Course Description:

This course studies the concepts and principles necessary to perform basic nursing skills for the adult patient; and demonstrate competence in the performance of nursing procedures. Content includes knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to the blocked approach. 1 SCH, 0 Lecture, 3 Lab

Textbook(s):


Nurse Skill’s Lab Pack

Computer Requirements

To participate in this course, you will need access to hardware and software that meet the following requirements.
• Computer connected to the Internet
• Email address
• Windows-based OR Mac/UNIX equivalent
• Internet Explorer 5.0 or higher OR Netscape Navigator 5.0 or higher
• 56K modem or faster
• **Flash Plug-in**
  • In order to receive maximum interactive benefit from this course, you must have the following plug-in player installed and functioning properly on your system. To download the player, simply click on the icon below and follow the instructions provided.

![Adobe Flash Player](getADOBEMEM.png)

• Deactivate the pop-up blocker before completing activities or taking quizzes, chapter tests, or proctored exams.
• Access to Microsoft Office 2003 or higher software with the following application software:
  • Word processing (Word)
  • MS Works may not be used.

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**Technical Support**

Although the system that you will be using for this course can be reached through the computer labs at any DCCCD campuses, the student is responsible for required equipment and technical support. **If you are having problems with e-Campus, please call LeCroy Help Desk for technical support at 972.669.6402.**

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**Student Profile**

After registering for this course, in order for you to receive e-mail messages, your name and e-mail address need to be in the course’s database. To enter your information:

• Enter the course (RNSG 1144).
• Click on *My Grades* button in the Left Navigation Bar.
• Look for a number of icons to appear in your browser window.
• Click on Personal Information
• Several links will appear. Click on Edit Personal Information at the top.
• Wait for the form to appear, and add your individual data. **Your name and email address are required.** Phone number is requested in case we need to contact you in person.
• Make sure to click on the Submit Button at the bottom of the page.

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**Course Prerequisites/Co-requisites**

Prerequisites: Semester one courses
Co-requisites: RNSG 1441, RNSG 2360
End of Course Outcomes:

Apply concepts and principles necessary for the performance of basic nursing skills for the adult patient and demonstrate competence/clinical reasoning in the performance of basic nursing procedures and practices.

Course Objectives

1. Clarify the five rights using the doctor's orders and medication administration record.
2. Identify correct sites for ID, SQ, IM injections.
3. Demonstrate the procedure for combining Insulin, mixing and reconstituting medication and using a tubex.
4. Demonstrate correct calculation of medication dosage.
5. Demonstrate how to administer ID, SQ, and Z-track injections using the five rights.
6. Discuss rationale of medication and site choice.
7. Demonstrate documentation of medications (including narcotics).
8. Discuss various types and purposes of IV fluids.
9. Demonstrate how to prime and hang an IV and IVPB.
10. Calculate IV drip rates (cc's/hr and gtts/min.) without a calculator.
11. Demonstrate IV insertion, equipment, and maintenance.
12. Discuss administration of blood and blood products, tubing, and protocols.
13. Discuss and demonstrate IV push medications.
14. Discuss principles of chest tubes, underwater seal drainage, and suction.
15. Demonstrate central line dressing change.
17. Apply critical thinking to simulated situations and computer assisted instructional materials.
18. Discuss/demonstrate and practice NGT insertion, suction, irrigation, documentation, and D/C of NGT with faculty supervision and feedback.

Critical Clinical Skills:

Documentation
Medication administration: intramuscular, subcutaneous, intradermal, Z-track
Narcotic administration
Intermittent infusion devices
Conversion of continuous intravenous fluids to intermittent infusion device
Venipuncture
Intravenous piggy backs
Intravenous pumps
Intravenous calculations
Care for multiple lumen catheters
Central line dressing change
Patient control analgesia pump monitoring
Blood and blood products/monitoring
Tracheostomy care and suctioning
Chest tubes
Nasal gastric tube insertion
Intravenous push medications

Grading Criteria

6 check offs in 2nd semester
- Subcutaneous 1st Attempt 15 points
- Intramuscular 2nd Attempt 12 points
- IV 3rd Attempt 10 points
- IVPB
- Venipuncture 90 Total Possible Points
- Nasogastric Tube Insertion

5 Quizzes will be taken during the 1144 course, each worth 20 points (10 questions). Quizzes count as 10 percent of your grade.

Teaching/Learning Activities

- Simulated situations
- Psychomotor skills check-off
- Video
- Critical thinking exercises
- Math calculations
- Textbooks
- Self-paced learning packets
- Printed handouts
- Computer assisted learning modules
- Group discussion
- Internet
- MARS and physician orders

Attendance Policy:

Students are expected to attend all scheduled skills lab experiences. Missed skill and/or activity must be done within one week of the absence. An extenuating
circumstance should be handled by the student and his/her skills lab instructor and the student who is missing the lab must call (972-860-4910) the skills lab coordinator prior to the lab. Failure to complete this make-up within the two weeks will result in a written contract outlining specific dates of completion, or the result will be a failure.

Tardiness:

When a student exhibits unprofessional behavior, e.g., tardiness to the Skills Lab, the instructor will handle the situation at his/her discretion. In most situations, the student will be counseled verbally the first time. The second time, an occurrence record will be completed, signed by the student, and placed in the student’s file. The third time, the student will be given a formal contract. If you miss the quiz you will receive a zero.

Skills Lab Policies

The Clinical Skills Lab is a state-of-the-art learning center and serves as a major learning resource environment for the Brookhaven College Nursing students. It is not your home and can become very crowded and noisy. For these reasons, we ask each student to be considerate of the following guidelines and accept responsibility for practicing these guidelines.

- Review classroom outline weekly and come prepared to skills lab. This includes bringing your supplies.
- Wear scrubs and close toed shoes to all labs and Brookhaven Uniform to all Check-Offs.
- Review the bulletin board for open skills lab hours.
- Clean up after yourself at the learning table.
- Check your email daily for announcements.
- After the completion of your lab activities return the main lab / and or exam rooms back to their original condition.
- Report maintenance issues or equipment damages to skills lab staff immediately.
- Ask permission of the skills lab coordinator if extra supplies are needed.
- No studying in the lab. (But please do study elsewhere!)
- No eating in the lab.
- Book bags or coats are to be left in the designated area as defined by the skills lab coordinator.
- Always knock on the door to the skills lab coordinator office.
- Keep conversations quiet.
- Turn cell phones off or to vibrate and leave in bag when in class. May be taken up by instructor if seen out. No personal computers in skills lab.
- Adhere to the skills lab hours.
- If you need to consult with the skills lab coordinator, make an appointment and be on time. Call if you are running late to your appointment.
- Students are expected to attend all skills lab. Absences and tardiness need to be discussed with the instructor.
Removal of any equipment or supplies from the skills lab requires the permission of an instructor or skills lab personnel.

Check-Off Policies and Procedures

1. Extra time has been given in the skills lab for practice time. Students must practice the skill numerous times with different peers. No student should be sitting at the table during practice time. Faculty believes that feedback (either from faculty or lab personnel) is important and facilitates the student's successful demonstration of a check off in a testing situation. Faculty highly recommends that during practice time students actually perform the skill rather than simulate or verbalize the skill. The student should practice skills using a timer. Peer check offs may be obtained during this practice time if the student meets the criteria as described below.

2. On check off day, students must come prepared to check off and with the peer verification sheet showing two peers have checked you off. When a student is at the bedside checking off, the other students must complete the activities assigned by the lab personnel. This is not the time to review the procedure for the check off. Talking must be kept to a minimum.

3. Two peer check offs are required prior to testing of the skill. Validating a peer check off means that the student performed the check off without any prompts from the peer on the critical elements and within the designated time. A peer check off is a simulated testing situation with the critical elements met. Constructive feedback is a key element for student success in the real testing situation. Please do not sign a peer check off sheet if the student has not demonstrated the skill correctly within the designated time allotted for the skill. The person signing the peer check off is accountable for the performance of the student. This is an example of expectations of professional behavior in the real nursing world.

4. During the formal check off time, the student should remember that this is a testing situation and no questions can be asked of the instructor. The student should treat each check off as a real patient situation. Even in real life; something always happens therefore, the student should perform behaviors during the check off that maintains the principles of the skill and continues to provide safe nursing care. During this testing time, there should be no questions or discussion between student and faculty.

5. During the formal check off, the student must always demonstrate the skill and not verbalize the skill.

6. If a student is unsuccessful they must schedule two hours of practice and the skill recheck within one week with lab personnel.

7. All used needles and syringes must be discarded in a Sharp’s container and not the trash container.

8. Report any needle sticks or glass cuts to the instructor and/or skills lab coordinator. An incident report must be filled out.
9. The Peer Verification Check-off list must be presented at time of check off. Failure to do so will mean dismissal from the lab that day. This will count as your first check off.
10. Students must wear green scrub uniform to check-offs.

POLICY FOR WHEN A STUDENT IS UNSUCCESSFUL WITH A CHECK-OFF:

a. If a student fails the first check off, the student must schedule and practice for two hours in the skills lab with the practice time validated by the lab personnel. No student can check off on a skill the same day of the failure. The student must reschedule with the lab personnel for a second check off after the validation of practice and retest within one week of the failure. If a student fails to recheck a skills check off within one week, the recheck is considered a failure. A progress record will be initiated when a student fails the check off on the first try.

b. If a student fails a second check off, the student must practice for two hours in the skills lab with the practice time validated by the lab personnel. The student may be required to watch a video of the skill as recommended by the faculty or lab personnel. The student must reschedule with the lab personnel for a second check off after validation of practice and retest within one week of the failure. If a student fails to recheck a skills check off within one week, the recheck is considered a failure. A contract will be initiated if the student fails the check off on the second try.

Institutional Policies

Academic Honesty
Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible audit. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog, accessible at https://www.dcccd.edu/cat0506/ss/code.cfm.

Disability Accommodations
Any student who may need accommodations due to a disability should contact the Disability Services Office, Room S-124, phone number (214) 860-4847.

Financial Aid Statement
Federal rules require students who fail all classes within a semester/term because of lack of “participation” to repay their financial aid. The District has established two kinds of failing grades, on based upon poor academic performance (the traditional
grade of “F”) and one based upon lack of “participation” (a new grade of “N”). However, it is important to know that both grades will be shown on a student’s transcript as a grade of “F.” The assignment of a grade of “N” or “F” is for administrative, record-keeping purposes to help determine when a student will/will not be required to repay federal financial aid; and if a faculty member determines that a student has failed the course, the faculty member assigns either a grade of “N” or “F” based upon the student’s performance AFTER the official drop date. If the student “participates” in the class AFTER the official drop date, the faculty member assigns a grade of “F.” “Participation” for this purpose only is defined as “Submits or completes an assignment after the official drop date”, or “Attends at least one class after the official drop date.” If a student has not demonstrated one of the above and the instructor determines that the student has failed the course, the student will be assigned a grade of “N” by the faculty member. In such a case, the student’s transcript will record the “N” grade as an “F.”

Religious Holidays
Absences for observance of a religious holy day are excused. A student whose absence is excused to observe a religious holy day is allowed to take a make-up examination or complete an assignment within a reasonable time after the absence.

Repeating This Course
Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. All third and subsequent attempts of the majority of credit and Continuing Education/Workforce Training courses will result in additional tuition to be charged. Developmental Studies and some other courses will not be charged a higher tuition rate. Third attempts include courses taken at any Dallas County Community Colleges since the Fall, 2002 Semester.

Stop Before You Drop
For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions.

Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access: https://www1.dcccd.edu/coursedrops

Withdrawal Policy
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s office before the last drop day. Failure to do so will result in your receiving a performance grade,
usually an “F.” If you drop a class or withdraw from the college before the official drop/withdrawal deadline, you will receive a “W” (Withdraw) in each class dropped. The last day to drop for this semester is April 12, 2012.

Brookhaven College SCANS Statement

- **What Are SCANS Skills?**
  These are the skills that employers need the most from their workers. SCANS skills are the predictors of success in the workplace.

- **Who Defined These Skills?**
  In 1989, the U.S. Departments of Labor and Education jointly surveyed U.S. employers to find out the most important skills and competencies needed by workers. The results of that survey identified SCANS (Secretary’s Commission on Achieving Necessary Skills).

- **Brookhaven College Students and SCANS**
  Brookhaven College is committed to the preparation of our students for success in the workplace.

At Brookhaven College, courses provide learning outcomes which result in the mastery of SCANS skills. Although each course will not include every SCANS skill, each course syllabus will identify the specific SCANS skills and competencies taught in that course. Throughout a formal program of study (certificate, degree, or transfer program), a student will have the opportunity to master all SCANS and competencies.

### SCANS WORKPLACE COMPETENCIES

<table>
<thead>
<tr>
<th>1A Managing Resources</th>
<th>1b Interpersonal Skills</th>
<th>1c Information Skills</th>
<th>1d Systems Knowledge</th>
<th>1e Using Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Manage time</td>
<td>(1) Work on teams</td>
<td>(1) Acquire/evaluate data</td>
<td>(1) Work in social systems</td>
<td>(1) Select equipment/tools</td>
</tr>
<tr>
<td>(2) Manage money</td>
<td>(2) Teach others</td>
<td>(2) Organize/maintain data</td>
<td>(2) Work in technological systems</td>
<td>(2) Apply technology to tasks</td>
</tr>
<tr>
<td>(3) Manage materials</td>
<td>(3) Serve customers</td>
<td>(3) Interpret/communicate data</td>
<td>(3) Monitor/correct systems</td>
<td>(3) Maintain/trouble-shoot technologies</td>
</tr>
<tr>
<td>(4) Manage space</td>
<td>(4) Lead others</td>
<td>(4) Process data with computer</td>
<td>(4) Design/improve systems</td>
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<tr>
<td>(5) Manage human resources</td>
<td>(5) Negotiate conflict</td>
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<tr>
<td>(6) Work with diversity</td>
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</tbody>
</table>
## SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>2a Basic Skills</th>
<th>2b Thinking Skills</th>
<th>2c Personal Qualities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Reading</td>
<td>(1) Creative thinking</td>
<td>(1) Responsibility</td>
</tr>
<tr>
<td>(2) Writing</td>
<td>(2) Decision making</td>
<td>(2) Self-esteem</td>
</tr>
<tr>
<td>(3) Arithmetic/Math</td>
<td>(3) Problem solving</td>
<td>(3) Sociability</td>
</tr>
<tr>
<td>(4) Speaking</td>
<td>(4) Seeing things in the mind’s eye</td>
<td>(4) Self-management</td>
</tr>
<tr>
<td>(5) Listening</td>
<td>(5) Reasoning</td>
<td>(5) Integrity</td>
</tr>
<tr>
<td>(6) Knowing how to learn</td>
<td></td>
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</tr>
</tbody>
</table>

## SCANS COMPETENCY

<table>
<thead>
<tr>
<th>SCANS COMPETENCY</th>
<th>LEARNING OUTCOMES</th>
<th>EVALUATIVE METHOD – Performance will be measured by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1c (1, 2, 3, 4), 1d (1), 2b (2, 3), 2c (1)</td>
<td>Clarify five rights using doctor’s orders and medication administration record.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>1c (1,2,3,4), 1d (1), 2b (2, 3, 5, 6)</td>
<td>Identify correct sites for ID, SQ, and IM injections.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2b (2,3,5,6), 1c (1,2,3), 1d (1)</td>
<td>Demonstrate procedure for combining insulin, mixing and reconstituting medication, and using a tubex.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2a (4), 1b (1), 2a (3), 2b (3)</td>
<td>Demonstrate correct calculation of medication dosage.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2a (4), 2b (2,3,)</td>
<td>Demonstrate how to administer ID, SQ, IM, and Z-track injections using the five rights.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2b (2,3,5), 2a (1), 1c (1, 2,3)</td>
<td>Discuss rationale of medications and site choice.</td>
<td>Skills lab check-off</td>
</tr>
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<td>SCANS COMPETENCY</td>
<td>LEARNING OUTCOMES</td>
<td>EVALUATIVE METHOD – Performance will be measured by:</td>
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<td>--------------------------------------------------</td>
</tr>
<tr>
<td>The student will:</td>
<td>Discuss administration of blood and blood products, tubing, and protocols.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2a (4), 2b (2,3,5), 1c (1,2,3,4), 1d (2), 1e (2)</td>
<td>Discuss and practices IV push medications.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2a (4), 2b (2,3,5), 1c (1,2,3,4), 1d (2), 1e (2)</td>
<td>Discuss principles of chest tubes, underwater seal drainage and suction.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2a (4), 2b (2,3,5), 1c (1,2,3),</td>
<td>Demonstrate central line dressings.</td>
<td>Skills lab check-off</td>
</tr>
<tr>
<td>2a (4), 2b (2,3,5), 1a (3),</td>
<td>Demonstrate tracheostomy suctioning and care.</td>
<td>Skills lab check-off</td>
</tr>
</tbody>
</table>

<p>| 2a (2), 1c (3) | Demonstrate documentation of medications (including narcotics). | Skills lab check-off |
| 1a (3), 1b (1), 1c (1,2,3), 1d (2), 1e (2), 2b (2,3,5), 2a (4) | Discuss various types and purposes of IV fluids. | Skills lab check-off |
| 2a (3,4), 2b (2,3,5), 1d (2), 1e (2) | Discuss, demonstrate, and practice hanging an IVPB. | Skills lab check-off |
| 2a (3,4), 2b (2,3,5), 1d (2), 1e (2) | Demonstrate how to prime and hang an IV and IVPB. | Skills lab check-off |
| 1e (2), 2a (3,4), 2b (2,3,5) | Calculate IV drip rates (cc's per hour, drops per minute) without a calculator. | Skills lab check-off |
| 1a (3), 1c (1,2,3,4), 2b (2,3,5) | Demonstrate IV insertion, equipment, and maintenance. | Skills lab check-off |
| 2a (4), 2b (2,3,5), 1c (1,2,3,4), 1d (2), 1e (2) | Discuss administration of blood and blood products, tubing, and protocols. | Skills lab check-off |
| 2a (4), 2b (2,3,5), 1c (1,2,3,4), 1d (2), 1e (2) | Discuss and practices IV push medications. | Skills lab check-off |
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<tr>
<td>1d (1)</td>
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<td></td>
</tr>
<tr>
<td>2b (1,2,3,4,5,6), 2a (1,2,4,5), 1c (1,2,3,4), 1e (2)</td>
<td>Apply critical thinking to simulated situations, CAI materials.</td>
<td>Lab check-off, criteria for written assignment</td>
</tr>
</tbody>
</table>