

**Grayson College
Vocational Nursing Program**



**VNSG 1502
Applied Nursing Skills**

Fall 2020
Course Syllabus

Notice: This syllabus may be modified as deemed necessary by the course instructor. Major modifications will be issued to the students in writing and via Canvas.

VNSG 1502
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Vocational Nursing Program
VNSG 1502
Applied Nursing Skills
Fall 2020

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.

Course Hours:	Five credit hour course; 4 lecture hours, 3 laboratory hours
Course Level:	Introductory, Level I, First Semester Course
Course Description:	Introduction to and application of primary nursing skills. Emphasis on utilization of the nursing process and related scientific principles.
Prerequisites:	Acceptance into the Vocational Nursing Program
Corequisites Courses:	(Must be taken together with this course) VNSG 1226, Gerontology VNSG 1304, Foundations of Nursing VNSG 1360, PN Clinical I

WECM

Learning Outcomes:	<ol style="list-style-type: none">1. Describe the underlying principles of selected nursing skills and their relationship to client health status.2. Demonstrate satisfactory performance of selected nursing skills utilizing principles of safety.3. Identify the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.
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Differentiated Essential Competencies (DEC):

DEC are defined as competencies determined by the Texas Board of Nursing for each level of nursing education that should typically be achieved by exit from the program. The competencies document the background knowledge which can be used upon exit from the program to progress from beginner to expert. The DEC framework consists of knowledge and clinical judgment and behaviors in the following four nursing roles: Member of the Profession; Provider of Client-Centered Care; Client-Safety Advocate; Member of the Health Care Team.

Course Outcomes:	At the end of VNSG 1502, the Vocational Nursing Student should be able to: Member of the Profession <ol style="list-style-type: none">1. Discuss the legal, ethical, and social issue issues surrounding the nursing care of clients/families who require basic nursing skills.2. Determine resources for policies surrounding the nursing care of clients/families who require basic nursing skills.3. Discuss the vocational nursing scope of nursing practice in relationship to the care of clients/ families who require basic nursing skills. Provider of Client Centered Care
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4. Recall the growth, developmental, and nutritional needs and stages of clients across the life span and relate these factors to the holistic nursing care of the clients who require basic nursing skills.
5. Apply the nursing process as a critical thinking approach when providing basic nursing skills in order to assist client/clients and their families who are adapting to imbalances in homeostasis.
6. Apply learned theory from VNSG 1502 to the holistic care of adult clients in nursing care environments when implementing basic nursing skills.
7. Implement nursing plans of care and teaching plans for adult clients and their families.

Client Safety Advocate

8. Determine safe nursing practices for clients and families through assessment of safety needs and subsequent planning, implementation, and evaluation of interventions to maintain safety.
9. Determine self-educational needs to ensure safety of clients and families.

Member of the Health Care Team

10. Determine the role of the LVN as a member of the health care team in following roles: Provision of care, communication, collaboration and delegation.
11. Discuss the role of cost-containment when the nurse is providing nursing skills.
12. Determine the need for assistance from other members of the health care team when providing nursing care.

Course Overview:

VNSG 1502 emphasizes the theoretical and scientific basis for performing selected nursing skills in the laboratory setting. The course includes nursing skills, basic dosage calculations, interpretation of standard abbreviations and physician/provider orders, basic medical terminology, and other assigned activities. The course includes classroom-teaching, exams, skills practice sessions, check-offs and demonstrations, as well as other assignments. All criteria must be met to pass this course.

This course must be taken with other co-requisite courses for the first semester.

All Skills Laboratory sessions are considered as **clinical hours** and rules in the VN Student Handbook will apply for clinical attendance and tardies.

Withdrawal/Drop Date:

The last day to withdraw from this course is November 13, 2020

Required Texts:

Elsevier/Mosby:

Chabner, D., (2015). *Medical Terminology a Short Course*. (7th ed.). St. Louis, MO. Mosby Elsevier. ISBN: 978-1-4557-5830-2.

deWit, S., (2018). *Fundamental Concepts & Skills for Nursing*. (5th ed.). St. Louis, MO. Mosby Elsevier. ISBN: 978-0-323-39621-9.

Mosby., (2016). *Mosby's Dictionary of Medicine, Nursing and Health Professions*. (10th ed.) St. Louis, MO., Mosby Elsevier. ISBN: 978-0-323-22205-1.

Skidmore, L., (2019). *Mosby's 2019 Drug Reference Book*. St. Louis, MO. Mosby Elsevier. ISBN: 9780323609975

F.A. Davis:

Leeuwen, A., Poelhuis-Leth, D., & Bladh, M., (2015). *Davis's Comprehensive Handbook of Laboratory and Diagnostic Tests with Nursing Implications*. (6th ed.). FA Davis., Philadelphia, PA. ISBN: 978-0-8036-4405-2.

Prentice Hall/ Pearson:

Burke, K., LeMone, P., Mohn-Brown, E. & Eby, L. (2014). *Medical-Surgical Nursing Care*. (4th ed.). Upper Saddle River, NJ. Pearson Education, Inc. ISBN: 978-0-13-338978-4.

Lippincott, Williams & Wilkins:

Nettina, S. (2013). *Lippincott Manual of Nursing Practice*. (10th ed.). Philadelphia, PA. Lippincott, Williams & Wilkins. ISBN: 978-1-4511-7354-3.

Methods of Instruction:

Classroom teaching; Demonstrations by instructors; Instructor-supervised practice sessions in the nursing clinical skills lab; Instructor-supervised check-offs on selected skills; Instructor-supervised demonstrations of other selected skills; Written evaluations on selected skills; Assigned viewing of ATI Skills; Other assignments by instructors; Client care in assigned facilities.

Methods of Evaluation:

4 Unit exams/Final Exam:	Average of all grades on Unit exams and Final exam (final grade must equal 75% or higher)
Lab Sessions:	Pass or Fail

Completion of all Assignments: Pass or Fail

Students may be asked participate in ungraded assignments. The assignments are for individual and group learning. All assignments must demonstrate adequate preparation. Assignments are expected to be completed as assigned. Assignments that are not completed as assigned will result in a grade of "incomplete (I)" for this course until the assignment is completed. Students may not progress to the second semester of the Vocational Nursing Program with an "Incomplete" grade.

Grading Criteria:

90 –100% = A
80-89% = B
75-79% = C
60-74% = D
<60% = F
W = Withdraw

All grades will be calculated in Microsoft Excel for accuracy. Each unit exam will be rounded up or down to a whole number. Students must achieve a final score of at least 74.5% in order to be rounded to 75% which is the minimal passing score.

Exam Day Absences:

A student that misses an exam must make an appointment with the Program Director. Make-up exams are **not** automatic. Make-up exams will be at the discretion of the Program Director and the Course Professor.

Test Review:

Test review will take place immediately after the exam is completed via ExamSoft. Students should use the Test Question Form when questioning a test

item. These forms will subsequently be reviewed by faculty and a determination made on nullifying the question or accepting another answer.

Remediation: Students are encouraged to seek help and remediation from the instructors as needed. Extended counseling requires an appointment with the instructor. Remediation assignments are made by the instructor in order to assist a student who has low grades. It is the responsibility of the student to complete and return the assignment when it is due.

Progression: Each student must successfully pass this course and all of the first semester courses in order to progress to the second semester. Please refer to the Grayson College Vocational Nursing Program Handbook. **Students should refer to the 2020-2021 Grayson College Catalog for policies regarding withdrawal and dropping a course. Failure to drop a course prior to the final allotted day may result in a grade of "F" for the course.**

Course Behaviors: Students will follow all policies on classroom behaviors as outlined in the Grayson College VN Handbook.

Cell Phones: **Cell phones are not allowed to be used and must be turned off during classroom lecture and lab.**

Course/Clinical Attendance: Academic success is closely associated with regular classroom attendance and course participation. Attendance is attending the complete time from start to finish of each course meeting. Attendance is mandatory in all scheduled classes and clinical. Absences place students in academic jeopardy. If absent, progress and continuation in the course may be at risk. Students who anticipate missing one or more class periods should contact the Professor ahead of time, just as they should contact their Professor as soon as possible after an absence. Students are responsible for monitoring their absences during the semester. The director may place a student on probation or withdraw a student from a nursing theory (non-clinical) course due to excessive absences and assign a grade of W (Withdrawn) if the student is absent more than 2 theory days per course or per course syllabus. **Theory absences cannot be made up.**

**Students should be aware that all SKILLS LAB AND CLINICAL LAB time are counted as CLINICAL time and Clinical attendance is strictly enforced.

Tardiness: A tardy is less than 5 minutes late after scheduled time. Tardiness of greater than 5 minutes in a scheduled nursing course will be counted as one absence. **Three tardies equal one absence.**

Special Needs Students: Students with special needs should contact the Disability Services Coordinator during the first week of class for assistance with disabilities.

Scans Competencies: Refer to Appendix A

Student Rights: Student rights are described in the GC Policy and Procedures Manual (Policy FL local) located on the college website at www.grayson.edu. A formal grievance procedure (Policy FLD local) is available if a student believes unfair treatment has occurred. The student should first meet with the course professor and then, if

unable to resolve the differences, should file a written appeal to the Program Director or Health Sciences Chairperson in accordance with the grievance procedure. Whenever meeting with faculty or administrative personnel, students have the right to waive their privacy rights and request the presence of an additional person of their choice.

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 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 (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 campus-wide student policies may be found on our Current Student Page on our website: <http://grayson.edu/current-students/index.html>

Disclaimer:

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

Required Lab Skills:

Each student must successfully complete a check-off, exam, demonstration, or completion of an assignment on the following skills. Skills check-offs may be included in VNSG 1502 or in VNSG 1360, PN Clinical I.

Performing hand hygiene

Administering a Bed Bath and Perineal Care

Making an unoccupied and occupied bed

Measuring vital signs

Completing a head-to-toe physical examination

Applying protective devices, wrist and Posey

Positioning the client/client, moving the client up in bed

Transferring the client to a Wheelchair

Ambulating the client and breaking a fall

Assisting with oral feedings, tube feedings

Inserting a nasogastric tube

Implementing safety measures for clients/clients

Inserting an indwelling catheter, catheter care

Correctly measuring intake and output

Assisting clients/clients with a bedpan and urinal

Performing specimen collection

Administering an enema

Providing colostomy care

Performing a finger-stick blood glucose

Using a drug reference text

Using and interpreting approved abbreviations
Using military or international time
Reading medication labels
Interpreting medication orders correctly
Interpreting physician's orders correctly
Using basic principles of medication administration
Caring for wounds, sterile dressing changes
Applying oxygen care
Tracheostomy suctioning
Tracheostomy care
Infection control procedures
Interpreting and spelling basic medical terminology

Nursing Skills Tote: Students must purchase a nursing skills tote. The tote contains all of the supplies needed for the skills check-offs. Students are expected to bring the equipment for practice and check-offs.

Course Rules/Criteria

Classroom Teaching and Methods of Learning:

Clinical Laboratory Sessions:

Laboratory sessions are considered clinical time and the rules for clinical conduct, attendance, etc will be strictly followed. Students should refer to the VN Student Handbook for further information. Clinical laboratory sessions may include instructor demonstration of skills with follow-up mandatory student demonstration of skills, calculations of medications, interpretation of physician orders, charting, medical terminology and other assignments, etc. as designated by the instructor.

Mandatory Practice: Assigned practice times are not optional and must be attended. Failure to do so will result in a clinical absence and being late will result in a tardy. The practice time is supervised closely by an instructor.

Mandatory Skills Demonstrations: These are demonstrations that are required without an official check-off on certain skills as outlined in the course syllabus. These are referred to as "mandatory demos". The student will demonstrate the skill to an instructor, using the correct technique as outlined in deWit, but it will not be an official check-off. However, if the student is unable to complete the demonstration adequately (based on the opinion and expertise of the clinical instructor and the criteria in deWit), the skill may then become a "skills check-off" that must be successfully completed in two attempts.

Skills check-offs may be included in the laboratory sessions. Other check-offs will be completed in VNSG 1360, PN Clinical I. Students will be divided into clinical groups for laboratory sessions and will be assigned a clinical lab instructor for the semester. The instructor will assist each student individually as needed. Students must provide the necessary equipment from their nursing skills tote for each laboratory session. Students who do not have the necessary supplies ready and available for the laboratory session or check-off will not be allowed to check-off, and may accrue a clinical laboratory failure for that day.

Skills check-offs should be completed successfully by each student within two (2) attempts. A grace period that allows each student a third attempt on two (2) skills check-offs will be allowed for each student. When the grace period has expired on the two skills check-offs, the student must complete all remaining skills check-offs within two (2) attempts. If the student is unable to do this, the student will receive a failure for the Skills course, VNSG 1502, This requires withdrawal from all current VN program co-requisite courses. Student may remain in VNSG 1304 until completion at the end of the semester.

Basic Principles of Pharmacology:

Assignments will be given to students that must be completed in order to successfully complete this course.

All completed assignments must be given to your clinical instructor for this course, who will subsequently record that the assignment was completed. Completion will equal a pass. Non-completion will equal a fail.

Medical Terminology:

Assignments will be made to assist the student to learn medical terminology. The assignments must be completed in order to successfully complete this course. All completed assignments must be given to the assigned clinical instructor for this course, who will subsequently record that the assignment was completed. Completion will equal a pass. Non-completion will equal a fail.

Other Assignments:

Students will complete all assignments, which may include interpretation of abbreviations and interpretation of physician/provider orders. Additional assignments may be made by the instructors. All assignments must be completed and submitted in a timely manner in order to successfully pass VNSG 1502.

Course Instructors:

Instructor	Office Hours	Phone Number
Lisa Fair, BSN, RN	As Posted	903-415-2508
Melinda Howard, RN	As Posted	903-415-2507
Beverly Berni, RN	As Posted	903-415-2512
Colleen Coyle, BSN, RN	Adjunct Professor	903-415-2500

Course Schedule: **

<u>August 24</u> Unit 1: Infection Control (LF) Unit 2: Safety (LF) Unit 3: Hygiene (BF)	<u>October 12</u> - Unit 10: Wounds (MH)
<u>August 31</u> ---Unit 4: Vital Signs (BF) <u>September 2</u> -- Unit 4 continued	<u>October 19</u> -- FALL BREAK
<u>September 8</u> --- Exam 1 (Units 1-4) Unit 5: Physical Assessment (LF) <u>September 10</u> --Unit 5 continued	<u>October 26</u> - Unit 10 continued (MH)
<u>September 14</u> Unit 6: Fluids and Electrolytes, Nutrition (MH)	<u>November 2</u> -- Exam 4 (Units 9 & 10) Unit 11: Oxygenation (BF) <u>November 4</u> - Unit 11 continued
<u>September 21</u> — Exam 2 (Units 5 & 6) Unit 7: Assist Feed (MH) <u>September 23</u> —Unit 7 continued	<u>November 9</u> — Unit 11 continued (Trach Theory) (BF) <u>November 11</u> ---Trach theory continued (BB)
<u>September 28</u> —Unit 8: Urinary/Bowel (LF) <u>September 30</u> —Unit 8 continued	<u>November 16</u> — Unit 12: Specimen collection (LF) Unit 13: Medical Terminology (LF)
<u>October 5</u> -- Exam 3 (Units 7 & 8) Unit 9: Pharmacology (BB) <u>October 7</u> – MAR/ Drug Book (BB)	December 8 FINAL EXAM (Includes Units 11-13) On site – South Campus

**** Subject to Change. Users will be notified via Grayson website and/or Canvas**

VNSG 1502

Unit I

Nursing Skill: Infection Prevention and Control

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client who has acquired an infection or who is at risk for infection.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to acquired infection or who are at risk for infection. 2. Assess the individual growth and development needs for the client who has acquired an infection or who is at risk for infection.</p> <p>Diagnosing, Planning and Implementing : 1. Identify potential problems that may apply to clients with infections or who are at risk for infection.</p>	<p>A. Types of organisms B. Aerobic, anaerobic, other C. Drug resistance D. Normal body flora E. Disease Producing Organisms, F. Process of Infection: Causative agent, reservoir, portal of exit, mode of transmission, susceptible host G. Susceptibility of the elderly H. Body defenses I. Inflammatory and immune responses J. Medical and surgical asepsis K. Hand Hygiene L. Standard Precautions M. Personal Protective Equipment N. Donning and removing gloves</p> <p>A. Potential Problems</p>	<p>Required Reading prior to class: deWit: Chapter 16, Infection Prevention and Control: Protective Mechanisms and Asepsis Chapter 17, Infection Prevention and Control in the Hospital and Home</p> <p>VNSG 1502, Clinical Lab: Demonstration by instructors of hand washing, using personal protection equipment, donning and removing gloves</p> <p>Required Equipment: Antiseptic soap, paper towels Personal protective equipment: Gown, mask, non-sterile gloves</p>

VNSG 1502
Unit I continued

Objective	Content	Learning Activities
<p>1. Plan nursing goals and holistic interventions for clients requiring nursing assistance who have an infection or are at risk for infection.</p> <p>2. Discuss appropriate delegation for the client requiring nursing assistance who has an infection or is at risk for infection.</p> <p>3. Discuss the role of the nurse in cost containment.</p> <p>Evaluation:</p> <p>1. Evaluate goals and nursing interventions for clients with infection or who are at risk for infection.</p>	<p>A. Medical and surgical asepsis</p> <p>B. Age, stress, fatigue, low WBC, altered defense mechanisms, alcoholism, chronic illness, indwelling tubes, immunosuppressive treatment, chemotherapy, corticosteroids</p> <p>C. Susceptibility of the elderly</p> <p>A. Handwashing, gloves</p> <p>B. CDC Guidelines</p> <p>C. Cleaning, disinfection, sterilization, radiation</p> <p>D. Infection prevention and control</p> <p>E. CDC guidelines for standard precautions</p> <p>F. Correct techniques for handwashing</p> <p>G. Donning and removing personal protective equipment</p> <p>H. Disposal of sharps</p> <p>I. Disposal of soiled linens and trash</p> <p>J. Stages of Infection: Incubation, prodromal, malaise, leukocytosis, convalescent</p> <p>K. Infection control</p> <p>a. Specific ways</p> <p>b. Transmission Based Precautions: Standard, airborne, droplet, contact isolation, Box 17-1</p> <p>L. Application of the nursing process</p> <p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care</p>	<p><u>Mandatory Skills Demos:</u></p> <p><u>Skill 16.2:</u> Using Personal Protective Equipment: Gown and mask.</p> <p><u>Steps 16.1:</u> Removing gloves</p> <p><u>Required Activities:</u></p> <p><u>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360</u></p> <p><u>Skill 16-1:</u> Hand Hygiene</p> <p>Complete study questions at the end of the chapters.</p> <p><u>View:</u></p> <p>ATI Skills Modules:</p> <p>ALL Infection Control Videos</p>

VNSG 1502
Unit II
Nursing Skills: Lifting, Moving and Positioning Clients

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client with a problem related to body mechanics.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with body mechanics. 2. Assess the individual needs for the client with a problem related to body mechanics.</p> <p>Diagnosing, Planning and Implementing: 1. Identify potential problems that may apply to clients with problems related body mechanics. 1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with body mechanics. 2. Discuss appropriate delegation for the client requiring nursing assistance with body mechanics. 3. Discuss the role of the nurse in cost containment. 4. Discuss the role of the nurse in safety and risk management for clients and others.</p> <p>Evaluation: 1. Evaluate goals and nursing interventions for clients who may experience complications from problems with body mechanics and movement.</p>	<p>A. Principles of body movement for nurses B. Principles of body movement for clients C. Positioning of clients D. Application of the nursing process</p> <p>A. Potential Problems</p> <p>A. Correct techniques for positioning and transferring, B. Therapeutic Exercise: Range of motion C. Correct techniques for ambulating clients and breaking a fall D. Using assistive devices E. Complications of immobility</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care</p>	<p><u>Required Reading prior to class:</u> deWit: Chapter 18, Safely Lifting, Moving and Positioning Patients</p> <p><u>Required Activities:</u> Complete study questions at the end of the chapter.</p> <p><u>VNSG 1502 Clinical Lab:</u> Demonstration by instructors of positioning and moving a client, transferring to a wheelchair, transferring to a stretcher, ambulating a client and breaking a fall.</p> <p><u>Required equipment:</u> Transfer belt</p> <p><u>Mandatory Skills Demos:</u> <u>Skill 18.1:</u> Positioning the Patient <u>Skill 18.2:</u> Moving the patient up in bed <u>Skill 18.3:</u> Passive Range of Motion Exercises <u>Skill 18.4, Skill 18.5:</u> Transferring the Patient <u>Skill 18.6:</u> Ambulating the Patient and Breaking a Fall</p> <p><u>View:</u> ATI Skills Modules: ALL Ambulation, Transferring, and Range of Motion Videos</p>

VNSG 1502

Unit III

Nursing Skills: Assisting Clients with Hygiene, Skin, Environmental, and Safety Needs

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client requiring assistance with hygiene, skin and environmental needs.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with meeting hygiene, skin and environmental needs. 2. Assess the individual growth and development needs for the client requiring assistance with hygiene, skin and environmental needs.</p> <p>Diagnosing, Planning and Implementing: 1. Identify potential problems that may apply to clients with problems meeting hygiene, skin and environmental needs. 1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with hygiene needs. 2. Discuss appropriate delegation for the client requiring assistance with hygiene needs. 3. Discuss the role of the nurse in cost containment.</p>	<p>A. Structure of the Skin B. Functions of the Skin C. Changes occurring with Aging D. Incontinence, immobility, diaphoresis, nutritional deficits E. Skin assessment for Pressure Ulcers F. Prevention of pressure Ulcers G. Treatment and Care for Pressure Ulcers</p> <p>A. Potential Problems</p> <p>A. Scheduling hygiene/skin care B. Four purposes for bathing C. Types of baths D. Correct technique for bed bath and backrub E. Perineal care</p>	<p>Required Reading prior to class: deWit: Chapter 19, Assisting with Hygiene, Personal Care, Skin Care, Prevention of Pressure Injuries Chapter 20, Patient Environment and Safety</p> <p>Required Activities:</p> <p>VNSG 1502 Clinical Lab: Demonstration by Instructors and practice by students of: Occupied and unoccupied bed making Administering baths Oral care Skin assessment Shaving a male client</p> <p>Required Equipment: Basin, soap, toothbrush, toothpaste, emesis basin, towels, washcloths, sheets, pillowcase, draw sheet, bedspread.</p>

VNSG 1502
Unit III continued

Objective	Content	Learning Activities
<p>Assessment: 1. Assess factors affecting the environment and safety of the clients in a health care facility.</p> <p>Planning/Implementation: 1. Plan nursing goals and holistic nursing interventions that the vocational nurse can implement for clients requiring nursing assistance with environmental and safety needs.</p>	<p>F. Mouth care for the conscious and unconscious client G. Denture care H. Hair care I. Shampooing J. Shaving K. Nail care K. Eye Care: Glasses, contact lenses, artificial eyes L. Ear care, Hearing aids</p> <p>A. Factors affecting the environment: Temperature, ventilation, humidity, lighting, odors, noise, room design, neatness, privacy B. Beds a. Types b. Bed Positions c. Bed Making C. Safety a. Falls b. Fall Risk Assessment, Figure 20-3 c. Burns d. Smoking e. Fire f. Nursing Actions to Promote Client Safety, Box 20-3 D. Hazardous Materials a. Biohazards b. Bioterrorism, Terrorism Agents c. Poison E. Protective Devices a. Legal Implications b. Alternatives to protective devices c. Principles Related to the Use of Protective Devices, Box 20-5 d. Applying a protective device e. Documentation</p>	<p>Mandatory Skills Demos: <u>Skill 19.1:</u> Administering a Bed Bath and Perineal Care <u>Administering a Back Massage</u> <u>Skill 19.2:</u> Administering Oral Care to the Unconscious Patient <u>Skill 19.3:</u> Denture Care <u>Skill 19.4:</u> Shampooing Hair <u>Steps 19.2:</u> Shaving a Male Client <u>Skill 20.1:</u> Making an Unoccupied Bed <u>Skill 20.2:</u> Making an Occupied Bed</p> <p>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360: <u>Skill 20.3:</u> Applying a Protective Device</p> <p>Required Activities: Complete study questions at the end of the chapters.</p> <p>View: ATI Skills Modules: All Personal Hygiene Videos</p>

VNSG 1502
Unit III continued

Objective	Content	Learning Activities
<p>Evaluation:</p> <ol style="list-style-type: none">1. Evaluate goals and nursing interventions for clients who may experience complications with hygiene, environmental and safety needs.	<ol style="list-style-type: none">A. Evaluation of goals and nursing interventions.B. Collaborating with the RN on modifying the plan of care.	

VNSG 1502
Unit IV
Nursing Skill: Measuring Vital Signs

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client with problems with vital signs.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with vital signs. 2. Assess the individual growth and development needs for the client with problems with vital signs.</p> <p>Diagnosing, Planning and Implementation: 1. Identify potential problems that may apply to clients with problems related to vital signs. 1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance related to vital signs. 2. Discuss appropriate delegation for the client requiring nursing assistance with problems related to vital signs. 3. Discuss the role of the nurse in cost containment.</p>	<p>Measuring Body Temperature: A. Measuring Body Temperature: a. Types of thermometers b. Site used c. Factors influencing temperature readings: Box 21-1 B. Problems of temperature regulation a. hyperthermia b. hypothermia</p> <p>A. Potential Problems</p> <p>A. Taking an oral, rectal, axillary temperature B. Application of the nursing process</p>	<p><u>Required Reading prior to class:</u> <u>deWit:</u> Chapter 21, Measuring Vital Signs Chapter 31, Pain, pp. 593-603</p> <p><u>VNSG 1502 Clinical Lab:</u> Demonstration by Instructors and practice by students of: Measuring vital signs</p> <p><u>Required equipment:</u> Blood pressure cuff Thermometer Stethoscope Watch with sweep second hand Non-sterile gloves</p>

VNSG 1502
Unit IV continued

Objective	Content	Learning Activities
<p>Planning/Implementation continued</p>	<p>Measuring the Pulse: A. Common pulse points B. Pulse rate C. Pulse characteristics D. Taking a radial, apical pulse E. Assessing pedal pulses F. Application of the nursing process</p> <p>Measuring Respirations: A. Respiratory Patterns: Eupnea, dyspnea, tachypnea, bradypnea, Kussmaul's, Biot's Cheyne-Stokes B. Respirator Sounds: Crackles, rhonchi, stridor, wheezes C. Counting the respiratory rate D. Application of the nursing process.</p> <p>Measuring oxygen saturation of the blood</p> <p>Measuring the Blood Pressure A. Equipment used B. Korotkoff Sounds C. Factors affecting Blood Pressure D. Problems of Blood Pressure: a. Hypertension b. Hypotension c. Orthostatic hypotension E. Guidelines for measuring BP F. Measuring the Blood Pressure G. Application of the nursing process</p> <p>Pain, The Fifth Vital Sign: A. JCAHO standards on pain B. Theories of Pain C. Types of Pain D. Pain Scales E. Pain Control: a. Nonmedicinal Methods b. Transcutaneous electrical nerve stimulation (TENS) c. Application of Heat and Cold d. Relaxation e. Distraction</p>	<p><u>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360</u> <u>Skill 21.1:</u> Measuring temperature with an electronic thermometer <u>Skill 21.2:</u> Measuring temperature with a tympanic or temporal thermometer <u>Skill 21.3:</u> Measuring radial pulse <u>Skill 21.4:</u> Measuring apical pulse <u>Skill 21.5:</u> Measuring respirations <u>Skill 21.6:</u> Measuring blood pressure</p> <p><u>Required Activities:</u></p> <p>Complete study questions at the end of the chapter.</p> <p><u>View:</u> ATI Skills Modules: ALL Vital Signs Videos</p>

VNSG 1502
UNIT IV continued

Objective	Content	Learning Activities
<p>Evaluation: 1. Evaluate goals and nursing interventions for clients who may experience complications with abnormal vital signs.</p>	<p>A. Evaluation of goals and nursing interventions: a. Normal adult vital signs b. Comparison of actual blood pressures to the recommended normal values</p> <p>B. Collaborating with the RN on modifying the plan of care.</p>	

VNSG 1502

Unit V

Nursing Skill: Assessing Health Status, Gathering a Database

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for assessing the client.</p> <p>Assessment: 1. Assess clients using correct assessment techniques. 2. Assess the individual growth and development needs of the client.</p>	<p>A. Key terms: page 367 B. Vocabulary Specific to Physical Assessment: Box 22-3 C. Application of the nursing process: Data Collection D. Psychosocial and cultural assessment E. Physical assessment, data collection F. Focused assessment G. Physical Examination Techniques: a. Inspection and Observation b. Palpation c. Percussion d. Auscultation e. Olfaction H. Basic Physical Examination: a. Height and Weight b. Vital Signs I. Review of Body Systems: a. Head and Neck b. Chest, Heart and Lungs c. Skin and Extremities d. Abdomen e. Genitalia, Anus and Rectum</p>	<p>Required reading prior to class: deWit: Chapter 22, Assessing Health Status</p> <p>VNSG 1502, Clinical Lab: Demonstration by Instructors and practice by students of: Head to Toe Assessment Focused Assessment</p> <p>Required Equipment: Stethoscope, tongue blades, gloves, blood pressure cuff, penlight, charting forms</p> <p>Mandatory Skills Demos: <u>Box 22.7: Shift Head to Toe Assessment</u></p> <p>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360 <u>Skill 22.1: Performing a physical examination</u> <u>Skill 22.2: Performing a neurological check</u> <u>Performing a focused assessment</u> (Criteria provided by instructor) <u>Documenting the physical assessment</u> using provided forms</p>

VNSG 1502
Unit V continued

Objective	Content	Learning Activities
<p>Diagnosing, Planning and Implementation:</p> <p>1. Identify potential problems that may apply to clients with abnormal assessment findings.</p> <p>1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance based on physical assessment and data collection.</p> <p>2. Discuss appropriate delegation for assessment of the client.</p> <p>3. Discuss the role of the nurse in cost containment.</p> <p>Evaluation:</p> <p>1. Evaluate goals and nursing interventions for clients who may experience complications from abnormal assessment findings.</p>	<p>J. Basic Needs Assessment</p> <ul style="list-style-type: none"> a. Rest/activity b. Nutritional, fluid, electrolytes c. Safety and security d. Hygiene and grooming e. Oxygenation and circulation f. Psychosocial needs g. Elimination h. Cultural, spiritual <p>K. Assessment of the elderly</p> <p>A. Potential problems</p> <p>A. Client and family teaching</p> <p>B. Positioning, draping</p> <p>C. Meeting cultural needs</p> <p>D. Normal and abnormal assessments</p> <p>E. Warning signs of cancer</p> <p>F. Health promotion</p> <p>G. Diagnostic Tests</p> <p>H. Reporting significant data to RN or physician</p> <p>A. Evaluation of goals and nursing interventions:</p> <ul style="list-style-type: none"> a. Completeness of data base b. Client comfort, positioning c. Adequacy of client teaching d. Were abnormal findings reported to the RN or physician? <p>B. Collaborating with the RN on modifying the plan of care.</p>	<p><u>Required Activities:</u></p> <p>Complete study questions at the end of the chapter.</p> <p><u>View:</u></p> <p>ATI Skills Modules:</p> <p>ALL Physical Assessment (Adult) Videos</p>

VNSG 1502

Unit VI

Nursing Skills: Assisting Clients with Fluid and Electrolyte Needs,
Basic Nutritional Needs and Cultural Needs

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client with fluid and electrolyte, nutritional and cultural needs.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with fluid and electrolyte needs. 2. Assess the individual growth and development needs for the client related to problems with fluid and electrolyte needs.</p>	<p>Fluid, Electrolyte, And Acid-Base Balance:</p> <ul style="list-style-type: none"> A. Functions of water in the body B. Functions of electrolytes in the body C. Fluid balance in infants and the elderly D. Distribution of Body fluids: Extracellular, intravascular, interstitial, transcellular, intracellular fluids E. Movement of fluid and electrolytes F. Clients with fluid imbalances: <ul style="list-style-type: none"> a. Deficient Fluid Volume: dehydration b. Excess Fluid Volume: edema G. Major electrolytes, normal ranges and functions, Table 25-4 I. Clients with electrolyte imbalances J. Clients with acid-base imbalances K. Measuring intake and output L. Implementing the nursing process M. Assessing clients with fluid or electrolyte imbalances <ul style="list-style-type: none"> a. Fluid volume excess b. Fluid volume deficit c. Sodium and potassium imbalances d. Respiratory and metabolic imbalances N. Normal potassium levels O. Teaching plan for clients with hypokalemia P. Using the nursing process for clients with fluid, electrolyte or acid-base imbalances 	<p>Required Reading prior to class: <u>deWit:</u> Chapter 25, Fluid, Electrolyte and Acid-Base Balance Chapter 26, Concepts of Basic Nutrition and Cultural Considerations Chapter 24, p. 414-415: <u>Skill 24.2:</u> Performing a Capillary Blood Test: Blood Glucose Chapter 27, p. 491-493, Diabetes Mellitus</p> <p>VNSG 1502 Clinical Lab: Demonstration by Instructors and practice by students of: Measuring intake and output Performing finger stick blood glucose Assisting a client with feeding</p> <p>Required Equipment: Measuring containers Blood glucose monitoring system, strips Towels and spoons</p> <p>Mandatory Skills Demos: <u>Skill 27.1:</u> Assisting a Patient with feeding</p> <p>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360 <u>Skill 25.1</u> Measuring Intake and Output <u>Skill 24.2:</u> Performing a Capillary Blood Test: Blood Glucose</p>

VNSG 1502
Unit VI continued

Objective	Content	Learning Activities
<p>1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with imbalances in fluid, electrolytes, and nutrition, including planning to meet cultural needs.</p> <p>2. Discuss appropriate delegation for the client requiring nursing assistance with imbalances in fluid, electrolytes and nutritional needs.</p> <p>3. Discuss the role of the nurse in cost containment.</p> <p>Evaluation:</p> <p>1. Evaluate goals and nursing interventions for clients who may experience complications from fluid, electrolyte, and nutritional needs, including cultural interventions.</p>	<p>A. Administering fluids and/or electrolytes</p> <p>B. Recording intake and output</p> <p>C. Daily weights</p> <p>D. Skin care</p> <p>E. Sodium restriction</p> <p>F. Lab monitoring</p> <p>G. Diuretics</p> <p>H. Assessment of lungs, edema</p> <p>I. Implementing cultural aspects of nutrition</p> <p>J. Meeting nutritional needs through the lifespan</p> <p>K. Meeting caloric needs</p> <p>L. Client teaching, diet plans</p> <p>M. Goals of diet therapy</p> <p>N. Assisting a client with feeding</p> <p>A. Evaluation of goals, nursing interventions, cultural interventions.</p> <p>B. Collaborating with the RN on modifying the plan of care.</p>	

VNSG 1502
Unit VII
Nursing Skill: Assisted Feedings

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client who requires assisted feedings.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with nutritional deficits and who require assisted feedings.</p> <p>2. Assess the individual growth and development needs for the client who requires assisted feedings.</p> <p>Diagnosing, Planning and Implementation: 1. Identify potential problems that may apply to clients with problems meeting nutritional needs and requiring assisted feedings.</p> <p>1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with nutritional needs.</p> <p>2. Discuss appropriate delegation for the client requiring nursing assistance with nutritional needs.</p> <p>3. Discuss the role of the nurse in cost containment.</p> <p>Evaluation: 1. Evaluate goals and nursing interventions for clients who may experience complications from problems with nutritional needs and require assisted feedings.</p>	<p>A. Clients with nutritional deficits B. Assessment of need for assisted feedings C. Assessment of clients prior to insertion of feeding tube D. Types of tubes</p> <p>A. Potential Problems</p> <p>A. Inserting a nasogastric tube B. Documentation C. Special considerations D. Assessment and care after insertion E. Positioning the client F. Irrigating the tube G. Removing the tube H. Using a feeding pump I. Administering feedings via a tube J. Principles of tube feedings for nurses K. Total parenteral nutrition</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care.</p>	<p>Required Reading prior to class: deWit: Chapter 27, Nutritional Therapy and Assisted Feeding</p> <p>VNSG 1502, Clinical Lab: Demonstration by Instructors and practice by students of: Inserting a nasogastric tube, irrigation, and removal Administering a Tube Feeding</p> <p>Required Equipment: Nasogastric tube placement kit, irrigation set, stethoscope</p> <p>Mandatory Skills Demos: <u>Steps 27.1:</u> Nasogastric tube irrigation <u>Steps 27.2:</u> Nasogastric tube removal</p> <p>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360 <u>Skill 27.2:</u> Inserting a nasogastric tube, irrigation, and removal <u>Skill 27.4:</u> Administering a Tube Feeding</p> <p>Required Activities:</p> <p>Complete study questions at the end of the chapter.</p> <p>View: ATI Skills Modules: 1. ALL Enteral Tube Feedings Videos 2. ALL Nasogastric Intubation Videos</p>

VNSG 1502

Unit VIII

Nursing Skills: Promoting Urinary and Bowel Elimination

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client with urinary and bowel elimination needs.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with urinary and bowel elimination. 2. Assess the individual growth and development needs for the client with urinary and bowel elimination needs.</p> <p>Diagnosing, Planning and Implementation: 1. Identify potential problems that may apply to clients with problems meeting urinary and bowel elimination needs. 1. Plan nursing goals and holistic nursing interventions that the vocational nurse can implement for clients requiring nursing assistance with urinary and bowel elimination. 2. Discuss appropriate delegation for the client requiring nursing assistance with urinary and bowel elimination needs. 3. Discuss the role of the nurse in cost containment.</p>	<p>A. Normal urinary elimination B. Factors affecting normal urinary elimination C. Overview of the structure and function of the urinary system D. Characteristics of normal urine E. Alterations in urinary elimination F. Application of the nursing process</p> <p>A. Potential Problems</p> <p>A. Urine specimen collection B. Preventing cystitis C. Identifying abnormalities in the urinalysis D. Assisting with a commode chair, bed pan E. Assisting with use of a urinal F. Assisting a client to urinate</p>	<p>Required Reading prior to class: deWit: Chapter 29, Promoting Urinary Elimination Chapter 30, Promoting Bowel Elimination Chapter 17, <u>Skill 17.4</u>, Sterile Gloving and Ungloving</p> <p>VNSG 1502 Clinical Lab: Demonstration by Instructors and practice by students of: Placing and removing a bedpan Applying a condom catheter Sterile gloving Catheterizing the Client Removing an Indwelling Catheter Bladder Irrigation and Instillation Administering an Enema Removal of a Fecal Impaction Changing an Ostomy Appliance Irrigating a Colostomy</p>

VNSG 1502
Unit VIII continued

Objective	Content	Learning Activities
<p>Planning/Implementation continued:</p> <p>Evaluation: 1. Evaluate goals and nursing interventions for clients with urinary elimination problems.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with bowel elimination.</p> <p>Diagnosing, Planning and Implementation: 1. Identify potential problems that may apply to clients with problems meeting bowel elimination needs.</p>	<p>G. Types of urinary catheters H. Performing urinary catheterization and documenting I. Applying a condom catheter J. Nursing responsibilities for a catheterized client K. Home care and client teaching L. Special considerations for the elderly M. Removing an indwelling catheter N. Performing Intermittent bladder irrigation O. Teaching self-catheterization P. Incontinence, types Q. Continence training R. Kegel exercises S. Suprapubic Catheter T. Urinary Diversion Care</p> <p>A. Evaluation of goals and nursing interventions B. Collaborating with the RN on modifying the plan of care.</p> <p>A. Normal stool characteristics B. Abnormal characteristics of stool C. Review of the structure and function of the intestinal system D. Elder care points E. Hyperactive Bowel: Diarrhea F. Incontinence G. Hypoactive Bowel: Constipation H. Medications that may cause constipation I. Elder care, constipation J. Common medications used for constipation or diarrhea K. Listening to bowel sounds L. Palpation of the abdomen</p> <p>A. Potential Problems</p>	<p>Required Equipment: Foley Catheter kit, sterile gloves, ostomy care supplies</p> <p>Mandatory Skills Demos: <u>Skill 29.1</u>, Placing and removing a bedpan <u>Skill 29.2</u>, Applying a condom catheter <u>Step 29.2</u>, Removing an indwelling catheter <u>Skill 30.1</u>, Administering an enema <u>Steps 30.1</u>, Removal of a fecal impaction <u>Skill 30.2</u>, Changing an ostomy appliance <u>Skill 30.3</u>, Irrigating a colostomy</p> <p>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360: <u>Skill 17.4</u>, Sterile Gloving <u>Skill 29.3</u>, Catheterizing the Female Patient with sterile gloving <u>Skill 29.4</u>, Catheterizing the Male Patient with sterile gloving <u>Skill 29.5</u>, Performing intermittent bladder irrigation and instillation <u>Step 29.1</u>, Obtaining a urine specimen from a catheter</p>

VNSG 1502
Unit VIII continued

Objective	Content	Learning Activities
<p>1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with bowel elimination.</p> <p>Evaluation:</p> <p>1. Evaluate goals and nursing interventions for clients who may experience complications from problems with bowel elimination.</p>	<p>A. Assisting with the bedside commode</p> <p>B. Assisting with the bed pan</p> <p>C. Psychosocial issues</p> <p>D. Cleaning the client after a bowel movement</p> <p>E. Preventing excoriation</p> <p>F. Treatment for excoriation</p> <p>G. Assisting with constipation</p> <p>H. Promoting regular bowel elimination</p> <p>I. Documenting bowel elimination</p> <p>J. Inserting a rectal suppository</p> <p>K. Types of enemas, administration</p> <p>L. Using a rectal tube</p> <p>M. Removing a fecal impaction</p> <p>N. Bowel training</p> <p>O. Purpose of an ostomy, types</p> <p>P. Ostomy care</p> <p>Q. Teaching dietary guidelines for ostomy clients</p> <p>R. Changing an ostomy appliance</p> <p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care.</p>	<p><u>Required Activities:</u></p> <p>Complete study questions at the end of the chapters</p> <p><u>View:</u></p> <p>ATI Skills Modules:</p> <ol style="list-style-type: none"> 1. ALL Urinary Catheter Care Videos 2. ALL Enema Videos 3. ALL Ostomy Care Videos

VNSG 1502
Unit IX
Nursing Skills:
Interpreting Physician/Provider Prescriptions/Orders
Basics of Medication Administration; Using a Medication Administration Record;
Using a Standardized Drug Text; Standard Abbreviations and Terms

Objective	Content	Learning Activities
<p>At the end of this unit, the vocational nursing student should be able to perform the following objectives.</p> <p>Assessment:</p> <p>1. Discuss general information about pharmacologic agents.</p> <p>2. Describe how drugs are classified.</p> <p>2. Explain the legal implications for administration of drugs by nurses</p> <p>3. Discuss the basic concepts of Pharmacology</p>	<p>A. General Information</p> <p>a. Pharmacology</p> <p>b. Use of multiple drugs and drug interactions</p> <p>c. Cost containment</p> <p>d. Uses for drugs</p> <p>e. Generic and trade names</p> <p>f. Drug providers</p> <p>g. Form and types</p> <p>B. Types of orders</p> <p>C. Use of abbreviations</p> <p>A. Classification of drugs</p> <p>a. General characteristics of each drug</p> <p>A. Legal control of drugs</p> <p>a. Drug schedules</p> <p>b. Drug standards</p> <p>A. Absorption</p> <p>B. Distribution</p> <p>C. Other factors</p>	<p>Required reading prior to class:</p> <p>deWit: Chapter 33, Pharmacology and Preparation for Drug Administration</p> <p>Pickar, Chapter 3 Chapter 5 Chapter 7 Chapter 9</p> <p>Required Learning Activities:</p> <p>Complete assigned worksheets on interpretation of prescriptions and format on MAR.</p> <p>Complete assignments on military time.</p> <p>Discuss importance of correctly calculating dosages.</p> <p>Discuss therapeutic effects and how to monitor for results.</p>

VNSG 1502
Unit IX continued

Objective	Content	Learning Activities
<p>Continued</p> <p>4. Trace general areas of concern regarding medication administration.</p> <p>5. Assess how medication errors happen and how they can be prevented.</p> <p>6. Describe the effects of drugs on children or the elderly.</p> <p>7. Describe issues of medication administration in home care.</p> <p>8. Assess reasons why client may be non-compliant with drug treatment.</p>	<p>D. Drug response and pharmacokinetics E. Ethnopharmacology F. Factors affecting drug therapy</p> <p>A. Drug response and pharmacodynamics B. Drug and food incompatibilities</p> <p>A. Medication administration and safety B. Routes for drug administration drug references C. Look alike, sound alike drugs D. Medication errors</p> <p>A. Correctly assessing the client B. Using client identifiers C. Safety guidelines to prevent medication errors D. Using the nursing process to prevent errors E. Calculating correctly F. Using the five rights, three checks</p> <p>A. Why dosages are based on age, size, and weight of child B. How to assess for the most effective techniques of administration C. Considerations for the elderly</p> <p>A. Considerations for home care clients receiving medications</p> <p>B. Problems of non-compliance</p>	<p>Access Canvas frequently for other assignments</p> <p>Memorize all medical abbreviations in Pickar, <i>Dosage Calculations</i>, p. 142</p> <p>Memorize the six rights of medication administration and be able to explain each one</p> <p>Access Canvas frequently for other assignments</p> <p>Print information on approved abbreviations and sound alike drugs from web links on Canvas</p> <p>Research assigned medications in Davis Drug Guide and record information on the provided drug form from the VNSG 1360 syllabus</p> <p>View: ATI Skills Modules: ALL Medication Administration 1 Videos</p>

VNSG 1502
Unit IX continued

Objective	Content	Learning Activities
<p>Planning/Implementation</p> <p>1. Correctly identify common systems of measurements used for medication administration.</p> <p>2. Convert between Celsius and Fahrenheit temperature.</p> <p>3. Convert between traditional and international time.</p> <p>4. Correctly interpret drug orders for clients.</p> <p>5. Prevent medication errors.</p>	<p>A. Metric, apothecary, household notation</p> <p>B. Use of milliequivalent, international unit, unit</p> <p>A. Temperature conversion formulas</p> <p>B. How to convert traditional time to international time</p> <p>A. Reading and writing correct medical notation</p> <p>B. Medical abbreviations</p> <p>C. The drug order and seven parts</p> <p>D. The six rights of safe and accurate medication administration</p> <p>E. The medication order and administration forms.</p> <p>F. Computerized medication administration systems.</p> <p>G. Consequences and costs of medications</p> <p>H. Incidences of injuries and deaths</p> <p>I. Evidence and rationale for underreporting medication errors</p> <p>J. Steps of medication administration</p> <p>K. Role of technology in prevention of medication errors</p> <p>L. Examples of prescription, transcription, and recording notation errors</p> <p>M. Correcting medication notation errors</p> <p>N. Requirements of the Joint Commission</p> <p>O. The importance of accurate and safe dosage calculations and medication administration.</p>	<p>Evaluation of student learning:</p> <p>Correct evaluation and interpretation of the medication administration record on an assigned client in the long term care setting.</p> <p>Correct evaluation of key information on prescribed medications on an assigned client in the long term care setting using a standard nursing drug reference text.</p>

VNSG 1502
Unit IX continued

Objective	Content	Learning Activities
<p>6. Access key information using a nursing drug text.</p> <p>7. Set client goals for medication administration.</p> <p>Evaluation:</p> <p>1. Discuss evaluation of the client after medication administration.</p> <p>2. Correctly research prescribed medications using a nursing drug text.</p> <p>3. Correctly interpret the medication administration record and evaluate errors.</p> <p>4. Evaluating if the health care provider needs to be notified.</p> <p>5. Evaluating if goals of medication administration have been met.</p>	<p>P. Using a drug text correctly and effectively.</p> <p>Q. Setting goals related to administration of medications.</p> <p>A. Evaluation of therapeutic effect B. Evaluation of adverse effects</p> <p>C. Evaluating the MAR</p> <p>D. When to notify the HCP</p> <p>E. Evaluation of goals.</p>	

VNSG 1502
Unit X
Nursing Skill: Wound Care

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for the client with impaired skin integrity.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to problems with skin integrity. 2. Assess the individual growth and development needs of the client with impaired skin integrity.</p> <p>Diagnosing, Planning and Implementation: 1. Identify potential problems that may apply to clients with problems with skin integrity. 2. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with skin integrity. 3. Discuss appropriate delegation for the client requiring nursing assistance with skin integrity. 3. Discuss the role of the nurse in cost containment.</p>	<p>A. Types of wounds and the healing process B. Phases of wound healing C. Factors affecting wound healing D. Elder care points</p> <p>A. Potential Problems</p> <p>A. Complications of wound healing B. Treatment of wounds C. Maintaining a closed wound drainage unit D. Application of the Nursing Process E. Sterile Dressing Change F. Applying a colloid dressing G. Wound Irrigation H. Applying a wet-to damp or wet-to-dry dressing I. Irrigating the eye or adult ear J. Removing sutures or staples K. Client teaching</p>	<p><u>Required Reading prior to class:</u> deWit: Chapter 38, Providing Wound Care and Treating Pressure Ulcers</p> <p><u>VNSG 1502 Clinical Lab:</u> Demonstration by Instructors and practice by students of: Sterile dressing change Applying a colloid dressing Wound irrigation Irrigating the eye or adult ear Removing sutures and staples Applying steri-strips</p> <p><u>Required Equipment:</u> Sterile gloves Sterile dressing change kit</p>

VNSG 1502
Unit X continued

Objective	Content	Learning Activities
<p>Evaluation</p> <p>1. Evaluate goals and nursing interventions for clients who may experience complications from problems with skin integrity</p>	<p>A. Evaluation of goals and nursing interventions</p> <p>B. Collaborating with the RN on modifying the plan of care.</p>	<p><u>Mandatory Skills Demos:</u></p> <p><u>Step 38.2:</u> Applying a Hydrocolloid dressing</p> <p><u>Step 38.4:</u> Irrigating the eye or adult ear</p> <p><u>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360</u></p> <p><u>Skill 38.1:</u> Sterile Dressing Change</p> <p><u>Skill 38.2:</u> Wound Irrigation</p> <p><u>Skill 38.3:</u> Applying a Wet-to-Damp or Wet-to-Dry Dressing</p> <p><u>Required Activities:</u></p> <p>Complete study questions at the end of the chapter.</p> <p><u>View:</u></p> <p>ATI Skills Modules:</p> <p>ALL Wound Care Videos</p>

**VNSG 1502
Unit XI**

Nursing Skills: Assisting with Respiration and Oxygen Delivery

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for assisting with respiration and oxygen delivery.</p> <p>Assessment: 1. Assess clients who are adapting to changes in homeostasis related to oxygen needs.</p> <p>2. Assess the individual growth and developmental needs of the client with oxygen needs.</p> <p>Diagnosing, Planning and Implementation: 1. Identify potential problems that may apply to clients with oxygen problems.</p> <p>1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with oxygen problems.</p> <p>2. Discuss appropriate delegation for the client requiring nursing assistance with oxygen problems.</p> <p>3. Discuss the role of the nurse in cost containment.</p> <p>Evaluation: 1. Evaluate goals and nursing interventions for clients with oxygen problems.</p>	<p>A. Identifying clients with breathing problems B. Overview of the respiratory system C. Hypoxemia D. Hypercapnea E. Symptoms of hypoxia F. Pulse oximetry</p> <p>A. Potential Problems</p> <p>A. Using a pulse oximeter B. Steps for airway obstruction and respiratory arrest C. Administering the Heimlich Maneuver D. Clearing respiratory secretions E. Assisting with effective cough F. Deep breathing and coughing techniques G. Postural drainage H. Administering oxygen a. cannula b. masks I. Nasopharyngeal suctioning J. Endotracheal and tracheostomy suctioning K. Providing tracheostomy care</p> <p>A. Evaluation of goals and nursing interventions. B. Collaborating with the RN on modifying the plan of care.</p>	<p><u>Required Reading prior to class:</u> deWit: Chapter 28, Assisting with Respiration and Oxygen Delivery</p> <p><u>VNSG 1502 Clinical Lab:</u> Demonstration by Instructors and practice by students of: Effective coughing and deep breathing techniques Application of oxygen: Cannula, masks Using an incentive spirometer Tracheostomy suctioning and care</p> <p><u>Required Equipment:</u> Tracheostomy care kit Sterile gloves</p> <p><u>Mandatory Skills Demos:</u> <u>Patient Education: page 513:</u> Deep Breathing and Coughing <u>Skill 28.4:</u> Administering Oxygen</p> <p><u>Check-offs for the following skills will be completed in the co-requisite course, VNSG 1360</u> <u>Skill 28.5:</u> Nasopharyngeal suctioning <u>Skill 28.6:</u> Endotracheal and Tracheostomy suctioning <u>Skill 28.7:</u> Providing tracheostomy care</p> <p><u>Required Activities:</u> Complete study questions at the end of the chapter.</p> <p><u>View:</u> ATI Skills Modules: ALL Oxygen Therapy Videos</p>

VNSG 1502
Unit XII
Nursing Skill: Collecting Specimens

Objective	Content	Learning Activities
<p>Nursing Process: 1. Discuss the role of the LVN and the use of the nursing process as a critical thinking approach for collecting specimens.</p> <p>Assessment: 1. Assess clients prior to specimen collection. 2. Assess the individual growth and development needs of the client requiring specimen collection.</p> <p>Diagnosing, Planning and Implementation: 1. Identify potential problems that may apply to clients who need a specimen sample</p> <p>1. Plan nursing goals and holistic interventions that the vocational nurse can implement for clients requiring nursing assistance with obtaining specimens. 2. Discuss appropriate delegation for the client requiring nursing assistance with obtaining specimens. 3. Discuss the role of the nurse in cost containment.</p> <p>Evaluation: 1. Evaluate goals and nursing interventions for obtaining specimens from clients.</p>	<p>A. Assessment of client needs prior to obtaining a specimen. a. Isolation precautions b. Sputum c. Stool d. Throat e. Urine</p> <p>A. Potential Problems</p> <p>A. Obtaining a specimen when client is in isolation B. Obtaining a coughed sputum specimen C. Obtaining a stool specimen for occult blood, culture, or ova and parasites D. Obtaining culture specimens from throat and wound E. Obtaining a voided specimen for urinalysis F. Obtaining a mid-stream or clean-catch urine specimen</p> <p>A. Evaluation of goals and nursing interventions. B. Collaborating with the RN on modifying the plan of care.</p>	<p>Required Reading prior to class: deWit: <u>Chapter 17:</u> <u>Box 17.2:</u> General Principles Regarding Isolation <u>Box 17-3:</u> Recommended Isolation Precautions in Hospitals: Transmission Based Precautions: <u>Chapter 28:</u> <u>Patient Education:</u> Obtaining a Coughed Sputum Specimen: p 518 <u>Chapter 24:</u> <u>Skill 24.4:</u> Obtaining a Stool Specimen, p 419-420 <u>Skill 24.5:</u> Obtaining Culture Specimens: Throat And Wound p 431-432 <u>Chapter 29:</u> <u>Urine Specimen Collection:</u> Chapter 29, p 545-550</p> <p>Required Activities:</p> <p>View: ATI Skills Modules: ALL Specimen Collection and Point of Care Testing</p>

VNSG 1502
Unit XIII
Nursing Skill: Medical Terminology

Objective	Content	Learning Activities
<p>Assessment/Planning/Implementation:</p> <p>1. Demonstrate an ability to understand, interpret and use medical terminology appropriately in order to provide competent client care.</p>	<p>A. Basic word structure B. Organization of the body C. Suffixes D. Prefixes E. Medical specialists and case reports F. Body systems G. Diagnostic Tests and procedures H. Abbreviations and symbols</p>	<p>Complete the following assignments and submit on the due dates prior to skills practice or check-off:</p> <p><u>Chabner: Medical Terminology, A Short Course:</u></p> <p>1. September 17/18: Chapter 1: Basic Word Structure Complete all blank sections in the chapter, submit</p> <p>2. September 24/25: Chapter 2: Organization of the body Complete all blank sections in the chapter, submit</p> <p>3. October 1: Chapter 3, Suffixes Complete all blank sections in the chapter, submit</p> <p>4. October 9: Chapter 4, Prefixes Complete all blank sections in the chapter, submit</p> <p>5. October 29: Chapter 5, Medical Specialists and Case Reports Complete all blank sections in the chapter, submit</p> <p>6. November 16: Appendix 1, Body Systems Complete all blank sections in the Appendix, submit</p>

VNSG 1502 Scans Competencies

The Following SCANS competencies can be found in VNSG 1502:

Workplace Competencies:

- Allocation of staff, materials: recognizes levels of staffing and uses supplies for client care in cost effective manner
- Interpersonal skills: Works within the health care team; communicates with clients, families, staff
- Information: Acquires data on clients, organizes data through prioritization, interprets client data with help of the clinical instructor
- Technology: Manages basic health care equipment such as automatic blood pressure cuffs; computerized reports

Foundation Skills:

- Basic skills: Reads information on clients, calculates medication dosages, speaks and listens to clients, families, other members of the health care team
- Thinking skills: Uses the nursing process which is a problem solving model to plan nursing care at a beginning level
- Personal qualities: Assumes responsibility for assigned clients; performs as a member of a profession

Resources:

- Manages time: Sets goals for clients and attempts to reach goals during shift
- Manages materials: Practices cost effectiveness in a health care facility

Interpersonal:

- Participates as a member of a team: Works with members of the health care team to provide holistic client care
- Teaches others: Provides basic teaching for clients and families
- Serves Clients: Provides holistic nursing care to assigned client
- Exercises leadership: Communicates needs to instructor or primary care nurse during assigned shift; Seeks help when needed
- Negotiates to arrive at a decision: Seeks the advice of experienced nurses when a decision needs to be made
- Works with cultural diversity: Provides care to men, women, and people of various culture

Information:

- Acquires and evaluates data: Gathers data on clients and evaluates data under the supervision of an instructor; evaluates physical assessment data
- Organizes data: Completes database and records on required clinical paperwork
- Interprets and communicates data: Reports significant findings to registered nurse
- Uses a computer to process information: Retrieves client data from computer

Systems:

- Understands systems: Becomes familiar with long-term and acute health care systems
- Monitors and corrects performance: Distinguishes between the type of care given between long-term and acute care systems

Technology:

- Selects technology: Uses hospital equipment and chooses equipment to use
- Applies technology to task: Operates basic facility equipment such as intercom systems, telephones, oxygen equipment, equipment used for vital signs
- Maintains and troubleshoots technology: Reports malfunctioning equipment

Reading:

- Reads charts, information in texts, prepares pathology window by reviewing pathology of diseases and selecting the most important information

Writing:

- Practices charting techniques, submits to instructor for approval, then writes information in chart using correct terminology
- Records intake and output on assigned clients on the graphic chart
- Correctly spells medical terms for charting
- Prepares paperwork for clinical assignments

Arithmetic:

- Performs basic ration and proportion calculations for oral medications

Listening:

- Listens to receive report from off-going nurse; Listens to client to obtain client data; Listens to instructor about requirements for clinical

Speaking:

- Organizes thoughts to teach client information on disease or medications; Adapts speech to cultural needs of client and to level of education and understanding of the client
- Asks questions of instructor or nurse as needed

Thinking Skills:

- Creative Thinking: Begins to make connection between data and client signs and symptoms; Relates pathology to client
- Mathematics: Calculates intake and output on assigned clients; Able to calculate medications
- Decision-Making: Considers what is best for client and initiates nursing care
- Problem-Solving: Uses nursing process to determine problems and what nursing care can assist with solving the problems
- Mental Visualization: Pictures disease pathology and correlates it to the symptoms of the client; Visualizes how disease process works in the body
- Knowing how to learn: Uses laboratory skills in the clinical setting; Is aware of areas that need improvement
- Reasoning: Discovers the relationship between the disease process and the actual client's signs and symptoms; Comes to a conclusion about client problems

Personal Qualities:

- Responsibility: Demonstrates effort and perseverance to achieve quality client care; works hard to develop skills in critical thinking, responsibility, and to multitask.
- Self-Esteem: Demonstrates an ability to provide care to multiple types of clients: Is aware of the need for professionalism in manner and dress.
- Sociability: Presents the image of the nurse as open, friendly, empathetic, and polite. Learns to adapt to changing situations with clients and families, and communicates appropriately; Shows interest in the client.
- Self-management: Assesses own knowledge in client care situations; acknowledges when further help is needed; monitors progress with self-evaluation at mid-term and at the end of each semester.
- Integrity/honesty: Adjusts nursing care to meet the needs of others who are culturally, spiritually or developmentally different than the nurse; admits to mistakes and errors in judgment in order to protect the client.