

GRAYSON COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM



Nursing 2 Skills Lab  
RNSG 1144  
Spring 2021

## GRAYSON COLLEGE

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**Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.**

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### *Course Syllabus*

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#### **Course Information**

RNSG 1144, Intermediate Skills, Spring 2021

#### **Professor Contact Information**

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#### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

BIOL 2302, 2102, 2301, 2101, 2321, 2121; RNSG 1523, 1144, 1460. RNSG 1144 must be taken concurrently with RNSG 2404 and RNSG 1461. RNSG 1144, 2404, and 1460 must all be passed to progress to the third semester of the Nursing Program.

Course Placement: Second semester of the nursing program.

### **Course Description**

Study of the concepts and principles necessary to perform intermediate or advanced nursing skills; and demonstrate competence in the performance of nursing procedures. Topics include knowledge, judgment, skills, and professional values within a legal/ethical framework. This course must be taken concurrently with RNSG 2404 and RNSG 1461.

### **End of Program Student Learning Outcomes**

#### **Member of the profession**

Demonstrate professional attitudes and behaviors.  
Demonstrate personal accountability and growth.  
Advocate on behalf of patients, families, self, and the profession.

#### **Provider of patient-centered care**

Use clinical decision-making skills to provide safe, effective care for patients and families.  
Develop, implement, and evaluate teaching plans to meet the needs of patients and families.  
Integrate a caring approach in the provision of care for diverse patients and families.  
Perform skills safely and correctly in the provision of patient care.  
Manage resources in the provision of safe, effective care for patients and families.

#### **Patient safety advocate**

Implement measures to promote a safe environment for patients, self, and others  
Formulate goals and outcomes to reduce risk using evidence-based guidelines.

#### **Member of the health care team**

Initiate and facilitate communication to meet the needs of patients and families.  
Collaborate with patients, families, and health care team members to promote quality care.  
Function as a member of the interdisciplinary team.

### **End of Course Student Learning Outcomes**

Identify and apply stages of the nursing process in the care of patients across the lifespan  
Demonstrate knowledge of acute and chronic disease processes across the lifespan  
Apply concepts of physical assessment and examination techniques in the care of patients across the lifespan  
Integrate concepts involving appropriate treatments, nursing interventions, and safety precautions in the care of patients with chronic and acute health conditions  
Identify appropriate communication, collaboration, and coordination with the patients and members of the healthcare team  
Apply concepts of pharmacology and principles of medication administration and calculation  
Describe and apply fundamental skills of nursing  
Describe the nursing care of a patient undergoing an operative procedure  
Identify the appropriate care of a pregnant patient throughout the course of pregnancy and after delivery

#### **Student Learning Outcomes (WECM)**

Describe concepts and principles that are basic to the safe performance of nursing skills for care of diverse clients across the life span; and demonstrate competence in the performance of nursing procedures.

## **SCANS Skills**

When taken concurrently with RNSG 2404 and RNSG 1461, the following skills will be achieved:

### **Workplace Competencies**

1. Resources: Identifies, organizes, plans, and allocates resources  
Students in RNSG 1144 have to be able to manage the care of one client. They must be able to organize their time in the clinical setting to complete the objectives of the clinical assignment. Students assign themselves to a group of 3-4 students to practice skills in the laboratory. Peer evaluation is used as a learning strategy.
2. Interpersonal: Works with others  
Students in RNSG 1144 must learn to work in groups for the achievement of goals. This learning is also reflected in the student's ability to work with the healthcare team.
3. Information: Acquires and uses information  
Students in RNSG 1144 must learn to access all available information sources in order to collect data. Sources of information include the Internet, patient record, physician record and peer reviewed nursing journals. They must be able to evaluate what information is pertinent to solve patient problems and deliver appropriate nursing care. Students must learn to use the information for communicating therapeutically to clients and documenting on client records and clinical assignments.
4. Systems: Understands complex inter-relationships  
Students in RNSG 1144 must be able to demonstrate that they understand the operations of various healthcare delivery systems, especially nursing services. Students must become familiar with managed care, a system of health care that provides a generalized structure and focus when managing the use, cost, quality and effectiveness of health care services.
5. Technology: Works with a variety of technologies  
Students in RNSG 1144 are introduced to a variety of technology in the healthcare system. They must learn to use information technology for information handling. Students must analyze, store, retrieve and/or manage data and information needed by nurses in providing care to individual clients.

### **Foundations Skills**

1. Basic Skills: Reading, Writing, Math, Listening and Speaking  
Students in RNSG 1144 are required to complete nursing care plans and physical assessments. Students must also demonstrate mastery with dosage calculations by completing an exam with 90% accuracy.
2. Thinking Skills: Creative thinking, problem solving, visualizing relationships, reasoning and learning  
Students in RNSG 1144 are required to demonstrate reflective and critical thinking by being inquisitive, honest in facing personal biases, and prudent in making judgments. The students must develop a value system of right and wrong that helps the student with affective behavioral skills.
3. Personal Qualities: Responsibility, Sociability, self-management, integrity and honesty  
Students in RNSG 1144 must learn to actively participate in the process of gaining knowledge. They must transition from the passive to active learner role. They must come to class prepared to engage with the content while interacting with faculty and fellow students in planned learning activities.

### **Required Assignments and Academic Calendar and Objectives**

The academic assignments are at the end of the syllabus for ease of printing.

### **Course & Instructor Policies**

#### **Skills Lab Attendance**

(Reviewed 03/16)

Regular attendance is mandatory for accomplishment of the ADN program's goals and objectives. The ADN program adheres to the *Grayson College Student Handbook* attendance policy. Should tardiness or absences

occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade.

1. Students are required to attend all lab classes on time, bring lab supplies and daily paperwork, and remain in lab for the full class period.
2. Students are expected to arrive on time for scheduled skills labs. Being tardy for a lab will be considered as a lab absence. Tardy is not being present at the time the instructor begins class.
3. Students who must be absent from a lab are required to make arrangements prior to the assigned lab with the designated lab instructor.
4. Students who miss a scheduled lab class will be required to complete assigned work, and submit documentation of the completed work by a designated date. The student who does not submit this documentation by the designated date will be penalized as designated in the lab syllabus.

### **Methods of Instruction**

1. Lecture/discussion
2. Group Process – Role Play and Practice sessions
3. Simulated client situations
4. Study Groups
5. Audio-Visual Materials
6. Computer programs
7. Required Textbooks
8. Instructor – Student Conferences
9. Lab Skill Practice and demonstration

### **Methods of Evaluation**

Successful completion of RNSG 1144 is based upon the following criteria:

1. Achieve 90% on a pharmacological math test (3 attempts within specified time frame).
2. Satisfactory return demonstration of the designated skills:

### **Lab Orientation**

Please do not eat in any part of the lab and keep lids on drinks and leave at tables.

### **Lab Hours**

Monday through Friday, 7am-3pm

Please notify lab personnel of any problems with mannequins, computers, or other lab equipment.

**ALWAYS SIGN IN** on the sign in sheet in the practice room if it is **NOT** your scheduled lab time. Your use of the lab for completing computer programs, practicing skills, or studying is important to your instructors. Signing in on the log allows your instructor to know you have been using the lab.

1. Lab is open for practice, see calendar in hall for the computers and skills lab, practice room is always open 7-3.
2. Use of the computers for Internet research and other studies is available in the computer lab. Printing is not available.
3. Please leave computers on. Do not add or remove any programs on computers.
4. Please leave mannequins in the same way you as an individual would like to be left.  
Example: covered up, pulled up in bed, bedside table within reach. (If you have extra supplies you are planning to throw away, please place them on the large cabinet in lab.)
5. You may use pencils **only** around manikins. No pens at the bedside.
6. Please ask for an IV arm if you are practicing IV insertion. Do not use mannequins for this skill. Also, if you are needing the Chester chest, we have several of these.
7. There is **bleach** in the IV fluids hanging at the bedside, so be careful not to get on your clothes.

8. Please do not use any betadine products on the mannequins, use the simulated swab-sticks when practicing. Also, do not use the lubricant that comes in your kits. Use the lubricant located in lab for practicing skills.
9. During your simulation clinical you will see a short video that will give you more details about the use of the simulators and equipment.
10. Please allow the drain bag for the IV fluids to hang on the back of the bed, do not place on bed, if these come loose, let me know.

### Skills Check Off

#### Objectives

Review and check off on skills from Nursing 1:

vital signs, sterile dressing changes, assessment, oral and parenteral medication administration. Find the skills check off forms under Student Success in Canvas.

Content	Learning Activities
<b>Skills Review</b> Vital signs Assessment Oral medication administration Parenteral medication administration	Review skill check off sheets prior to the first lab. Practice in Lab practice room prior to first lab day.

#### IV Insert and Care

1. Describe nursing care for clients receiving IV therapy.
2. Identify the procedure for insertion, maintenance, and removal of an IV cannula.
3. Recognize signs and symptoms of problems.

CONTENT	STUDENT PREPARATION
<b>Intravenous Therapy Skills Content</b> Legal considerations Safety Infection control standards Assessment Documentation Complications Equipment and supplies Continuous infusions	Read: Hinkle & Cheever: Brunner & Suddarth's Medical Surgical Nursing, 14 <sup>th</sup> ed. pg. 290-293, 295, 707  Taylor's Fundamentals of Nursing 9 <sup>th</sup> ed. Pg. 1579-1581, 1586-1591, 1594, 1602-1620

#### Central Venous Access Devices

1. Describe nursing care for clients who have central venous access.
2. Identify different types of Central Venous Access Devices (CVADs).
3. Identify risks associated with placement, accessing, and using a CVAD.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Central venous catheters</b> Centrally inserted catheters (CVC) Peripherally inserted catheters (PICC) Implanted ports	Read: Hinkle & Cheever: Brunner & Suddarth's 14 <sup>th</sup> ed. pg. 306, Chart 14-2 Pg. 707, 1257-1258  Taylor's Fundamentals of Nursing 9 <sup>th</sup> ed. pg. 617-618, 627-637, 1582-1586

### **IVP and IVPB**

1. Describe nursing measures for clients receiving IV therapy and IV medication administration.
2. List the principles of safe medication administration.
3. Identify different types of IV tubing and appropriate uses.
4. Perform dosage, dilution, rate, and compatibility checks on IV medications.
5. List differing types of administration devices and appropriate uses.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
<b>Intravenous Therapy Skills Content</b> Medication administration IV push IV piggyback	Read: Taylor's Fundamentals of Nursing 9 <sup>th</sup> ed. Pg. 845-847, 856-857, 904-910

### **Blood Draw**

1. Discuss important aspects of client preparation for blood sampling.
2. Choose the correct catheter size for venipuncture.
3. Identify appropriate vein selection for blood sampling.
4. Demonstrate the correct sequence in performing a venipuncture for blood sampling and drawing blood from a central line.

<b>CONTENT</b>	<b>STUDENT PREPARATION</b>
Blood Sampling 1. Venipuncture 2. Central Lines	Read: Refer to IV Insert & Care and CVC modules

### **Indwelling Catheter**

1. Describe the anatomy and physiology of the urinary system.
2. Identify variables that influence urination.
3. Assess urinary elimination, using appropriate interview questions and physical assessment skills.
4. Demonstrate how to perform the female and male urinary catheterizations using sterile technique.
5. Describe nursing interventions that can be used to manage urinary catheters.

CONTENT	STUDENT PREPARATION
Insertion of a straight or indwelling urinary catheter (male or female) Removal of a straight or indwelling urinary catheter (male or female) Use of bladder scanner- urinary retention Assessment of urine, inc I&O Diagnostic studies	Read: Taylor's Fundamentals of Nursing 9 <sup>th</sup> ed. Review Chapter 37. Read pages 1364-1368

### NG Therapy

1. Identify the procedures for insertion, maintenance, and removal of an NG tube.
2. Recognize actions that help prevent NG tube related complications.
3. Describe the procedure for medication administration via NG tube and gastric tube.
4. Identify methods of applying suction to a NG tube.
5. Describe the types of feeding tubes and related nursing management.

CONTENT	STUDENT PREPARATION
Nasogastric (NG) tubes Insertion Maintenance Removal  Gastric tubes  Medication Administration via NG and Gastric tubes	Read: Hinkle & Cheever 14 <sup>th</sup> ed.: Ch. 44, p. 1243-1256  Ricci, Kyle, & Carman 3 <sup>rd</sup> ed.: Ch. 35, p. 1278-1285  Taylor, Lynn, & Bartlett 9 <sup>th</sup> .ed.: Pg. 844 Ch. 36, p. 1306-1314, 1324-1332 Ch. 38, p. 1457-1467

**Check off schedule is posted in course modules. Other skills check off sheets are located under Student Success in Canvas.**

### Skills Lab Evaluation

(Revised 03/16)

All skills demonstrations (check-offs), study module / practice sessions and assignments must be satisfactorily completed within the designated time frame. A passing lab grade includes successful demonstration of skills. Students in all nursing courses are allowed two (2) attempts at successful skill check-off demonstration. Each check-off must be completed within thirty (30) minutes. Any student who is a no show/no notification will forfeit their attempt. Students will be given an option for a five-minute warning. Students who are unsuccessful on the first check-off attempt must wait until at least the following day to perform the second attempt. The second check-off will be observed and evaluated by a different instructor. Inability to successfully pass skills check-off demonstration within the allowed number of attempts will result in the student failing the course, and the student will not be eligible to participate in clinical experiences and will need to withdraw from the clinical course. A



student who fails an ADN skills lab will be considered for re-entry based on priority ranking, faculty, the Admission, Retention, & Graduation Committee recommendations, and available space. (Refer to readmission policy.)

### **Course Grade Policy**

RNSG 1144 is a pass/fail course.

### **Student Conduct & Discipline**

Refer to the ADN Student Handbook for policies.

### **Academic Integrity**

Refer to the ADN Student Handbook for policies.

### **Student Responsibility**

You have already made the decision to go to college. The follow-up decisions on whether to commit to doing the work could very well determine your success. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put forth your best effort. You will get out exactly what you put in – nothing more and nothing less.

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### TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans 8.7.20 status.

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

For more information on Title IX, please contact:

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

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

**\*\*These descriptions and timelines are subject to change at the discretion of the Professor.**

**\*\* Grayson College campus-wide student policies may be found at the following URL on the College website: <https://www.grayson.edu/currentstudents/Academic%20Resources/index.html>**

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LAB MAKE-UP PERMIT

Student: \_\_\_\_\_ has my permission to make up the  
\_\_\_\_\_ (Skills) Lab. This lab must be completed by \_\_\_\_\_ (Date).

\_\_\_\_\_  
Signature of Lab Instructor

I understand that it is my responsibility to make an appointment with another lab instructor and attend the required lab.

\_\_\_\_\_  
Signature of Student

This student attended my lab session and has successfully completed the required skill.

Comments:

\_\_\_\_\_  
Signature of Make-Up Lab Instructor

**Grayson College  
Associate Degree Nursing  
RNSG 1144**

**Teaching Presentations**

**Objectives**

1. Develop a written teaching plan.
2. Present the health care topic utilizing appropriate teaching methods.

<b>Content</b>	<b>Learning Activities</b>
Reference books (Evidence based) Materials for presentation Selection of topic	

**Teaching Plan Guidelines**

Teaching plans will be presented to fellow classmates at a time indicated on the student calendar. This is a formal teaching plan, not just a short “how to”. It should teach a client some aspect of care needed for themselves or a significant other.

The teaching plan can be a 2-4 person group teaching plan. However, speaking time must be equally shared by all.

A ‘sign up list’ will be available to identify team members and topics that you choose. No duplication of topics, please.

Develop your written teaching plan using the form attached.

Use at least two professional journal articles to research your topic. One reference must be obtained from a professional site on the internet. Do not use a classroom textbook for one of your references.

The teaching plan should be presented as if you were actually instructing a client (or group of clients, if appropriate for your topic). You may role play or instruct the entire group as the client.

Incorporate pediatrics in the presentation.

Use any teaching method appropriate for your topic; interactive group, lecture, power-point, overheads, posters, etc.

You may pretend that you are in the hospital, physician’s office, home, clinic, etc.

Provide classmates with any appropriate materials – brochures, handouts, goodies.

Posters will be displayed for all classmates to view. **The presentation of your teaching plan should be no less than 10 minutes, but no more than 15 minutes. Points will be deducted for presentations not meeting this criterion.**

Turn in your written teaching plan along with any written materials handed out and copies of the research articles to your instructor.

### **Access to Internet Library Resources**

To access peer reviewed journals including evidence-based practice required for assignments:

1. Login to the Grayson College main page
2. Under the home tab, look for Current Students
3. Click on Library Page
4. Click on Virtual Resources
5. Click on Databases
6. Click on Health and Medicine or another appropriate Database
7. Choose an appropriate Database (ie. Medline)
8. Search by subject or keywords
9. If you are off campus and are prompted for a login/password – use your Canvas login/password.

Grayson College  
Associate Degree Nursing

Client/Family Teaching Plan

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

**Nursing**

**Diagnosis:** \_\_\_\_\_

**Client Behavioral Objectives:** As a result of this lesson, the client will:

(action verb)

(expected learning)

**Content: (on back or on separate page)**

**Critical elements of Lesson (Review with client):**

**Related Medical Terminology & Definitions:**

**Teaching methods and visual aids used in teaching content:**

**Evaluation:** What criteria will you use to determine if your teaching plan is effective? List at least one criteria for each client behavioral objective

**How would you change your teaching plan to teach a client of the opposite age group (adult vs. pediatric)?**

Associate Degree Nursing Program  
Nursing II  
RNSG 1144

Client Teaching Plan Evaluation

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

Topic \_\_\_\_\_

Criteria	Maximum Points	Awarded Points
<b>I. Topic</b>		
a. health-related	10	
b. appropriate for a group of clients	10	
c. key points/steps covered accurately	10	
<b>II. Presentation</b>		
a. appropriate length (10-15 minutes)	10	
b. handouts appropriate for a group	10	
c. visual aids used effectively	10	
d. well-organized	10	
<b>III. Research/Documentation</b>		
a. professional resources (minimum 2) within 5 years ( <b>not</b> from a textbook; from scientific/professional nursing or medical journals)	10	
b. resources cited (attached to Teaching Plan form)	10	
<b>IV. Teaching Plan form completed</b>	10	
<b>Total Points</b>	100	

Lab Instructor \_\_\_\_\_