurse-patient relationship and a social relationship.
5. Discuss the importance of communication in the collaborative process.
6. List three guidelines for effective communication with a physician by telephone.
7. Identify four ways to delegate effectively.
8. Discuss five ways in which the computer is used for communication within the health care agency.
9. Describe how communication skills can affect the quality and safety of patient care.

Clinical Objectives:

1. Use interviewing skills to obtain an admission history from a patient.
2. Interact therapeutically in a goal-directed situation with a patient.
3. Communicate effectively with a patient who has an impairment of communication.
4. Give an effective report on assigned patients to your team leader or charge nurse.
5. Be present and nonjudgmental when communicating with patients, and be mindful of their needs.

Chapter 9
Testing 30 Minutes

Patient Teaching for Health Promotion

2 hr

Lesson Content:

- I. Key Terms
- II. Purposes of Patient Teaching
- III. Modes of Learning
- IV. Assessment of Learning Needs
 - A. Factors Affecting Learning
 1. Cultural Values and Expectations
 2. Confidence and Abilities
 3. Readiness to Learn
- V. The Teaching Plan
 - A. Resources for Teaching
 - B. Implementing The Plan
 - C. Evaluation
 - D. Documentation
- VI. Coordination with Discharge Planning

Lesson Objectives:

After completion of this chapter the student will:

1. Discuss the purposes of patient teaching.
2. Use patient teaching to promote the national goals of health promotion and disease prevention as listed in *Healthy People 2020* and the Health Goals for Canada.
3. Describe three ways in which people learn and correlate the importance of these types of learning to teaching.
4. List and differentiate between conditions and factors that can affect learning.
5. Identify adjustments to the teaching plan needed for teaching the very young patient or the elderly patient.
6. Discuss types of resources available to assist in patient teaching.
7. Name three things that must be included in the documentation of patient teaching.
8. Describe ways in which teaching can be continued following hospital discharge.

Clinical Practice:

1. Assess an assigned patient's learning needs.
2. Develop a teaching plan based on the patient's learning needs.
3. Implement the teaching plan at a prearranged time.
4. Evaluate the effectiveness of the teaching and the plan.

Lesson Content:

- I. Key Terms
- II. The Chain Of Command
- III. Leadership Styles
- IV. Keys to Effective Leadership
 - A. Effective Communication
 - B. Clinical Competence
 - C. Organization
 - D. Delegation
- V. Leadership Roles
 - A. Advanced Leadership Roles
- VI. Management Skills for The LPN/LVN
 - A. Time Management
 - B. Using The Computer
 - C. Transcribing Written Orders
 - D. Taking Verbal Orders
 - F. Documentation for Reimbursement
- VII. Risk Management

Lesson Objectives:

After completion of this chapter the student will:

- 1. Differentiate among the three different leadership styles discussed in the chapter.
- 2. Describe four characteristics of an effective leader.
- 3. Identify management functions of the LPN/LVN working in a long-term care facility, home care, or an outpatient clinic.
- 4. Compare and contrast examples of effective and ineffective communication.
- 5. Outline considerations for appropriate delegation of tasks to unlicensed assistive personnel (UAPs).
- 6. Distinguish the skills and functions of the team leader with those of the charge nurse.
- 7. Discuss techniques of effective time management.
- 8. Explain the importance of the “read back” for verbal or telephone orders.

Clinical Practice:

- 1. Determine the leadership style of the charge nurse on the unit to which you are assigned.
- 2. Appropriately delegate three tasks to a nurse’s aide or unlicensed assistive personnel.
- 3. Create a time-efficient work organization plan for a shift.
- 4. Demonstrate proficient use of the hospital computer
- 5. Accurately and carefully transcribe orders per facility policy.
- 6. Document accurately for reimbursement.
- 7. Become aware of the facility’s policies and procedures and uphold the standards of nursing practice.

Lesson Content:

- I. Key Terms
- II. Cultural, Religion, and Spirituality
- III. Major Religions in The United States and Canada
 - A. Christianity
 - B. Islam
 - C. Judaism
 - D. Hinduism, Buddhism, and Taoism
- IV. Cultural Group Characteristics
- V. Transcultural Nursing
- VI. Developing Cultural Competence
- VII. Cultural and Ethnic Differences
 - A. Communication
 - B. View of Time
 - C. Organization Of The Family
 - D. Nutrition
 - E. Death and Dying
 - F. Health Care Beliefs
 - G. Susceptibility To Disease
- VIII. Application of The Nursing Process
 - A. Assessment (Data Collection)
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Lesson Objectives

After completion of this chapter the student will:

- 1. Describe how culture influences health and health care choices.
- 2. Discuss the ways in which poverty often impedes adequate health care within our country.
- 3. Compare ethnic differences of Hispanic Americans and Middle Eastern Muslims.
- 4. Incorporate major differences in dietary and nutritional choices among cultural and religious groups into patients' care plans.
- 5. Identify three beliefs or values affecting health care that might be found among patients from the following cultural groups: Hispanic American, Asian American, American Indian, African American, and European American.
- 6. Plan ways to support the spiritual needs of patients of various religions.
- 7. Describe how religious beliefs and practices may affect health and health care choices.

Clinical Practice

1. Discuss ways to protect patients' rights when their culture does not permit the use of a medical intervention.
2. Demonstrate cultural competence and plan appropriate interventions when caring for a patient from a different culture.
3. Discuss boundaries of professional care for a patient whose religious beliefs are different from yours.
4. Identify signs of spiritual distress in a patient, and plan three interventions to relieve it

Lesson Content:

- I. Key Terms
- II. Graduation: Closer Than You Think
- III. What Do I Want To Do?
- IV. Using Interpersonal Styles to Your Benefit
 - A. Results-Focused
 - B. Detail-Focused
 - C. Friendly-Focused
 - D. Party-Focused
- V. Networking Your Way to Success: References and Jobs
 - A. Networking for References
 - B. Networking for A Jo
- VI. Informational Interviews to Create Future Expectations
 - A. How to Search for Employment Openings
- VII. References: A Timeless Treasure
- VIII. Résumés: The Contributions You Will Make
- IX. Cover Letters: Tailored to Fit the Job You Want
- X. Answers to Application Questions
- XI. Preparing for The Interview
- XII. Interview Questions and Answers a Challenging Opportunity
- XIII. Making A Lasting Impression
 - A. Personal Hygiene
 - B. Clothing
 - C. Make-Up
 - D. Accessories
 - E. Eye Wear
 - F. Posture
 - G. Manner
 - H. Courtesy
 - I. Habits
- XIV. Pre-Employment Physical Examination, Drug Screening, Background Checks
 - A. Physical Examination
 - B. Drug Screening
 - C. Background Checks
 - D. After The Interview
- XV. Resignation with Style

Lesson Objectives

After completion of this chapter the student will:

1. List employment opportunities available to licensed practical/vocational nurses (LPN/LVNs).
2. Determine interpersonal styles and how to use them to achieve interpersonal rapport.
3. Describe and utilize individuals within your job search network.
4. Effectively participate in an informational interview.
5. Discuss how and where to best target job leads.
6. Role-play employer telephone contacts and respond positively to hard interview questions.
7. Practice filling out a job application, including a cover letter.
8. Develop a résumé, including a cover letter that will get an employer's attention.
9. Convey nonverbal messages at the interview.
10. Have insight into the cultural and age differences of the interview.
11. Discuss the importance of employer follow-up both at the time of application and after the interview.
12. Anticipate a successful pre-employment physical examination and drug screening.
13. Write an effective resignation letter with style.

Lesson Content:

- I. Key Terms
- II. Before Computerized Adaptive Testing
- II. What Is The NCLEX-PN Examination?
 - A. How The NCLEX-PN Examination Is Kept Up-To-Date
 - B. Core Content
 - C. Types of Test Questions
 - D. Test Framework: Client Needs
 - E. Integration of Nursing Concepts and Processes
- III. Overview of Application Process
 - A. Fees and Other Important Information
 - B. How to Register
 - C. Authorization to Test (ATT)
 - D. Examination Security
 - E. Added Security Measures
 - F. Testing Time
 - G. Reporting Results of Examination
- IV. Overview of The NCLEX-PN CAT Examination
 - A. The CAT Method of Testing
- V. Applying for A Temporary Permit
- VI. Reducing Anxiety Before Testing
- VII. A Word About Review Books and Mock Examinations

Lesson Objectives:

After completion of this chapter the student will:

1. Explain the purpose of the NCLEX-PN examination.
2. Research the requirements of your state board of nursing for eligibility to take the NCLEX-PN examination.
3. Describe how CAT determines whether you pass or fail the NCLEX-PN examination.
4. Explain the process of endorsement.
5. Differentiate between a temporary work permit and licensure.
6. Discuss the proven way of preparing for the NCLEX-PN examination.
7. Explain the legal implications of ignoring the NCLEX-PN confidentiality clause and sharing information about the NCLEX-PN content with others.