RNSG 1105-23004  
NURSING SKILLS I  
SPRING 2013  
Brookhaven College  
Dallas County Community College District

Credit hours: 1

Skills Lab Director:  B.Baker, RN MSN  
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Instructor:  C. GAZDA, RN MSN, MPH  
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E-MAIL:  cgazda@dcccd.edu  
Office Hours:  Thursday 8a-12p and 4-5p & by appointment

Open Lab:  Wednesday  0900-1200 & 1300-1600

Course Description:  
Study of 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 a blocked approach. In the nursing skills laboratory, nursing skills are presented by  
the instructor, discussion and practice follow with Skill Validation (timed check-off) by the  
student. Safety and competence are primary focus, using critical thinking and psychomotor skill  
mastery.

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End of Course Objectives/Learning 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. The student will demonstrate competence in performing multiple nursing skills safely. Critical thinking, sound judgment and psychomotor agility are capstones.

Course Objectives:
1. Demonstrate basic body mechanics principles.
2. Demonstrate positioning, moving, transferring, using lifting assistance devices, and assisting patient with ambulation.
3. Demonstrate bed bath, back massage/hand massage. Includes assisting with Activities of Daily Living (ADL), bathing, oral care, personal hygiene and elimination.
4. Discuss requirements and precautions for patient safety devices (physical restraints).
5. Discuss purpose and demonstrate application of patient safety devices, Graduated Compression Stockings (TED hose) and Sequential Compression Device (SCD).
6. Discuss principles of sterile/aseptic technique.
7. Demonstrate application of sterile gloves, setting up a sterile field, adding items to a sterile field, and pouring solutions.
8. Demonstrate emptying Jackson – Pratt or Hemovac drains and removing skin sutures and staples.
9. Discuss types of drains and demonstrate care.
10. Demonstrate how to accurately measure intake and output.
11. Demonstrate applying dressings using no touch contact on incisions with JP, Penrose, and Montgomery Straps.
12. Demonstrate discontinuing an existing IV Fluids and saline/heparin intermittent lock.
15. Discuss reasons for and assessment techniques used to determine if a client requires catheterization.
16. Demonstrate insertion of indwelling and straight catheters and document procedure.
17. Demonstrate complex dressing change with documentation.
18. Demonstrate Central Line Dressing Change.

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20. Prepare, administer and document medications via Nasogastric/Gastrostomy tube.

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**APA Standards:**
All graded papers need to be written and cited in APA format as summarized in the Publication Manual of the American Psychological Association.

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**Teaching/Learning Activities:**
- Simulated Situations
- Psychomotor Skills Check-off
- Critical-Thinking Exercises
- Textbooks
- Printed Handouts Group Discussion
- Physician Orders

**Required or Recommended Materials:**
- Nurse Skill’s Lab Pack

**Evaluation Procedures:**
Evaluation will consist of skills check off which counts for 90% of the grade and 7 quizzes which will count for the other 10% of the grade with both together equaling a total 100%.

There are five skills lab check offs, which are scored as follows:

Successful 1st attempt = 20 points

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Successful 2\textsuperscript{nd} attempt = 16 points
Successful 3\textsuperscript{rd} attempt = 13 points

Example:

<table>
<thead>
<tr>
<th>Clinical Skill</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing and Maintaining a Sterile Field</td>
<td>20</td>
</tr>
<tr>
<td>Applying a Dressing Using Clean Technique</td>
<td>20</td>
</tr>
<tr>
<td>Complex Dressing</td>
<td>20</td>
</tr>
<tr>
<td>Indwelling Catheter</td>
<td>20</td>
</tr>
<tr>
<td>Administering Enteral Feeding</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>100 x 90% = 90</td>
</tr>
</tbody>
</table>

Each check off has critical elements that one must demonstrate to pass the check off. In addition to the critical elements, 85% of all non-critical elements must be performed correctly to demonstrate competency and pass the check off. There are three opportunities to pass the skills. If a student fails the first check off, the student must 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.

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. Successful completion of the second check off will result in a grade of 16 points. 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.

Skills lab will consist of 6 quizzes scheduled over the semester. Quizzes will cover content and vocabulary words of the material assigned for skills lab (according to course outline) during that particular week. These quizzes will also include math problems. Students are expected to study the content to be covered in the quizzes for the week scheduled prior to taking the quiz. Quizzes are worth 16 points with 4 bonus points to equal 100 points making 10% of the grade.

Example:

<table>
<thead>
<tr>
<th>Lab quizzes</th>
<th>Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
</tr>
</tbody>
</table>

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Grading Criteria for Course Grade:

90 – 100 A
81 – 89 B
76 – 80 C
65 – 75 D
64 – Less F

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Critical Laboratory Skills

- Body mechanics
- Transferring clients
- Patient Positioning
- Assisting with ambulation
- Hygiene
- Bed making
- Patient Safety Devices (Physical Restraints)
- DVT Prevention; TED and SCD application/maintenance
- Sterility
- Setting up sterile field
- Applying clean Dressing
- Male/female catheterization
- Complex Dressing Change
- Enteral feedings and maintenance
- Medication Administration per Nasogastic or Gastrostomy Tubes

Attendance Policy:
Students are expected to attend all scheduled skills lab experiences. Missed skill and/or activity must be completed 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 the skills lab coordinator prior to the lab. Failure to complete this make-up within the

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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.

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**Institutional Policies:**

**ADA Statement:** Students with a disability and/or special needs who requires accommodations, must contact the college Disability Services Office.

**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.

**Academic Dishonesty:** 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 adult. Your enrollment indicates acceptance of the Dallas County Community Colleges Code of Student Conduct published in the Dallas County Community Colleges Catalog. https://www1.dcccd.edu/catO506/ss/code.cfm

**Withdrawal Policy (with drop date):** Students who are unable to complete this course, it is the student’s responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s office by (April 18, 2013). Failure to do so will result in receiving a performance grade, usually an F (FAIL). Students who drop a class or withdraw from the college before the official drop/withdrawal deadline, will receive a W (WITHDRAW) in each class dropped.

**Stop Before You Drop:**
For students who enrolled in college level courses for the first time in FALL 2007, Texas Education Code 51.907 limits the number of courses a student may drop. Students may drop no more than 6 courses during the 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 students have accumulated 6 non-exempt drops, they 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, please access: https://www1.dcccd.edu/coursedrops

**Repeating This Course:** As of FALL 2005, Dallas County Community College District (DCCCD) charges additional tuition fees to students registering for their 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 FALL 2002.

Financial Aid Statement:
Effective FALL 2006, the DCCCD introduced a new failing grade—a grade of N as a companion grade to the current failing grade of F. 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 a 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 faculty determines that a student has failed the course, the faculty 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 (FAIL).

WECM Courses:

Brookhaven College SCANS* Statement
*Secretaries' Commission on Achieving

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.

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 competencies.

<table>
<thead>
<tr>
<th>SCANS WORKPLACE COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Managing Resources</td>
</tr>
<tr>
<td>1b. Interpersonal Skills</td>
</tr>
<tr>
<td>1c. Information Skills</td>
</tr>
<tr>
<td>1d. Systems Knowledge</td>
</tr>
<tr>
<td>1e. Using Technology</td>
</tr>
</tbody>
</table>

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1 Manage Time  
2 Manage Money  
3 Manage Materials  
4 Manage Space  
5 Manage Human Resources

1 Work on Teams  
2 Teach others  
3 Serve customers  
4 Lead others  
5 Negotiate conflict

1 Acquire/Evaluate data  
2 Organize and maintain data  
3 Interpret and communicate data  
4 Process data with computer  
5 Negotiate conflict

1 Work in social systems  
2 Work in technological systems  
3 Monitor/Correct systems  
4 Design/Improve systems

1 Select equipment/tools  
2 Apply technology to tasks  
3 Maintain/troubleshoot technologies

1 Work with diversity

SCANS FOUNDATION SKILLS

<table>
<thead>
<tr>
<th>2a. Basic Skills</th>
<th>2b. Thinking Skills</th>
<th>2c. Personal</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/Mathematics</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></td>
<td>6 Knowing how to learn</td>
<td></td>
</tr>
</tbody>
</table>

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INDIVIDUAL COURSE COMPETENCIES

<table>
<thead>
<tr>
<th>LEARNING OUTCOME</th>
<th>EVALUATION METHOD</th>
<th>PERFORMANCE MEASURED BY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate basic body mechanics principles</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a(4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate positioning, moving, transferring, using of lifting assistance devices, and assisting patient with ambulation.</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a(4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate bed bath, back/hand massage, linen changes, assisting with bathing, activities of daily living, oral care, personal hygiene, and elimination.</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Discuss requirements and precautions for patient safety devices (physical restraints).</td>
<td>Written exam</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Discuss purpose and demonstrate application of various restraints, TED hose and Sequential Compressions Device (SCD).</td>
<td>Written exam</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Discuss principles of sterile/aseptic technique</td>
<td>Written Exam</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate application of sterile gloves, setting up a sterile field, adding items to a and pouring solutions</td>
<td>Skills Validation check off</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate emptying of Jackson-Pratt or Hemovac drain and removing skin sutures and staples</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Discuss types of drains and demonstrate care.</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2),</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>2a (4,5)2b(2,3), 2c (1,4)</th>
<th>Demonstrate how to accurately measure intake and output.</th>
<th>Demonstration in lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate applying dressings using no touch contact on incisions with JP, Penrose drains, and Montgomery Straps.</td>
<td>Skills Validation check off</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a 4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate discontinuing an existing IV Fluid and saline/heparin intermittent lock.</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate urine specimen collection</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate application of a condom catheter</td>
<td>Demonstration in lab</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Discuss reasons for and assessment techniques used to determine if a client requires catheterization</td>
<td>Written Exam</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate insertion of indwelling and straight catheters and document procedure.</td>
<td>Skills Validation check off</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Demonstrate complex dressing change with documentation.</td>
<td>Skills Validation check off</td>
</tr>
<tr>
<td>1a (3), 1b (1), 1e (1,2,3), 1d (2), 2a (4,5)2b(2,3), 2c (1,4)</td>
<td>Prepare, administer and document Enteral Feedings</td>
<td>Skills Validation check off</td>
</tr>
</tbody>
</table>

**Disclaimer:** The instructor reserves the right to amend this syllabus as necessary.