



**CLARENDON COLLEGE
VOCATIONAL NURSING
VNSG 1402 - APPLIED NURSING SKILLS**

Division of Workforce:

Course Name: VNSG 1402 – Applied Nursing Skills

Credit Hours: 3 Hours

Contact Hours: Theory 48 and Lab 96

Semester: Fall 2024

Classroom Location:

Pampa - Center: 1601 W. Kentucky, Pampa, 79065 - Room 101

Phone: (806) 660-2014 Pampa

Childress Campus: 1902 Ave G NW, Childress, TX 79201 - Mesquite Room

Phone: (940) 937-2201 Childress

Instructors:

Pampa Campus: Toni Broom, BSN, RN

Office Location: Auvenshine Bldg. 1601 W. Kentucky Ave., Pampa, TX 79065

Phone: (806) 665-8801

Email: toni.broom@clarendoncollege.edu

Childress Campus: Debbie O' Neal, LVN

Office Location: 1902 Ave G NW, Childress, TX 79201

Phone: (940) 937-2201

Email: Debbie.ONeal@clarendoncollege.edu

Office Hours: As posted or by appointment.

Course Description: VNSG 1402 Applied Nursing Skills introduces an application of primary nursing skills with emphasis on utilization of the nursing process and related scientific principles.

Statement of Purpose:

VNSG 1402 Applied Nursing Skills partially satisfies the requirement for the vocational nursing certificate at Clarendon College.

Audio/Video/Photography/Distribution of Course Materials:

All course materials are only for the use of students enrolled in this course for purposes associated with this course. Audio/Video recording or photography of courses in session is strictly prohibited by students unless previous permission has been granted by the faculty. Duplication and/or distribution of any classroom materials via print, email, or other electronic means to individuals who are not currently enrolled in this course are prohibited.

Electronic Communication:

Clarendon College Allied Health Department faculty and staff will send official correspondence to a student via Microsoft TEAMS or e-mail using the student's e-mail address as assigned by Clarendon College. Faculty, students, and staff are expected to use their Clarendon College Microsoft TEAMS or bulldog e-mail address for all official communication.

Syllabus Disclaimer:

Although every effort will be made NOT to change schedules, unforeseen events may cause changes to the scheduling of campus classes/labs/activities, exams, etc. Class topic and exam schedule may change with notice. Faculty reserve the right to make any changes deemed necessary to best fulfill the course objectives. Students registered for this course will be made aware of any changes in a timely fashion using reasonable means of communication. It is the responsibility of each student to know what changes if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.

***Syllabi/Schedules subject to change.**

End-of-Course Outcomes: (WECM)

1. Describe the underlying principles of selected nursing skills and their relationship to patient health status;
2. Demonstrate performance of selected nursing skills utilizing principles of safety; and
3. Identify the nursing process as applied to basic care across the life span.

Course Outcomes (DEC):

The DEC competencies are fully integrated throughout the curriculum for the VN student. The DEC competencies relate to the entry level skills each student will acquire as they relate to the working world and the competencies required by the Texas Board of Nursing.

Learning Outcomes: (DEC):

I. Member of the Profession:

- A. Function within the nurse's legal scope of practice and in accordance with regulation and the policies and procedures of the employing health care institution or practice setting.
- B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
- C. Contribute to activities that promote the development and practice of vocational nursing.
- D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

- A. Use clinical reasoning and knowledge based on the vocational nursing program of study and established evidence-based practice as the basis for decision-making in nursing practice.
- B. Assist in determining the physical and mental health status, needs, and preferences influenced by culture, spirituality, ethnicity, identity, and social diversity of patients and their families, and in interpreting health-related data based on knowledge derived from the vocational nursing program of study.
- C. Report data to assist in the identification of problems and formulation of goals/outcomes and patient-centered care plans of care in collaboration with patients, their families, and the interdisciplinary health care team.
- D. Provide safe, compassionate, basic nursing care to assigned patients with predictable health care needs through a supervised, directed scope of practice.
- E. Implement aspects of the plan of care within legal, ethical, and regulatory parameters and in consideration of patient factors.

- F. Identify and report alterations in patient responses to therapeutic interventions in comparison to expected outcomes.
- G. Implement teaching plans for patients and their families with common health problems and well-defined health learning needs.
- H. Assist in the coordination of human, information, and physical resources in providing care for assigned patients and their families.

III. Patient Safety Advocate:

- A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.
- B. Implement measures to promote quality and a safe environment for patients, self, and others.
- C. Assist in the formulation of goals and outcomes to reduce patient risks.
- D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.
- E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.
- F. Accept and make assignments that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

- A. Communicate and collaborate in a timely manner with patients, their families, and the interdisciplinary health care team to assist in the planning, delivery, and coordination of patient-centered care to assigned patients.
- B. Participate as an advocate in activities that focus on improving the health care of patients and their families.
- C. Participate in the identification of patient needs for referral to resources that facilitate continuity of care, and ensure confidentiality.
- D. Communicate patient data using technology to support decision-making to improve patient care.
- E. Assign nursing activities to LVNs or unlicensed personnel based upon an analysis of patient or work place need.
- F. Supervise nursing care by others for whom the nurse is responsible.
- G. Assist health care teams during local or global health emergencies or pandemics to promote health and safety, and prevent disease.



Reference

Texas Board of Nursing, (2021, January). *Differentiated Essential Competencies (DECs) of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors*. Retrieved from https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Vocational Nursing Program DECs Matrix					
Program: Vocational Nursing Education					
List of VNSG Courses Required and Identified Competencies					
Competencies				Course ID	Course Title
1	2	3	4		

<p>A – Knowledge: 1abc, 2, & 3</p> <p>B – Knowledge: 4, 7abc, & 8</p> <p>B – Clinical Judgement and Behaviors: 1, 4ab, & 6ab</p> <p>C – Knowledge: 2, 3, & 4</p> <p>D – Knowledge: 2 & 3</p> <p>D – Clinical Judgement and Behaviors: 1, 5, & 6</p>	<p>A – Knowledge: 1, 2abc, 3, &</p> <p>B – Knowledge: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, & 12</p> <p>C – Knowledge: 1, 2, 3, 4ab, 5, 6, 7, & 8</p> <p>D – Knowledge: 1abcd, 2, 3ab, 4, 5, 8, 9, 10, 11, 12, & 13</p> <p>E – Knowledge: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, & 13</p> <p>G – Knowledge: 1, 2, & 3</p> <p>G – Clinical Judgement and Behaviors: 1, 2, 3, 4, 5, 6, & 7</p> <p>H – Knowledge: 1, 2, 3abc, 4, 5, 6, & 7</p>	<p>A – Knowledge: 1, 2, & 3</p> <p>B – Knowledge: 1, 2, 3, 4abc, & 5</p> <p>E – Knowledge: 1abc & 2</p> <p>C – Knowledge: 1, 2, 3, 4, 5, 6, 7, & 8</p> <p>C – Clinical Judgement and Behaviors: 1ab, 2abc, 3ab, & 4</p> <p>D – Knowledge: 1ab, 2, & 3</p> <p>D – Clinical Judgement and Behaviors: 1abc, 2abc, 3ab, & 4</p> <p>E – Knowledge: 1, 2abcd, 3, & 4ab</p> <p>E – Clinical Judgement and Behaviors: 1, 2ab, & 3ab</p> <p>F – Knowledge: 1, 2, 3, & 4</p> <p>F – Clinical Judgement and Behaviors: 1, 2, 3, & 4</p> <p>G – Knowledge: 1, 2, 3, & 4</p> <p>G – Clinical Judgement and Behaviors: 1, 2, 3, & 4</p>	<p>A – Knowledge: 1ab, 2, 3ab, 4ab, & 5</p> <p>B – Knowledge: 1ab, 2ab, 3abc, & 4</p> <p>C – Knowledge: 1, 2, 3, 4, 5, 6, 7, & 8</p> <p>C – Clinical Judgement and Behaviors: 1ab, 2abc, 3ab, & 4</p> <p>D – Knowledge: 1ab, 2, & 3</p> <p>D – Clinical Judgement and Behaviors: 1abc, 2abc, 3ab, & 4</p> <p>E – Knowledge: 1, 2abcd, 3, & 4ab</p> <p>E – Clinical Judgement and Behaviors: 1, 2ab, & 3ab</p> <p>F – Knowledge: 1, 2, 3, & 4</p> <p>F – Clinical Judgement and Behaviors: 1, 2, 3, & 4</p> <p>G – Knowledge: 1, 2, 3, & 4</p> <p>G – Clinical Judgement and Behaviors: 1, 2, 3, & 4</p>
Competency References			
		4 – Member of the Health Care Team	
		3 – Patient Safety Advocate	
		2 – Provider of Patient-Centered Care	
		1 – Member of the Profession	

**VNSG
1402**

**Applied
Nursing Skills**

SCANS COMPETENCIES:

The individual SCANS Foundation Skills and competencies have been identified and are located on file in the nursing office. Demonstration of SCANS is documented by the student's ability to provide evidence that the skill has been mastered.

THECB CORE OBJECTIVES:

Clarendon College endeavors to meet the Core Objectives proposed by the Texas Higher Education Coordinating Board (THECB). The THECB has determined the following categories as necessary achievements of core curriculum in higher education:

Critical Thinking Skills – to include creative thinking, innovation, inquiry, and analysis, evaluation and

synthesis of information.

Communication Skills – to include effective development, interpretation and expression of ideas through written, oral and visual communication.

Empirical and Quantitative Skills – including application of scientific and mathematical concepts.

Teamwork – including the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making.

Social Responsibility – to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Instructional Materials:

Textbook:

Williams, P. A. (2021). *Fundamental concepts and skills for nursing* (6th ed.). Elsevier.

ISBN: 978-0-323-88421-1

Williams, P. A. (2021). *Fundamental concepts and skills for nursing study guide* (6th ed.). Elsevier.

ISBN: 978-0-323-68386-9

Other Relevant Materials:

Pens, pencils, paper, highlighters, laptop, ATI, Nurse Practice Act, Scantron answer sheets, Nurse Practice Act, and Scope of Practice.

Methods of Instruction:

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

Student Requirements:

1. Professional behavior is expected of all employees entering the work field.
2. Students will be expected to demonstrate professional behavior by being respectful of others in the course, attending all classes, and actively participating in this learning opportunity.
3. Students are responsible for all assignments and material covered in their absence.
4. Assignments: See course schedule of individual instructor.
5. Students are expected to be self-directed independent learners throughout the semester.

Methods of Instruction:

Lectures	Required Reading	Written Assignments	Quizzes
Classroom Discussions	Small Group Work	Audio-Visual Aids	Demonstrations
Return Demonstrations	ATI Modules	Projects	Concept Maps

*Lectures may be in-class, via zoom, or recorded and uploaded to TEAMS.

Requirements and Evaluation Methods:

EXAMS	PERCENTAGE
Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%
Final Exam	20%
TOTAL for COURSE GRADE	100%

Grading Scale:

The following grading scale is utilized for the LVN Nursing Program:

A	90-100
B	81-89
C	78-80
D	68-77
F	Below 67

Students must achieve an overall course grade at or above 78 to pass all courses in the vocational nursing program.

1. All grades will be posted by the instructor on the Clarendon College online grade book.
2. Grades **will not** be given out by phone, email, or text.
3. ***THERE ARE NO OPTIONS FOR EXTRA-CREDIT WORK OR REPEATING EXAMS OR PAPERWORK TO RAISE COURSE GRADES, EITHER DURING OR AT THE END OF A COURSE.***
4. No late work will be accepted.
5. Refer to individual course syllabi for additional grading criteria.
6. Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Rounding Policy:

In order to successfully complete a nursing course and progress in the nursing program, students are required to achieve an exam average of 78% or greater. The exam average will include all unit exams and the final exam. Students not attaining a major exam average of 78% or greater will not pass the course. Students must achieve a final overall course grade of 78% to pass any VNSG course in the nursing program. Each quiz/exam/project grade will be calculated to two decimal points. At the end of the semester, actual percentages will be used to determine letter grades.

*****NOTE: GRADES WILL NOT BE ROUNDED.*** (Example: A grade of 77.5 to 77.99 will not be considered as passing).

No late work will be accepted!!

Failure of a total of any two (2) nursing theory courses, two (2) nursing clinical courses, or any combination thereof equaling two (2) courses will result in ineligibility for transfer, admission, or readmission to Clarendon College's Professional Nursing Program at any campus.

Ticket to Test and/or Class:

Students will be required to complete specific assignments and/or ATI modules or assignments that must be completed by the designated due date and time. Students are required to complete, print, and bring to their instructor as their ticket to test and/or class. The student's ticket to test and/or class is required to be permitted to sit for the scheduled examination and/or class.

Student Testing Policy:

1. Exam schedules will be given to students at the beginning of the course each semester;
2. Examination attendance: Examinations will be given on dates noted on the course syllabus and course schedule. If a student cannot attend an examination, the course instructor/professor must be notified at their office number, Microsoft TEAMS, or by email ***before the examination begins***. It is the student's responsibility and a requirement to notify the instructor/professor in advance of any absence.
3. On examination days no late entry into the classroom or laboratory will be permitted to eliminate distractions for other students. In the event a student is going to be late they must notify their course instructor/professor through Microsoft TEAMS or by e-mail ***before the examination begins***. The student will receive an absence for the course for the day. It is the student's responsibility to contact the instructor to reschedule their make-up exam. The instructor has the discretion to administer a different version of the exam content.
4. Make-up exams will only be given at the discretion of the faculty member and can be a different version or alternate format than the scheduled exam.
5. All major exams include multiple-choice and alternate format questions based on the NCLEX-PN Test Plan;
6. All exams are timed; the time allotted for a Final Exam is two (2) hours and will follow Clarendon College's policy.
7. Assigned seating may be used during any exam;
8. Grades will be available within one week following an exam;
9. Basic function calculators will be provided for exams with dosage calculation questions;
10. If the exam is given in paper format: SCANTRON™ forms and exam booklets are turned in to the proctor who is monitoring the exam and will be counted at the end of the testing period. Students must NOT remove exams from the testing room; the answer recorded on the Scantron™ will be the official answer sheet or submitted electronically if the test is a computerized test;
11. If the exam is given in electronic format, the student will need to bring a laptop or utilize a laptop/computer from Clarendon College. The device utilized will need the capability of connecting to the internet. It is the student's responsibility to ensure the device is charged or plugged into a power source during the duration of the examination.
12. Scratch paper, if used, will be provided by the instructor/professor and must be turned in immediately following the exam;
13. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review, and all personal belongings must be left at the back of the classroom;
14. Students who score an eighty (80) or below will need to schedule an appointment with their instructor to complete a Student Action Report and be assigned required remediation.
15. Individual review of exams by a student with the instructor/professor must be scheduled within one (1) week of the exam being administered. Individual test reviews will be performed only in the faculty member's office. Students may review only the most recent test (In other words, exam one (1) cannot be reviewed after exam two (2) has been administered). Review of all tests taken by a student at one time will not be allowed;

Test Taking Etiquette

1. Arrive at least 15 minutes early to prepare for the exam so that it may begin on time;
2. All belongings (book bags, books, caps, hats, purses, study guides, beverages, etc.) must be stored at the back of the classroom 10 minutes before the exam, this will allow the exam to begin on time;
3. You are not allowed to wear a cap, hat, or sunglasses during testing situations;
4. The student may have only a pencil during the testing period;
5. After the exam begins, there will be absolutely NO talking;
6. When you are finished with your exam, please submit the test and answer sheet to the proctor and quietly leave the room. **Do not re-enter the classroom until all students have completed the exam;**
7. Leave the classroom area – **DO NOT** congregate outside the classroom door; remain quiet as not to disrupt the classroom area.
8. It is the responsibility of all students to maintain test security. Do not discuss test content in the presence of students who have not tested. Students who have not tested are expected to remove themselves from the area if such conversations occur.

Remediation:

Remediation will be required for students scoring an eighty (80) and below on Exams 1-4.

Remediation will be determined by the Course Instructor with consideration to the student's individual needs. It is the student's responsibility to schedule an appointment with their instructor to complete a Student Action Report and assigned required remediation. Remediation is the responsibility of the student and must be completed by the date assigned.

Attendance:

Regular attendance and consistent study habits are essential to success in college and are expected of all students. Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes. It is the responsibility of the student to consult with all instructors when an absence occurs. The student will notify the instructor each day the student will not be in attendance for class, lab, or clinical.

To evaluate attainment of course objectives, students are expected to attend and participate in all scheduled classroom/clinical experiences. Failure to meet course objectives, due to lack of attendance, will result in unsatisfactory evaluation, and may result in failure of the course.

Absence Policy:

Absences are defined as time away from classroom teaching, clinical laboratory, clinical, or clinical simulation of greater than 15 minutes;

1. Any absences more than two absences or any class absences in excess of two absences in one semester will be grounds for dismissal.
2. Documentation of an absence must be submitted by the student immediately upon return or prior to if expected absence (*see *Documentation of Student Action Report Form*);
3. If a student is to be absent from class or clinical, the student must notify his/her instructor thirty (30) minutes prior to the start of the scheduled experience. Notification will occur according to instructor through Microsoft TEAMS.

Tardiness:

Students are required to be in the classroom and at clinical on time and remain the full time as

scheduled. Excessive tardiness is disruptive to the educational process and may result in disciplinary action. Students who have three (3) tardies in an individual course will be counted as one (1) absence. Due process and the right to appeal will be provided to students subject to disciplinary action. Details can be found in the Student Handbook.

1. Tardiness: Defined as time away from classroom teaching and/or clinical laboratory/simulation teaching for up to 15 minutes. This includes:
 - a. arriving late in the morning;
 - b. returning late from provided breaks and lunch periods; and
 - c. Leaving early.
2. In order to prevent class disruptions, the course faculty member(s) may prohibit tardy students from entering the classroom or laboratory until the next break occurs.

Student Academic Integrity and Classroom Ethics:

Failure to comply with lawful direction of a classroom instructor is a disruption for all students enrolled in the class.

Cheating violations include, but are not limited to:

- (1) obtaining an examination, classroom activity, or laboratory exercise by stealing or collusion.
- (2) discovering the content of an examination, classroom activity, laboratory exercise, or homework assignment before it is given.
- (3) using an unauthorized source of information during an examination, classroom activity, laboratory exercise, or homework assignment.
- (4) entering an office or building to obtain unfair advantage.
- (5) taking an examination for another person.
- (6) completing a classroom activity, laboratory exercise, homework assignment, or research paper for another person.
- (7) altering grade records.
- (8) using any unauthorized form of electronic communication device during an examination, classroom activity, or laboratory exercise.
- (9) Plagiarism. Plagiarism is the using, stating, offering, or reporting as one's own, an idea, expression, or production of another person without proper credit.
- (10) Students are required to dress in a manner as deemed appropriate for the classroom setting and should not disrupt the learning process.

Disciplinary actions for cheating or plagiarism in any course are at the discretion of the individual instructor. The instructor of that course will file a report with the Director of Nursing and/or the Dean of Students when a student is caught cheating or for plagiarism in the course, whether it be a workforce or academic course. The report shall include the course, instructor, student's name, and the type of cheating involved. Students who are reported for cheating or plagiarism to the Director of Nursing and the Dean of Students more than once shall be disciplined by the Dean. The Dean will notify all involved parties within fourteen days of any action taken.

American with Disabilities Act Statement:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, any student who feels that he or she may need any special assistance or accommodation because of an impairment or disabling condition should contact the Associate Dean of Enrollment Services at 806-874-4837 / janean.reish@clarendoncollege.edu or visit the Clarendon campus at Clarendon College. It is the policy of

Clarendon College to provide reasonable accommodation as required to afford equal educational opportunity. It is the student's responsibility to contact the Associate Dean of Enrollment Services.

Nondiscrimination Policy:

Clarendon College, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. It is the policy of Clarendon College not to discriminate based on gender, age, disability, race, color, religion, marital status, veteran's status, national or ethnic origin, or sexual orientation. Harassment of a student in class, i.e., a pattern of behavior directed against a particular student with the intent of humiliating or intimidating that student will not be tolerated. The mere expression of one's ideas is not harassment and is fully protected by academic freedom, but personal harassment of individual students is not permitted.

Withdrawal:

If a student decides that they are unable to complete this course or that it will be impossible to complete the course with a passing grade, you may drop the course and receive a "W" on your transcript.

Withdrawal must occur on or before the official Withdrawal Date posted by Clarendon College. Withdrawal from a course is a formal procedure that must be initiated by the student. If the student does not go through the formal withdrawal procedure, the student will receive a grade of "F" on their transcript.

Cell Phone Policy, Classroom Etiquette, and Academic Honesty:

See Vocational Nursing Handbook for policies.

Grievance/Appeals:

If you have a dispute concerning your grade or policies in this class, it is the student's responsibility to contact the instructor to discuss the matter. Should things remain unresolved, please follow the procedures described in the Clarendon College Student Handbook or College Policy Manual.

Student Rights and Responsibilities are listed on the College website at:

<http://www.clarendoncollege.edu/Resources/Student%20Services/StudentRightsResponsibilities.pdf>

For students in this course who may have a criminal background, please be advised that the background could keep you from being licensed by the State of Texas. If you have a question about your background and licensure, please speak with your instructor or the Vice President of Academic Affairs. You also have the right to request a criminal history evaluation letter from the applicable licensing agency.

WEEK	COURSE OBJECTIVES	CONTENT OUTLINE	LEARNING ACTIVITIES
1	<p>Introduction to Course</p> <p><u>LECTURE: (Read Chapters Before Class)</u></p> <p>Chapter 16: Infection Prevention and Control: Protective Mechanism and Asepsis</p> <p>A. Explain how the body's protective mechanisms work to prevent infection.</p> <p>B. Explain how the inflammatory and</p>	<p>A. Chain of Infection</p> <p>B. Body Defenses Against Infection</p> <p>C. Immune Responses</p> <p>D. Asepsis and Control of Microorganisms</p>	<p>Lecture</p> <p>Discussion</p> <p>Case Studies</p>

	<p>immune responses</p> <p>C. Compare and contrast medical asepsis and surgical asepsis</p> <p>Chapter 17: Infection Prevention and Control in Hospital and Home</p> <p>A. Describe the four stages of infection</p> <p>B. List two common health care associated infections (HAI)</p> <p>C. Compare and contrast transmission-based precautions</p> <p>D. List techniques for handling specimens; disposing of soiled linen, trash, and sharps; and cleaning equipment in the isolation setting</p>	<p>A. Infection</p> <p>B. Infection Prevention and Control</p> <p>C. Personal Protective Equipment</p>	
	<p>LAB SKILLS:</p> <p>Lab Orientation</p> <p>Infection Control:</p> <ul style="list-style-type: none"> • Hand Hygiene • PPE/Standard Precautions • Sterile Technique • Sterile Gloving 	<p>Skills Check Off:</p> <ul style="list-style-type: none"> • Hand Hygiene • PPE/Standard Precautions • Sterile Technique • Sterile Gloving 	<p>Lab Skills Check Off</p>
2	<p>LECTURE: (Read Chapters Before Class)</p> <p>Chapter 18: Safety Lifting, Moving, and Positioning Patients</p> <p>A. Describe the anatomy and function of the musculoskeletal system functions of hormones</p> <p>B. Explain the importance of proper body mechanics</p>	<p>A. Overview of the structure and function of the musculoskeletal system</p> <p>B. Principles of body movements for nurses</p> <p>A. Overview of the structure and function of the integumentary</p>	<p>Lecture Discussion Case Studies</p>

	<p>Chapter 19: Assisting with Hygiene, Personal Care, Skin Care, and the Prevention of Pressure Ulcers</p> <p>A. Describe the structure and function of the integumentary system</p> <p>B. Describe the factors that influence personal hygiene practices</p> <p>C. List the skin areas most acceptable to pressure ulcers</p> <p>D. Discuss risk factors for impaired skin integrity</p> <p>Chapter 20: Patient Environment and Safety</p> <p>A. Discuss the nursing responsibility for environment management</p> <p>B. Describe methods to prevent mechanical and thermal accidents and injury in healthcare facilities and the home</p>	<p>system</p> <p>B. Nursing process and personal hygiene practices</p> <p>C. Prevention of pressure ulcers</p> <p>A. Factors affecting the environment</p> <p>B. Patient Environment</p>	
	<p><u>LAB SKILLS:</u></p> <p>Mobility:</p> <ul style="list-style-type: none"> • Antiembolism Stockings • Preparing to Assist with Mobility • Positioning • Range of Motion Exercises • Transferring (Bed to Stretcher) • Transferring (Mechanical Lift) • Ambulation (Nurse Assist) • Ambulation (Walker) • Ambulation (Cane) • Ambulation (Crutches) • Assisting with Falls • <p>Personal Hygiene:</p> <ul style="list-style-type: none"> • Bathing Complete Bed Bath • Bathing Eye Care Unconscious Client • Perineal Care (Female) • Perineal Care (Male) • Oral Hygiene (Brushing Teeth – Independent Client) • Oral Hygiene (Brushing Teeth – Dependent Client) 	<p>Skills Check Off:</p> <p>Mobility: Antiembolism Stockings</p> <p>Mobility: Positioning</p> <p>Mobility: Range of Motion Exercises</p> <p>Mobility: Transferring</p> <p>Mobility: Ambulation</p> <p>Mobility: Assisting with Falls</p> <p>Personal Hygiene: Bed Bath</p> <p>Personal Hygiene: Denture Care</p> <p>Personal Hygiene: Linens Occupied</p> <p>Personal Hygiene: Linens Unoccupied</p> <p>Personal Hygiene: Perineal Female</p> <p>Personal Hygiene: Perineal Male</p> <p>Personal Hygiene: Shaving</p>	<p>Lab Skills Check Off</p>

	<ul style="list-style-type: none"> • Oral Hygiene (Brushing Teeth – Unconscious Client) • Oral Hygiene (Denture Care) • Replacing Linens on an Occupied Bed • Replacing Linens on an Unoccupied Bed • Hair and Scalp Care • Nail, Hand, and Foot Care • Shaving 		
3	EXAM 1 Ch 16-20		EXAM
	<u>LAB SKILLS:</u> CPR	Skills Check Off: <ul style="list-style-type: none"> • CPR 	Lab Skills Check Off
4	<p><u>LECTURE: (Read Chapters Before Class)</u></p> <p>Chapter 21: Measuring Vital Signs</p> <ol style="list-style-type: none"> List the anatomic structures involved in the regulation of the vital signs and describe their functions Identify the physiologic mechanisms that regulate temperature, heart rate, blood pressure, and respirations State why pain is considered the fifth vital sign <p>Chapter 22: Assessing Health Status</p> <ol style="list-style-type: none"> Discuss the types of assessment used in various situations Demonstrate the techniques used during physical examination Describe how to gather information for a comprehensive database for patient 	<p>A. Overview of structure and function related to the regulation of vital signs</p> <p>B. Measuring vital signs</p> <p>A. Data collection and assessment</p> <p>B. Review of body systems</p>	Lecture Discussion Case Studies
	<u>LAB SKILLS:</u> Vital Signs: <ul style="list-style-type: none"> • Respiration • Pulse (Apical) • Pulse (Radial) • Blood Pressure (Two-Step Method) • Pulse Oximetry • Temperature (Tympanic) • Temperature (Oral) • Temperature (Axillary) • Temperature (Temporal) 	Skills Check Off: Vital Signs: Blood Pressure Vital Signs: O2 Saturation Vital Signs: Pulses Vital Signs: Respirations Vital Signs: Temperature Physical Assessment: Weight Physical Assessment: Visual Acuity	Skill Lab Check-Off

	<ul style="list-style-type: none"> • Pain <p>Physical Assessment:</p> <ul style="list-style-type: none"> • Weight • Height • Visual Acuity 		
5	<p><u>LECTURE: (Read Chapters Before Class)</u></p> <p>Chapter 23: Admitting, Transferring and Discharging Patients</p> <ol style="list-style-type: none"> Differentiate between routine and emergency admissions Describe the role of the admitting department Discuss the types of information that must be included in discharge teaching <p>Chapter 24: Diagnostic Tests and Specimen Collection</p> <ol style="list-style-type: none"> Describe tests that are commonly performed Discuss the appropriate psychosocial and education for patients undergoing diagnostic tests and procedures 	<p>A. Types of admissions</p> <p>B. Admission Process</p> <p>C. Discharging the Patient</p> <p>A. Diagnostic Tests and Specimens</p>	Lecture Discussion Case Studies
	<p><u>LAB SKILLS:</u></p> <p>Bowel Elimination:</p> <ul style="list-style-type: none"> Cleansing Enema Retention Enema Return-Flow Enema Bedside Commode Bedpans <p>Urinary Elimination:</p> <ul style="list-style-type: none"> Perineal Care (Female) Perineal Care (Male) Intake and Output <p>Specimen Collection:</p> <ul style="list-style-type: none"> Blood Glucose Measurement 	<p>Skills Check Off:</p> <p>Bowel Elimination: Enema</p> <p>Bowel Elimination: Bed Pan</p> <p>Urinary Elimination: Perineal Female</p> <p>Urinary Elimination: Perineal Male</p> <p>Urinary Elimination: Intake and Output</p> <p>Specimen Collection: Blood Glucose</p>	Skill Lab Check-Off
6	EXAM 2 Ch 21-24		EXAM

	<u>LAB SKILLS:</u> SIMULATION: GERI FEEDER SIM Discuss Oxygen Administration	<u>CHECK OFFS:</u> • All checkoffs completed.	Skills Lab
7	<u>LECTURE: (Read Chapters Before Class)</u> Chapter 25: Fluid, Electrolyte and Acid-Base Balance A. Discuss the various functions water performs in the body. B. List the major electrolytes and the functions of each C. Identify the common symptoms of the common fluid and electrolyte imbalances D. State the main signs and symptoms of acid-base imbalances	A. Composition of Body Fluids B. Fluid and electrolyte imbalances C. Acid-base imbalance	Lecture Discussion Case Studies
	<u>LAB SKILLS:</u> • Clinical Orientation		Skills Lab
8	<u>LECTURE: (Read Chapters Before Class)</u> Chapter 25: Fluid, Electrolyte and Acid-Base Balance A. Discuss the various functions water performs in the body. B. List the major electrolytes and the functions of each C. Identify the common symptoms of the common fluid and electrolyte imbalances D. State the main signs and symptoms of acid-base imbalances	A. Composition of Body Fluids B. Fluid and electrolyte imbalances C. Acid-base imbalance	Lecture Discussion Case Studies
	<u>CLINICAL</u> 0600-1400	<u>POST CONFERENCE</u> 1430-1630 POST CONFERENCE DOCUMENTATION	CLINICAL

9	<p><u>LECTURE: (Read Chapters Before Class)</u></p> <p>Chapter 26: Concepts of Basic Nutrition and Cultural Considerations</p> <ul style="list-style-type: none"> A. Review the structure and function of the gastrointestinal system B. Discuss the functions of proteins, carbohydrates, fats, vitamins, minerals, and water in the human body. <p>Chapter 27: Nutritional Therapy and Assisted Feeding</p> <ul style="list-style-type: none"> A. Identify the nurses' role related to nutritional therapy and special dietary needs B. Describe health issues related to nutrition C. Verbalize rationale for assisted feeding and tube feedings <p>Chapter 28: Assisting with Respiration and Oxygen Delivery</p> <ul style="list-style-type: none"> A. Explain how the respiratory system functions B. Identify three causes of hypoxia C. Describe various methods for oxygen delivery 	<ul style="list-style-type: none"> A. Concepts of Basic Nutrition and Cultural Considerations B. Overview of gastrointestinal system <ul style="list-style-type: none"> A. The goals of nutritional therapy B. Health Issues r/t nutrition C. Assisted Feeding <ul style="list-style-type: none"> A. Overview of the structure and function of the respiratory system B. Define Hypoxemia/Hypoxia C. Oxygen Delivery Methods 	<p>Lecture</p> <p>Discussion</p> <p>Case Studies</p>
	<p><u>CLINICAL</u></p> <p><u>0600-1400</u></p>	<p><u>POST CONFERENCE</u></p> <p>1430-1630</p> <p>POST CONFERENCE</p> <p>DOCUMENTATION</p>	<p>CLINICAL</p>
10		<p>EXAM 3 Ch 25-28</p>	<p>EXAM</p>
	<p><u>CLINICAL</u></p> <p><u>0600-1400</u></p>	<p><u>POST CONFERENCE</u></p> <p>1430-1630</p> <p>POST CONFERENCE</p> <p>DOCUMENTATION</p>	<p>CLINICAL</p>

11	<p><u>LECTURE: (Read Chapters Before Class)</u></p> <p>Chapter 29: Promoting Urinary Elimination</p> <ul style="list-style-type: none"> A. Review the structure and function of the urinary system B. Determine normal/abnormal appearance of urine specimen C. Analyze different methods of managing urinary incontinence <p>Chapter 30: Promoting Bowel Elimination</p> <ul style="list-style-type: none"> A. Describe the process of normal bowel elimination B. Determine normal/abnormal stool characteristics C. Describe three types of intestinal diversions 	<ul style="list-style-type: none"> A. Overview of structure and function of the urinary system B. Application of the nursing process regarding the urinary system <ul style="list-style-type: none"> A. Overview of structure and function of the intestinal system B. Application of the nursing process related to the intestinal system 	Lecture Discussion Case Studies
	<p><u>CLINICAL</u></p> <p><u>0600-1400</u></p>	<p><u>POST CONFERENCE</u></p> <p><u>1430-1630</u></p> <p><u>POST CONFERENCE</u></p> <p><u>DOCUMENTATION</u></p>	CLINICAL
12	<p><u>LECTURE: (Read Chapters Before Class)</u></p> <p>Chapter 31: Pain, Comfort and Sleep</p> <ul style="list-style-type: none"> A. Give the rationale for why pain is considered the “fifth vital sign” B. Analyze the need for normal sleep C. Recognize the sleep disorders insomnia, sleep apnea, and narcolepsy <p>Chapter 32: Complementary Health Approaches</p> <ul style="list-style-type: none"> A. Discuss the use of complementary and alternative medicine (CAM) in integrative medicine B. Examine five commonly used complementary and alternative therapies 	<ul style="list-style-type: none"> A. Pain and discomfort B. Theories of pain C. Application of the nursing process related to pain D. Sleep and functions of sleep <ul style="list-style-type: none"> A. Complementary and alternative medicine B. Mind and interventions C. Types of complementary and alternative medicine 	Lecture Discussion Case Studies

	<u>CLINICAL</u> <u>0600-1400</u>	<u>POST CONFERENCE</u> 1430-1630	CLINICAL
13	EXAM 4 29-32		EXAM
	<u>CLINICAL</u> <u>0600-1400</u>	<u>POST CONFERENCE</u> 1430-1630 DOCUMENTATION	CLINICAL
14	<p>LECTURE: (Read Chapters Before Class)</p> <p>Chapter 37: Care of the Surgical Patient</p> <ul style="list-style-type: none"> A. Discuss reasons for performing surgery B. Identify potential risk factors for complications of surgery C. Verify the safety measures in place to prevent errors regarding the surgical site D. Select interventions to prevent potential postoperative complications <p>Chapter 38: Providing Wound Care and Treating Pressure Injuries</p> <ul style="list-style-type: none"> A. Describe the physiologic process by which wounds heal B. Describe four signs and symptoms of wound infection C. Explain the major purpose of a wound drain <p>Chapter 39: Promoting Musculoskeletal Function</p> <ul style="list-style-type: none"> A. Discuss the effects of inactivity on respiratory exchange and airway clearance B. Name at least four pressure relief devices that help prevent skin 	<ul style="list-style-type: none"> A. Reasons for surgery B. Patients at higher risk for surgical complications C. Perioperative Nursing D. Preoperative Procedures E. Intraoperative Care F. Postoperative Care <ul style="list-style-type: none"> A. Types of wounds and the healing process B. Factors affecting wound healing C. Treatment of wounds <ul style="list-style-type: none"> A. Systemic and psychosocial effects of immobilization B. Types of immobilization C. Pressure relief devices D. Therapeutic Exercise E. Neurovascular assessment on an immobilized patient 	Lecture Discussion Case Studies

	<p>injury in immobile patients</p> <p>C. Describe how to perform a neurovascular assessment on an immobilized extremity</p>		
	<p><u>CLINICAL</u></p> <p>0600-1400</p>	<p><u>POST CONFERENCE</u></p> <p>1430-1630</p> <p>DOCUMENTATION</p>	CLINICAL
15	THANKSGIVING BREAK		NO CLASS
16	FINAL REVIEW		REVIEW
17	FINAL EXAM		FINAL EXAM