

COURSE: VNSG 1402 Applied Nursing Skills
SEMESTER: Spring 2020
CLASS DAYS: M-F
CLASS TIMES: 8:00 am - 4:00 pm

Name	Phone Numbers	Email	Office	Office Hours
Debra Steele, RN	806.716.4620 (o)	dsteele@southplainscollege.edu	504	M-T 8-4 F 8-12
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“South Plains College improves each student’s life.”

GENERAL COURSE INFORMATION

It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus.

COURSE DESCRIPTION

This course is an introduction to and application of primary nursing skills. An emphasis is given on utilization of the nursing process and related scientific principles.

STUDENT LEARNING OUTCOMES

At the completion of the semester students will:
1. Be able describe the underlying principles of selected nursing skills and their relationship to client health status
2. Be able to demonstrated satisfactory performance of selected nursing skills utilizing principles of safety
3. Be able identify the nursing process used to sole basic client care problems across the life span using appropriate medical terminology
4. Be able to demonstrate accurate dosage calculation
5. Be able to discuss the principles of medication administration safety
6. Be able to identify the elements of accurate documentation of medication administration

COURSE OBJECTIVES - Outline form (C-1, C-2, C-3, C-4, C-9, C-10, C-11, C-12, C-13, C-14, C-15, C-16, F-1, F-2, F-3,

F-4, F-5, F-6, F-7, F-8, F-9, F-10, F-11, F-12, F-13, F-14, F-15, F-16, F-17

At the completion of this course the student will:
• Relate current knowledge into advanced nursing studies
• Use basic nursing skills and knowledge to meet individualized patient needs
• Employ plans for intelligent safe nursing care of the patient within the Holistic Nursing concept
• Identify the patient as a unique individual who needs assistance during illness regardless of age or degree of infirmity
• Display good interpersonal relationships between nurse and patient; nurse and co-workers, and nurse and family
• Consider the common needs of the patient and the Vocational Nurse's responsibility for the patient's environment, safety and well-being
• Recognize the importance of observation and communication regarding patient and co-worker interactions and charting. Assemble information using the Nursing Process as a nursing assessment of each patient
• Demonstrate principles of asepsis
• Demonstrate knowledge of basic interventions to support the patient and family during life stages, including death and dying
• Demonstrate methods for promoting safety in the work environment
• Utilize terminology and rationale for performing basic nursing skills
• Identify appropriate equipment needed for each nursing skill performed
• Identify, assess and evaluate the patient's response to the procedure
• Discuss the necessity for the patient/family education regarding the specific skill
• Correctly use abbreviations, definitions, prefixes, suffixes, verbs, adjectives, and words in the nursing profession
• Break down a list of medical words and identify the meaning of each word in the list through structural analysis

EVALUATION METHODS

Computer-based exams, written exams, written assignments, quizzes, skills check-offs, and other projects as assigned. In addition, methods of instruction may include but are not limited to lecture, discussion, required reading, charts/posters, Power Point, lab demonstration/return demos and audio/visual presentation

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

VERIFICATION OF WORKPLACE COMPETENCIES

There will be external clinical and simulation learning experiences provided in this course, as well as learning experiences in the lab which provides the setting in which the student applies workplace competencies. Successful completion of the designated course outcomes will allow the student to continue to advance within the program. Successful completion of VNSG 1402 meets the requirements as stated in the Differentiated Essential Competencies (DECS) of Graduates of Texas Nursing Program as:

1. Member of a Profession
2. Provider of Patient Centered Care
3. Patient Safety Advocate
4. Member of the Health Care Team

BLACKBOARD

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

SCANS and FOUNDATION SKILLS

Refer also to Course Objectives. Scans and Foundation Skills attached

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

TEXTBOOK	Publisher	ISBN#
<u>Fundamentals of Nursing Care, Concepts, Connections & Skills 3rd Edition</u>	F. A. Davis	978-0-8036-6906-2
<u>Fundamentals of Nursing Care, Concepts, Connections & Skills Study Guide 3rd Edition</u>	F. A. Davis	978-0-8036-6907-9
<u>Davis's Drug Guide for Nurses 15th Edition</u>	F. A. Davis	978-0-8036-5705-2
<u>Calculating Drug Dosages: A Patient-Safe Approach to Nursing and Math</u>	F. A. Davis	978-0-8036-2496-2

ADDITIONAL CLASSROOM ITEMS

Students should come to class prepared with pens, pencils, and a spiral notebook for taking notes or completed quizzes or assignments in class. Students should be prepared to take notes over lecture material if they choose. In addition, students should refer to BlackBoard for other course required materials.

ATTENDANCE POLICY (*READ CAREFULLY)

Class Attendance

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed. It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy.

It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate and the student will owe any balance resulting from the adjustment.

(http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance)

The SPC Vocational Nursing policy must be followed. There are no excused absences in the Vocational Nursing Program. Roll is taken for each class. A student who is not present when roll is checked is "absent." A student must sign in for each class; if a student fails to sign in, the student is marked "absent." Students are not allowed to disrupt the class for tardiness. A tardy student may come into the classroom following a break. The student must sign in, but the student will still be counted absent. It is disruptive to students who are on time for a tardy student to enter the classroom with books and backpacks. It also demonstrates a lack of caring and lack of respect to classmates for the tardy student to disrupt class. Students who are either: **(a)- tardy to the start of class or (b)- tardy following a break or lunch are counted as tardy within the first 5 minutes of the class starting (after that, students are "absent"). Two tardies count as one absence.** {Students who are tardy to class for an examination are not allowed to come in to class once the exam has begun and are counted as absent.} These students may come in to class after the examination is over to hear the information.

A student who leaves before the end of class is counted absent. Absences are recorded for the whole day. If a student leaves before the end of the class period, the student is marked "absent" for the day. A student who misses the morning session may attend the afternoon session to get the information, but the student is still marked "absent" for the day. There are no "half-day" absences.

Level 1: Because a majority of the Level 1 hours are spent in the classroom or the lab, the student may have only 3 absences for the Skills Course. If the student has an illness or a situation which requires more than three (3) absences in any single course, the student **MUST** bring a physician's excuse/release or a court order or some other "official" documentation as to why the student had to be absent. "Unused" absences do not roll over to the next semester.

A student who misses more than 3 classes in this course and does not bring the required documentation (as stated above) does not meet course objectives and must withdraw from the VNP with an “F”.

A Class Day Consists Of:

8:00 A.M. TO 12 NOON

1:00 P.M. TO 4:00 P.M.

Skills Lab Absence: In the event an absence should occur during a skills check off lab, the student will receive an absence for the day, but also will be required to make up the lab.

ASSIGNMENT POLICY

Come to class prepared each day. Students are responsible for reading the assigned material before coming to class. Reading the assignment prepares the student to form a basis on which to effectively listen, and participate actively in class discussion. Participating and listening will contribute to the student's cumulative learning process. Written assignments will consist of study questions.

Skills Lab: When participating in a skills check off lab, you must adhere to the clinical dress code. **If you have long hair, it must be pulled back or put up in a ponytail.** Your fingernails must be cut short and without polish. You cannot wear jewelry, such as earrings, tongue bars, nose rings, brow rings, or necklaces. (You may wear a flat band wedding ring only).

Skills Lab (absence): In the event an absence should occur during a skills check off lab, the student is required to make the lab up

Skills Check Offs: Each skill must be accurate before the student can perform the skill in the clinical setting. Therefore, the student will be checked off on each skill. Some skills are checked off by students. The skills check off labs are assigned labs. Higher level skills, such as assessment, VS, sterile gloving, sterile dressings and catheter insertions must be checked off by an instructor. Student must score an 85 or higher on each skill, or remediation will be required. All remediation must be complete before student can perform the skill in the clinical setting.

Grading Skills Check Offs: Each skill has its own procedural objective, with some steps on the procedure having an asterisk, a required step. The first asterisk will have a value of 5; all other asterisk steps will have a value of 10. Three (3) non-asterisk items will count as one asterisk. There may be opportunities during class to practice, but most of the practice for the student will come during the required Friday lab hours or on your own time outside of class. If a student misses a check off day, they will need to come to the skills instructor to reschedule a time.

BSCCL: This is a Basic Skills Clinical Competency Lab and is performed **BEFORE** the Final Exam. The student should be able to demonstrate all sterile skills and non-sterile skills taught in this course. Student must score a grade of 85 or higher, or remediation will be required. The score or grade the student will receive will be calculated based on the number of asterisk items missed. The first asterisk will have a value of 5 points and each additional asterisk will have a value of 10 points. Three (3) non-asterisk items will count as one asterisk and be valued at 10 points.

For example:

First asterisk missed = 95

Second asterisk missed = 85

Third asterisk missed = 75

After the third missed asterisk the student will be asked to stop the skill demonstration due to lack of preparedness. The **remediation will not alter the original grade**, however, the student will have to score at least an 85 on remediation to move on. For remediation, the student must obtain a remediation form and schedule an appointment ahead of time with an available instructor. All remediation for BSCCL skills must be complete by March 13, 2020, or the student will receive an “Incomplete” for their grade and will not be allowed to attend their first assigned clinical day. Following clinical assignments will be missed with a grade of “zero” for the clinical week until April 3, 2020. After April 3, 2020, if remediation is not complete, the student will not have met the course exit goals, and will be given a course grade of “F”, regardless of other course grades, and withdrawn from the vocational nursing program.

Information on All Procedures Nonsterile and Sterile:

At times, videos may be viewed before or after each Lecture in class. To view the video again the student will need to request a time that is convenient with the skills instructor, so during the first viewing it would benefit each student to be attentive. That means no talking, laughing, sleeping or passing notes during this time. This is the demonstration for the student.

At times there will be instructor or instructors who can assist in lab during the students practice times. This is why it is important for the student to come to class prepared for the lecture and part of being prepared is to review the skills for that particular procedure discussed.

There will be some days during the week on the schedule that are assigned for lab practice. In addition, Friday's are considered as a clinical day that you will have the opportunity to practice procedures. It is very important that you take advantage of lab days during the week and on Fridays.

Nonsterile Objectives (assessment, respiratory care, vital signs, and I/O) will be checked on the day assigned and given a grade by an instructor. It is important for the student to follow the objectives that is located under ANS Skills Manual on Blackboard.

Sterile Objectives (Wet-To—Most Dressing, Indwelling Catheter/Discontinuing, and Straight Cath), these procedures will be checked off for proficiency by an instructor. As stated above the videos followed along with the objectives will need to be practiced before the scheduled dates for check off. The dates are scheduled and assigned at the CCE.

COMPUTER USAGE

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom

resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password.

ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.

COMPUTER LAB USAGE

The computer lab(s) on any campus may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

EXAMS

- See Lecture/Exam Schedule.
 - Presentation of material includes class lectures, discussion, handouts, videos, and power point.
 - Grades will be recorded on Blackboard for the student to view. The student will also be provided a grade sheet for all grades to be posted on by the student after reviewing their exams. It is up to the student to keep up with their grade sheet and grades.
 - If time allows the Student will have the opportunity to review each exam on the day of the test, if not another day will be scheduled. After viewing the exam if the student has further questions the student will need to email the instructor for an appointment to review the exam for further explanation. The student must discuss this with the instructor within 48 hours of viewing their grade. Once the 48 hours has passed without the student questioning the grade or question, **the assigned grade is final and may not be challenged at the end of the course. Grades will not be emailed or given out by phone.**
 - Medical Terminology: Abbreviations & Definitions are incorporated in the eleven unit exams.
 - Abbreviations & Definitions (100 questions) fill-in-the-blanks with correct spelling. (This is located in the student syllabi). This exam counts 10% of the student's total grade and stands alone, not incorporated in the eleven unit exam averages.
 - Final Exam also includes Abbreviations and Definitions.
 - Course grade will be determined by unit exams (30%) including the objectives, abbreviation/definition exam (10%) Comprehensive Final is (40%), and BSCCL (20%).
 - All BSCCL skills (sterile and non-sterile) have to be completed with a grade of 85 or better, or the student has to remediate those skills (see section on BSCCL for details).
 - Students must earn a "75" or better in this class and meet all criteria as discussed above for progression.

The final that is taken in class may not be reviewed

Unit Exams	30%
Abbreviation/Definition exams	10%
Skills Final	40%
BSCCL	<u>20%</u>
	100%

Please refer to your SVN handbook for additional comments about grades.

MISSED EXAMS/MAKEUP WORK:

Students are expected to take all examinations for each nursing course. There are NO makeup exams for this course. Since the final exam is comprehensive (meaning that it covers the entire course), the final exam will be the missed exam **FOR THE MISSED EXAM ONLY**. If any additional exams are missed, a grade of "0" will be recorded.

NO exams will be given prior to the originally scheduled exam. Please do not ask.

Any action interpreted as cheating by facilitating instructor may result in immediate removal from the testing area, a zero recorded for the test grade and possible removal from SPC nursing program.

GRADING POLICY

The grade for this course will be determined upon completion of the following components:

Unit Exams (14)	30%
Abbreviation/Definition Exam	10%
BSCCL	20%
Final Exam	40%
	100%

Course grades are based on the following scale:

A = 90-100%

B = 80-89.99%

C = 75-79.99%

D = 70-74.99%

F = 69.9% and below

Unit exams will not be rounded up or down i.e., 79.4 = 79

The final exam grade will not be posted; only the final letter grade.

All exams taken during this course will be averaged for the student's FINAL LETTER GRADE which is posted on BlackBoard

ADDITIONAL INFORMATION:

ATTENTION: CELL PHONES ARE NOT ALLOWED DURING CLASS. The following penalties apply to students who choose to sneak in their phones: (1) If a cell phone rings during an exam, that student's exam will end immediately with a "50" recorded for the exam grade, even if the student was answering the last question. There is no makeup for this grade. (2) If a cell phone goes off during lecture, the cell phone will be taken up and left in the Director's office till 4:00 p.m.

The student is allowed to use the cell phone only during breaks, please keep cell phones in your locker or car.

For Test Security, no hats, caps, backpacks or purses are permitted in the classroom during exams. No drinks or food may be brought into the classroom during an exam.

Bottled drinks with a screw top lid may be brought into the classroom during lecture **only**.

Competencies are defined as effective demonstration of basic nursing skills, knowledge, and judgment as taught and demonstrated in the nursing lab and classroom.

The student's performance of the competencies will demonstrate and describe the desired outcome of learning at the conclusion of the nursing skills course.

All students are required to demonstrate the mastered competency skills prior to performing the skills in the clinical setting. Should the student NOT be successful, the student will be withdrawn from Applied Nursing Skills I and Clinical 1260. (Refer to Student Handbook – Clinical Guidelines Laboratory Experiences.)

DO NOT write on test papers unless otherwise informed.

Excessive talking in class will not be allowed; the student may be asked to leave, with an absence given for the day.

The Nursing Laboratory is provided to enhance the learning experience. It is the student's responsibility to keep the lab clean and tidy at all times. If it is necessary to utilize the lab after hours, arrangements must be made with the faculty.

Classroom rules also apply to the laboratory classes.

Radios will not be allowed in the classroom at any time.

Laptops, tablets and cell phones are not allowed during classroom lecture.

COURSE EXIT GOALS:

For the student to exit this course, the student must do the all of the following:

- 1. Remediate BSCCL if an 85 or less is made on any skill (sterile or nonsterile) by April 3, 2020. If BSCCL remediation is not complete by April 3, a course grade of “F” will be given regardless of other grades.**
- 2. Must pass the course with a 75 average**

If ALL course exit goals are not met, student will be given an “F” for the course grade and will be withdrawn from the vocational nursing program.

COURSE SCHEDULE POSTED ON BLACKBOARD

COMMUNICATION POLICY

Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. Students are encouraged to check SPC email on a daily basis. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via Blackboard. Any student having difficulty accessing Blackboard or their email should immediately contact their instructor for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website.

Students are expected to read and, if needed, respond in a timely manner to college emails. It is suggested that students check college email daily to avoid missing time-sensitive or important college messages. Students may forward college emails to alternate email addresses; however, SPC will not be held responsible for emails forwarded to alternate addresses. A student’s failure to receive or read official communications sent to the student’s assigned email address in a timely manner does not absolve the student from knowing and complying with the content of the official communication. The official college email address assigned to students can be revoked if it is determined the student is utilizing it inappropriately. College email must not be used to send offensive or disruptive messages nor to display messages that violate state or federal law.

Mrs. Steele and Mrs. Trull will answer all emails in a timely manner. If a student emails the instructor prior to 4:00 pm Monday- Friday, the student can expect to receive a response via email the same day. If email is sent after 4:00 pm, the student can expect to receive a response the next business day. Emails will not be checked or answered on the weekend. Any email sent after 4:00 pm on Friday will be answered the following Monday.

CAMPUS CARRY

Campus Concealed Carry - Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at:

http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php)

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens.

Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students.

Any student who fails to perform according to expected standards may be asked to withdraw.

Rules and regulations regarding student conduct appear in the current Student Guide.

ACCOMMODATIONS

4.1.1.1. Diversity Statement In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

4.1.1.3 Non-Discrimination Statement South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

4.1.1.4 Title IX Pregnancy Accommodations Statement If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email cgilster@southplainscollege.edu for assistance.

4.1.1.5 OPTIONAL STATEMENT - Campus Concealed Carry Statement Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

FOUNDATION SKILLS

BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL—Works With Others

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers—works to satisfy customer's expectations.

C-12 Exercises Leadership—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates—works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works With Diversity—works well with men and women from diverse backgrounds.

SYSTEMS—Understands Complex Interrelationships

C-15 Understands Systems—knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance—distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems—suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY—Works with a Variety of Technologies

C-18 Selects Technology—chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task—understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment—prevents, identifies, or solves problems with equipment, including computers and other technologies.

NURSING BASICS

UNIT 3

The Nursing Process and Decision Making

Following completion of this chapter, the student should be able to:

1. Define key terms associated with the nursing process and decision making.
2. Discuss ways in which critical thinking is used in nursing.
3. List the steps of the nursing process.
4. Contrast subjective and objective data.
5. Explain how to conduct a nursing interview.
6. List techniques used to gather data during a physical assessment.
7. Explain how NANDA-1 nursing diagnoses are listed.
8. Compare one-part, two-part, and three-part nursing diagnoses.
9. Differentiate between long-term and short-term goals.
10. Explain how to write correct outcomes statements.
11. Compare types of nursing interventions.
12. Explain the importance of individualized nursing interventions.
13. List initial intervention steps.
14. List types of nursing care plans.
15. Explain the process for writing a student care plan.
16. Discuss the use of concept maps to plan care.

Documentation

Following completion of this chapter, the student should be able to:

1. Define key terms associated with documentation.
2. Explain four purposes of written documentation.
3. Discuss confidentiality of patient records.
4. Summarize 12 guidelines for documentation.
5. Compare source-oriented and problem-oriented documentation systems.
6. List the common sections of a source-oriented documentation system.
7. Compare PIE charting and SOAPIER charting formats.
8. Contrast charting by exception and focus charting.
9. Explain how narrative charting is different from all other formats.
10. List the advantages and disadvantages of computerized charting.

Loss, Grief, and Dying

Following completion of this chapter, the student should be able to:

1. Define key terms related to loss, death, and grief.
2. Explain the differences between curative care, palliative care, and hospice care.
3. Describe the function of each of the following documents: durable power of attorney, living will, do-not-resuscitate order.
4. Explain the traditional five stages of grief.
5. List at least five symptoms indicating end-stage disease.
6. Describe at least four beneficial effects of dehydration at the end of life.
7. Identify comments the patient might make indicating that he/she desires to discuss a terminal condition.

Safety

Following completion of this chapter, the student should be able to:

1. Describe six factors that contribute to an unsafe patient environment.
2. Identify requirements for use of restraints and release of restraints.
3. Explain the acronyms RACE and PASS.
4. Determine actions to take when a patient is unresponsive.
5. Explain how lack of rest and substance use or abuse can contribute to unsafe patient care.
6. Describe ways to protect yourself from radiation hazards.
7. Discuss safe handling of chemicals and gases.
8. Explain ways to protect yourself from biological hazards.

Medical Asepsis and Infection Control

Following completion of this chapter, the student should be able to:

1. Define key terms related to medical asepsis and infection control.
2. Illustrate the chain of infection.
3. Explain factors that decrease the body's defenses.
4. Differentiate between the use of standard precautions and transmission-based precautions.
5. Compare medical and surgical asepsis.
6. Detail the use of standard precautions.
7. Compare the purposes and types of transmission-based precautions.
8. Explain ways to meet the emotional needs of patients who are isolated due to communicable disease.

Personal Care

Following completion of this chapter, the student should be able to:

1. Define key terms associated with personal care.
2. Categorize personal care tasks performed at particular times during the day.
3. Describe the benefits of bathing patients, both for the patient and for the nurse.
4. Explain factors to consider when planning patient care and bathing.
5. List three categories of personal care.
6. Identify types of baths and their purposes.
7. Contrast back massage with applying lotion to the back.
8. Discuss key aspects of providing oral care to unconscious and conscious patients.
9. Describe assessments to make during oral care, hair care, and nail care.
10. Identify ways to minimize noise, odors, and clutter in the patient's environment.
11. Differentiate between open, closed, and surgical beds.
12. Describe nursing responsibilities when making occupied and unoccupied beds.

Moving and Positioning Patients

Following completion of this chapter, the student should be able to:

1. Define key terms associated with moving and positioning patients.
2. Describe the effects of immobility on seven body systems.
3. List nursing measures to prevent complications of immobility for these body systems.
4. Discuss the importance of positioning patients correctly and performing frequent position changes.
5. Describe devices available to increase safety and ease of transferring patients.
6. List guidelines for performing a manual patient transfer.
7. Summarize the importance of assisting a patient to dangle prior to transfer or ambulation.

Vital Signs

Following completion of this chapter, the student should be able to:

1. Define key terms associated with assessment of the six vital signs.
2. Describe the six vital signs, their significance, and their normal ranges.
3. Identify times when vital signs should be assessed.
4. Summarize the guidelines for vital sign assessment.
5. Outline the four circulatory qualities and how they determine blood pressure.
6. Relate at least six factors that affect blood pressure, temperature, pulse, and respiration.
7. Contrast the effects of hypertension and hypotension on the body.
8. Describe how and where to assess peripheral pulses.
9. Distinguish how the body regulates each vital sign.
10. Describe how to assess pain.

Applying Heat and Cold

Following completion of this chapter, the student should be able to:

1. Define key terms related to applying heat and cold.
2. Contrast the physiological effects of local heat and cold applications.
3. Identify at least four uses for heat therapy.
4. Explain how application of heat can support healing.
5. Detail the nursing assessments to make prior to, during, and after application of heat therapy.
6. Describe three uses for cold therapy.
7. Compare the methods of heat and cold application.
8. Summarize the nursing assessments pertinent to cold applications.
9. Teach a patient how to make a simple cold pack using only a washcloth and a zip-type plastic bag.

Physical Assessment

Following completion of this chapter, the student should be able to:

1. Define key terms associated with physical assessment.
2. Describe three purposes of physical assessment.
3. Differentiate between a comprehensive health assessment, a focused assessment, and an initial head-to-toe shift assessment.
4. Summarize the six techniques used for physical assessment.
5. Distinguish the different components to be examined during an initial head-to-toe shift assessment.

6. Relate each component of assessment to its associated body system(s).
7. Explain the significance of abnormal assessment findings.
8. Describe adaptations in assessment techniques that are necessary due to the age of the patient.
9. Perform an initial head-to-toe shift assessment.
10. Document the results of any initial head-to-toe assessment.

Surgical Asepsis

Following completion of this chapter, the student should be able to:

1. Define key terms associated with surgical asepsis.
2. Differentiate between medical asepsis and surgical asepsis.
3. Explain the necessity of developing a sterile conscience.
4. Identify guidelines for using sterile technique while opening sterile supplies, setting up and adding items to the sterile field, opening sterile packs, and working with a sterile field.

Diagnostic Tests

Following completion of this chapter, the student should be able to:

1. Correctly use key terms associated with diagnostic tests.
2. Explain the nurse's role and responsibilities in relation to diagnostic tests.
3. Explain all the components of a complete blood cell count, including a white count differential.
4. Relate the normal adult ranges of complete blood cell count components.
5. Identify the normal findings of a urinalysis.
6. Name at least two tests that evaluate renal function.
7. Name three diagnostic tests that would be useful in evaluating liver function.
8. Differentiate between esophagogastroduodenoscopy, barium enema, and colonoscopy, and between magnetic resonance imaging and computed tomography, including purposes and preparations for each.
9. Explain the purpose of a lumbar puncture and how to position a patient for the procedure.
10. Prioritize the post procedure nursing actions to be performed after a femoral arteriogram.
11. Relate the purposes of a glucose tolerance test, intravenous pyelogram, and bone marrow aspiration.

Wound Care

Following completion of this chapter, the student should be able to:

1. Define key terms related to wound care.
2. Contrast contusion, abrasion, puncture, penetrating, and laceration wounds.
3. Identify risk factors for pressure ulcers.
4. Outline nursing interventions to prevent pressure ulcers.
5. Compare first, second, and third intention wound closures.
6. Explain how different factors affect wound healing.
7. Discuss wound treatments and the nursing responsibilities for each.
8. Accurately assess a wound and wound drainage.
9. Describe types of dressings and their uses.
10. Identify information to document concerning wounds.

Musculoskeletal Care

Following completion of this chapter, the student should be able to:

1. Describe common musculoskeletal conditions that result in limited mobility.
2. Differentiate between indications for use of x-rays, CT scans, and MRIs to diagnose musculoskeletal conditions.
3. List six types of immobilizing devices used for musculoskeletal disorders.
4. Describe nursing care of patients with musculoskeletal conditions, including casts, traction, joint replacement, and amputation.
5. Discuss guidelines for patients using assistive devices for ambulation.
6. Describe the steps necessary to develop a plan of care for a patient with impaired mobility related to a musculoskeletal condition.

Respiratory Care

Following completion of this chapter, the student should be able to:

1. Define key terms associated with respiratory care.
2. Explain the mechanics of inhalation and exhalation.
3. Explain the changes in physiological regulation of respiration in patients with chronic lung disease.
4. Explain nursing interventions to use for patients with impaired oxygenation.
5. Discuss safety measures to enforce when the patient is receiving supplemental oxygen.
6. Identify types of oxygen sources and delivery devices used for supplemental oxygen.
7. List tips for conservation of energy for patients with chronic lung disease.

Bowel Elimination and Care

Following completion of this chapter, the student should be able to:

1. Explain how different factors affect bowel elimination.
2. List independent nursing interventions to promote bowel elimination.
3. Accurately assess bowel elimination problems.
4. Contrast different types of enemas.
5. List signs and symptoms of vagal stimulation.
6. Prioritize nursing actions to perform when vagal stimulation is suspected.
7. Explain how to obtain stool specimens for culture and sensitivity and for ova and parasites, and how to test for occult blood.
8. Discuss ostomy care and patient teaching regarding care.

Urinary Elimination and Care

Following completion of this chapter, the student should be able to:

1. Define key terms related to urinary elimination.
2. Describe normal and abnormal urine output.
3. Discuss characteristics of normal urine and the significance of abnormal characteristics.
4. Explain the causes and complications of urinary retention.
5. List the types of urinary incontinence.
6. Describe nursing interventions to help manage incontinence.
7. Discuss methods of assessing urine.

8. List the steps for collecting a 24-hour urine sample.
9. Identify purposes, types, and sizes of urinary catheters.
10. Discuss the care of patients with an indwelling urinary catheter.

Care of the Surgical Patient

Following completion of this chapter, the student should be able to:

1. Define key terms related to care of the surgical patient.
2. Differentiate between types of surgery by purpose, degree of urgency, and degree of risk.
3. Identify factors that increase the risks of surgery and anesthesia.
4. Describe the process of informed consent.
5. Explain the purpose of various preoperative laboratory tests.
6. Specify the important components of preoperative patient teaching.
7. Explain the various purposes of preoperative medications.
8. Explain the purpose for and the various data included on a preoperative checklist.
9. Compare the various roles and responsibilities of operative personnel.
10. Explain nursing procedures that may take place in the operating room and their rationales.
11. Prioritize nursing care during immediate postoperative and post anesthesia care.
12. Describe the admission process of a postsurgical patient on the hospital unit.
13. Accurately describe the assessment of the postsurgical patient on the hospital unit.
14. Identify potential postsurgical complications, with emphasis on prevention and intervention.

Researching and Preparing Medications

Following completion of this chapter, the student should be able to:

1. Define key terms associated with researching and preparing medications.
2. Differentiate between the chemical, generic, and brand name of medications.
3. Explain when generic prescriptions might be used.
4. Discuss two general categories of medications.
5. Summarize the routes of medication administration.
6. Describe the schedule for controlled drugs, with an example of a drug in each schedule.
7. Contrast desired effects, side effects, and adverse effects of medications.
8. Describe allergic reactions, including anaphylaxis.
9. Identify resources to use when researching medications.
10. Discuss types of medication interactions that may occur.
11. Identify common classifications of medications and safety assessments to make prior to administering them.
12. Explain information and abbreviations found in prescriber's orders.
13. Calculate drug dosages using a formula.
14. Explain how to obtain medications for administration.
15. Determine the six rights, patient rights, and safety checks to perform to prevent medication errors.
16. Describe guidelines to use when preparing medications.
17. Discuss how to handle medication errors.

Administering Oral, Topical, and Mucosal Medications

Following completion of this chapter, the student should be able to:

1. Define key terms associated with oral, topical, and mucosal medications.
2. Differentiate between the use of oral, sublingual, and buccal routes of administration.
3. Describe the variety of oral form of drugs.
4. Explain how to prepare liquid medications.
5. Describe special considerations for administration of narcotic medications.
6. Describe special precautions needed when administering medications to patients on tube feedings.
7. Discuss principles to use when administering medicines through an enteral tube.
8. Explain the differences in administering medications to children, adults, and older adults.
9. Discuss guidelines for administering medications via the topical and transdermal routes.
10. Describe guidelines to follow when administering eye, ear, and nasal medications.
11. Discuss vaginal medications and how they are administered.
12. Identify purposes of rectal medications and contraindications for this route.
13. Differentiate between the use of a metered-dose inhaler and a dry-powder inhaler.
14. Identify nursing responsibilities when administering oral, topical, and mucosal medications.
15. Explain how to document medication administration on paper and in electronic MARs.
16. Discuss ways to prevent errors in medication administration and documentation.
17. Explain what to do if a medication error occurs.

Administering Intradermal, Subcutaneous, and Intramuscular Injections

Following completion of this chapter, the student should be able to:

1. Define key terms associated with intradermal, subcutaneous, and intramuscular injections.
2. Explain the significance of first-pass metabolism.
3. Describe the different types of syringes, including volume capacity and the units of measurement marked on each type.
4. Identify the different parts of a syringe and needle.
5. Describe the appropriate sites used for intradermal and subcutaneous injections.
6. Identify the anatomical landmarks and muscles used for intramuscular injections in adults and children.
7. Describe the volumes of medications that may be administered via the intradermal, subcutaneous, and intramuscular routes of injection.
8. Select appropriate needle gauge and length for the different routes of administration in the various injection sites.
9. Describe proper injection technique for intradermal, subcutaneous, and intramuscular injections, including Z-track.
10. Specify parts of the syringe and needle that must be kept sterile during preparation and administration of an injection.
11. Identify appropriate safety measures related to administration of injections.
12. Relate possible complications associated with different types of injections.
13. Explain the importance of compatibility of medications.
14. Identify appropriate steps to employ as you draw up and combine two types of insulin in a syringe, and administer via the subcutaneous route.
15. Correctly draw up medications from a vial and from an ampule.
16. Discuss diluents and any restrictions for use related to various age groups.
17. Identify medication classifications that require verification by more than one nurse prior to administration.
18. Discuss how the administration of insulin/heparin varies from other subcutaneous injection techniques.

VNSG 1402: Syllabus Contract

Print Name: _____ Last 4 # of ID. _____

I have read and understand the SKILLS Syllabus and schedule. I have had the opportunity to ask questions. I also understand to exit this course I must meet All Objectives Listed in the course Syllabus as stated below:

COURSE EXIT GOALS:

For the student to exit this course, the student must do the ALL of the following:

- 1. Remediate BSCCL if an 85 or less is made on any skill (sterile or nonsterile) by April 3, 2020. If BSCCL remediation is not complete by April 3, a course grade of “F” will be given regardless of other grades.**
- 2. Must pass the course with a 75 average**

Signed: _____ Date: _____