Course Description:

This course introduces the student to the skills that are fundamental to all nursing care. Skill topics include knowledge, judgment, skills, and professional values within a psychosocial/cultural/legal/ethical framework.

Course Pre-requisites: Acceptance into the MVC Nursing Program

WECM Statement: 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.

Course Materials/Supplies Needed:

Semester I - Skills Lab Supplies (as listed on separate document)


The following books are required, but not necessary to purchase from the bookstore:

1. Diagnostic Laboratory Test Reference
2. Nursing Drug Guide
3. NCLEX-RN Examination Book

**Student Learning Outcomes:**
After successful completion of this course the student should be able to:

1. Describe concepts and principles that are basic to the safe performance of nursing skills
2. Demonstrate competence in performance of nursing procedures
3. Communicate clearly the English language in speaking, reading, and writing during performance and evaluation of nursing procedures and simulated nurse-patient interactions
4. Demonstrate the values of the nursing profession

<table>
<thead>
<tr>
<th>Mountain View College SLOs and Core Values</th>
<th>MVC Nursing Program Outcomes</th>
<th>Student Learning Outcomes for this course: After successful completion of this course the student should be able to:</th>
</tr>
</thead>
</table>
| 1. Communication: Apply oral and written skills using proper grammar and logic to communicate ideas and positions as appropriate to audience and occasion. | • Communicate therapeutically and collaboratively with patients, families, peers and other professionals.  
• (Provider of patient-centered care, Member of the profession) | • Demonstrate the ability to utilize therapeutic communication when performing basic nursing skills. (Provider of patient-centered care, Member of the profession) |
| 2. Critical thinking: Apply logical reasoning to solve problems relating to social, political, economical, scientific, or personal issues | • Utilize critical thinking and problem solving methods in order to provide competent, patient-centered nursing care across the life span. (Provider of patient-centered care) (Patient safety advocate) | • Utilize critical thinking in the performance of basic nursing skills. (Provider of patient-centered care, Patient safety advocate) |
| 3. Information Competency: Apply research skills necessary to retrieve and evaluate information to achieve educational, professional, and personal objectives. | • Implement standards of nursing practice to advocate and provide for safe patient care. (Provider of care, patient safety advocate)  
• Attain RN licensure. (Member of the profession) | • Demonstrate and discuss principles of personal and patient safety, hygiene, and protection. (Provider of care, patient safety advocate)  
• Demonstrate the ability to utilize the basic principles of sterile technique and wound care. (Provider of care, patient safety advocate) |

Identify and apply safety standards in
| 4. Technological competency: | • Utilize technology, informatics and technical skills in health promotion, disease prevention, and disease management across the life-span and in the care of the dying patient. *(Provider of patient-centered care. Patient safety advocate)* | • Integrate theoretical knowledge and standards of care into the performance of all basic skills and techniques.  
• Demonstrate the ability to use electronic documentation and medication procurement and other selected technology.  
• Demonstrate the ability to prepare and administer non-parenteral medications safely. *(Provider of patient-centered care. Patient safety advocate)*  
• Demonstrate the ability to perform basic skills related to hydration and elimination and their monitoring. *(Provider of patient-centered care. Patient safety advocate)* |
| — Demonstrate an ability to use technical and occupational skills that are appropriate to obtaining gainful employment in the technology oriented workforce. | • Integrate the body of nursing knowledge to provide safe care. *(Provider of patient-centered care, Patient Safety Advocate)* | |
| 5. Social Interaction: | • Demonstrate caring behaviors and a holistic nursing approach. *(Provider of patient-centered care)* | • Safely perform basic skills and techniques with a caring and holistic approach. *(Provider of patient-centered care)* |
| Core values: teamwork, collaboration, and unity; celebration of diversity; cultivation of colleagues; mutual support and respect. | | |
| 6. Personal development: | • Practice effectively as a member of the health care team. *(Member of the profession, Member of the health care team)*  
• Practice within the ethical and legal framework for professional nursing. *(Member of the profession)*  
• State the value of continuing nursing education and life-long learning. *(Member of the profession)* | • Perform basic skills and techniques within an ethical/legal framework. *(Member of the profession.)* |
Course Outline:

1. Protecting the patient and the nurse
   a. Medical asepsis/hand washing
   b. Standard precautions
   c. Isolation (all types)
      i. Patient safety assessment
      ii. Professional responsibilities related to patient safety
      iii. Incident/occurrence reports

2. Vital Signs
   a. Pulse points
   b. Temperature
   c. Pulse
   d. Blood pressure
   e. Doppler Ultrasound stethoscope
   f. Pulse Oximeter

3. Patient Assessment
   a. Considerations in conducting the assessment
   b. Assessment tools and techniques
   c. Basic health assessment
      i. General survey
      ii. Head
      iii. Hair
      iv. Eyes
      v. Ears
      vi. Nose
      vii. Throat
      viii. Neck
      ix. Lungs
      x. Heart
      xi. Abdomen
      xii. Urinary
      xiii. Bowel
      xiv. musculoskeletal
   d. Monitoring patient status and reporting
   e. Communication during assessment
   f. Documentation

4. Patient Safety, Activity and Exercise
   a. Body mechanics
   b. Positioning patients
   c. Transferring clients, including, not limited to use of gait belt (transfer belts), transfer board, Hoyer lift
   d. Use of wheelchair
   e. Assisting with ambulation
   f. Crutches
   g. Walker
   h. Gait belt
   i. Range of motion exercises

5. Assisting with personal hygiene
   a. Shaving
   b. Hair Care
   c. Peri-Care
   d. Bed Bath and assisting with shower, etc.
e. Oral Care – conscious and unconscious client; assisted and unassisted
g. Bedpan/urinal placement
h. Changing client's gown with IV fluids
i. Preventing complications of bedrest
j. Hazards of immobility
k. Use of the Braden Scale
l. TED
m. SCD

6. Principles of Sterile Technique
   a. Sterile gloving
   b. Setting up Sterile Field
      a. Adding Items to Sterile Field
      b. Pouring Solutions
   c. Opening Prepackaged Kits
   d. Dressing change
      a. Wound assessment and documentation
      b. Applying dressing using clean technique
      c. Sterile dressing changes

7. Skin Integrity and Wound Care
   a. Sterile technique
   b. Sterile gloving
   c. Simple wounds
   d. Handling and emptying drains
   e. Suture, staple removal
   f. Complex Wounds
   g. Cleansing, packing, dressings
   h. Wound cultures
   i. Applying dressings
   j. Montgomery Straps
   k. Stumps and Figure Eight Dressings
      a. Wound Vacuum (overview only)
      b. Central Line dressing change

All material in this course is considered critical to nursing practice. The student will be expected to perform these skills in the clinical area and apply theory to the application of these skills. Selected skills will be evaluated by “check-off”. All of the skill check-offs must be passed in order to pass this course.
Evaluation Procedures:

Items to be graded (check-offs) in this course:

- Handwashing 10%
- Applying PPE (personal protective equipment) 10%
- Vital Signs 10%
  - Pulse
  - Blood pressure
  - Temperature
  - Respiration
- Physical Assessment (full body) 10%
- Bathing 10%
- Bed-making 10%
  - Occupied
  - Unoccupied
  - Post-op bed
- Body mechanics 10%
- Sterile set-up 10%
  - Sterile field
  - Applying sterile gloves
- Wound irrigation 10%
- Wet to dry dressings 10%

Total 100%

The grading of the check-off is as follows: If a check-off is passed on the first attempt, the grade will be 95%. If passed on the second attempt, the grade will be 85%. If passed on the third attempt, the grade will be 75%. If the check-off is not passed on the third attempt, the student will receive a grade of “0” for that skill. If the student fails to complete a check-off successfully in 3 attempts, the student will not be able to attend hospital clinicals and will be withdrawn from the nursing program. The skill must be completed successfully within one week of the original check-off date. An appointment must be made with the instructor or skills lab coordinator in order to complete the check-off.

The forms for the check-off will be posted on Blackboard. Students should print them and bring them to the assigned class.

Faculty will determine the specific assignments and evaluations for their courses. The focus of this course is nursing skills and the related theory base for their use. Students will learn a wide variety of skills although there will be only 10 check-off experiences as listed above. The student will have three chances to pass each check-off. Students will be required to view assigned videos and complete other assignments prior to class. The content will be imbedded in the assignments, written work, in-class performance, and simulation. There may be other learning activities at the instructor’s discretion.

Instructor and Nursing Program Attendance Policies:

Students are expected to attend all classes. Students have the responsibility to attend class and to consult with the instructor when an absence occurs. If for some reason you must leave class early, you should inform the instructor prior to the start of class of your reason for leaving early.

Students must begin attendance in all classes of enrollment. No exceptions. Financial Aid will not be granted to students who have been certified as not attending by the certification date. For this class, your physical participation in class, on or before the certification date will allow you to receive credit for FA purposes. For certification dates, check with the division or FAO for further information. Students who are
not certified as beginning class are responsible for any payments due as a result of noncertification, to include dropping of the course.

A student in the Mountain View Nursing Program must assume responsibility for individual learning and be a self-directed adult learner. Nursing faculty have carefully scheduled and constructed course content and learning activities. Student behaviors should not disrupt the learning of themselves or other students. Students should make every effort to be on time to class. It is not appropriate to leave repeatedly during class, talk or whisper with other students, eat nosily, or bring children to class. Cell phones must be silenced or set on vibrate and put away during class. Phones may not be used during class for talking, texting, internet, or other uses unrelated to the class topic. Personal computers may be used, but the use must be confined to class-related activities. Tape recorders may be used in class with individual faculty permission. If the faculty member elects not to allow taping, that request must be honored. Students are expected to adhere to all of the stated lab policies.

Some class content and discussion may be of a sensitive nature. Confidentiality is of key importance and must absolutely be honored.

Only the course instructor, in conjunction with the Dean of Nursing, can excuse a student from class or course responsibilities. In case of inclement weather, the Mountain View College and DCCCD inclement weather policy will be followed. In the event of an illness, accident, or emergency, the student should make direct contact with the instructor before a class, presentation, examination, or other activity takes place. If the instructor cannot be reached in person or by telephone, the student should leave a message with the nursing program administrative assistant or the instructor via voice mail. An extenuating circumstance will be handled by the instructor, with the Dean of Nursing. Drop action may be taken by the instructor if a student is absent more than ten percent (10%) of total class hours.

Tardiness is an unprofessional behavior, distracts other students, and reduces all students’ ability to learn. 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 and remedial action may be taken.

**Grading Scale:**

The Mountain View College Nursing Program has determined that a grade of "C" is the minimum acceptable grade for enabling a student to proceed to the next nursing course. The student must earn a grade of "C" or higher in every course required for a given semester or group of related courses in order to progress to the next semester. The student must earn a passing grade for clinical performance in addition to any other graded assignments, and complete all non-graded course expectations in order to pass a clinical course.

For most courses, the requirements for a particular letter grade are listed below.

- **A = 92 – 100**
- **B = 84 – 91**
- **C = 75 – 83**
- **D = Below 75**
- **F = Below 67**

Throughout the nursing program, grades will not be rounded up to the next grade. Grades will not be curved in the nursing program. In computing the final course grade, a “D” grade will not be rounded to a “C” grade. For example, if the student’s final grade is 74.99, this equates to a final grade of “D”. There would be no rounding of the final grade.

A student who does not pass an examination with a minimum passing grade of 75 is required to make an appointment with the instructor prior to the next exam.

If a student fails a theory, skills, or clinical course, the student will no longer be able to attend the clinical experiences but may continue to audit the theory course. The student cannot take tests if auditing the course.
In compliance with the Family Educational Rights and Privacy Act of 1974, no grade will be given over the telephone to a student or any other person under any circumstances. Grades will be available via E-campus.

Procedures for students who are unsuccessful:
Any student earning a grade of 75 or below on an exam must make an appointment with faculty to analyze the exam results and develop a plan for improvement. This appointment is the student’s responsibility.

Student Review of Exams:
At the discretion of the instructor, a student may review test answer sheet/booklets on an individual basis and by appointment only. At no time will a student be alone to review a previous test or permitted to take notes. Previous tests may be reviewed before the final exam if the instructor allows. There is no review of the final exam and all review of previous exams must be completed prior to taking the final exam.

Grade Appeals:
A student who wishes to appeal a grade should follow these guidelines:
1. Make an appointment immediately with your instructor to discuss your performance and the grade you received.
2. If you are unable to resolve the situation at that level, make an appointment to speak with the Dean of Nursing
3. If you are still dissatisfied, you may request an appointment with the MVC Vice-President for Instruction.
4. Students may also discuss the situation with the Mountain View College counselors, especially the nursing counselor, but this does not take the place of formal appeals via the chain of command as listed above.

Late Work Policy:
Late work will not be accepted. Any work turned in late or incomplete will receive a 0% grade.

Make-Up Policy:
Make up for check-off assignments will be at the discretion of the faculty member depending upon the circumstances surrounding the need for make-up. Any assignment not accepted for make-up will receive a grade of “O.”

Electronic Devices:
Cell phones must be silenced or set on vibrate and put away during class. Phones may not be used during class for talking, texting, internet, or other uses unrelated to the class topic. Personal computers may be used, but the use must be confined to class-related activities. Tape recorders may be used in class with individual faculty permission. If the faculty member elects not to allow taping, that request must be honored.

Withdrawal Policy (with drop date):
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 by November 19, 2015. Failure to do so will result in your receiving a performance grade, usually an “F.” Students often drop courses when help is available that would enable them to continue. Please discuss your plans with your instructor if you feel the need to withdraw.
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.

**Academic Dishonesty:**

Students that caught plagiarizing an assignment will be subject to an “F” in the course and possible expulsion from the college.

*Academic honesty is expected, and integrity is valued in the Dallas County Community Colleges. 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 DCCCD Code of Student Conduct published in the DCCCD Catalog. More information is available at https://www1.dcccd.edu/catalog/ss/code.cfm.*

**Institution Policies:**

Please visit http://www.mountainviewcollege.edu/Academics/Documents/Institutional%20Policies.pdf for a complete list of institutional policies (Stop Before You Drop; Withdrawal Policy; Repeating a Course; Financial Aid; Academic Dishonesty; Americans with Disabilities Act Statement; Religious Holidays; and Campus Emergency Operation Plan and Contingency Plan.).

**Disclaimer Reserving Right to Change Syllabus:**

The instructor reserves the right to amend this syllabus as necessary.
RNSG 1105 NURSING SKILLS I
Student Contract and Acknowledgment
(You keep this one for your records)

In recognition of the professional nature of nursing and the nursing program and my personal responsibilities as a student, I attest to the following:

_____ I have read and reviewed the syllabus, course description, learning outcomes & objectives. I have had time and opportunity to clarify any unclear areas.

_____ I understand the importance of preparing for this course before class, clarifying unclear areas in class, and participating in group discussions. I understand that I earn a grade; that just meeting minimal requirements does not earn an A.

_____ I understand the importance of being on time, being prepared and not missing class. I will not wait until the last minute to turn in assignments or turn them in late.

_____ I will not be late to class or leave early.

_____ I understand my role in limiting cross-conversations and other distractions or disruptive behaviors, including, but not limited to, cell phones, eating, entering and leaving frequently, loud noises, computer noise, etc. in class.

_____ I will leave the room clean of debris and papers.

_____ I understand the withdrawal date in this semester is November 19, 2015.

_____ I understand the Academic Honesty Policy and the Student Code of Conduct. I understand that not reporting cheating makes me culpable. Nurses are held to a higher degree of honesty and must protect the profession and the patients under our care.

_____ I have read and understand the testing (check-off) schedule and will bring the correct supplies when required.

_____ I understand how the course is graded.

_____ I understand the “drop”, exit interview, & Grievance Policies.

_____ I know how to reach my instructor if I need to be absent or need help with the course

_____ I understand that it is my responsibility to maintain my grades.

_____ I understand that a final grade below “C” will not be rounded up.

Print Name __________________________ Signature __________________________ Date _____________
In recognition of the professional nature of nursing and the nursing program and my personal responsibilities as a student, I attest to the following:

_____ I have read and reviewed the syllabus, course description, learning outcomes & objectives. I have had time and opportunity to clarify any unclear areas.

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_________________________   ____________________________   __________________
Print Name ................................. Signature ................................. Date
**Course Calendar:**

<table>
<thead>
<tr>
<th>Week One 9/4/15</th>
<th>Equipment needed</th>
<th>Student Pre-class Preparation</th>
<th>Didactic Objectives</th>
<th>During Class</th>
<th>Clinical Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Handwashing</td>
<td>1. Posters on:</td>
<td>1. Read in Kozier &amp; Erb’s Fundamentals of Nursing, 9th ed. Ch. 31 Asepsis, pp. 670-677; 682-700; 710-713.</td>
<td>1. Introduction to course requirements, syllabus, calendar, etc.</td>
<td>1. Introduction</td>
<td>1. Utilize principles of</td>
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<td></td>
<td>b. Standard Precautions (X4)</td>
<td>3. Show DVD: Your Right to Know, and get attendance roster signed for administration.</td>
<td>3. Watch mandatory DVD, Your Right to Know.</td>
<td>3. Watch Concept Media DVD 131.1 Infection Control: Basic Infection Prevention Techniques (16 min)</td>
<td>3. Demonstrate proper hand washing technique</td>
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<td>c. Airborne precautions (X4)</td>
<td>4. Demonstrate hand-washing (skill 31-1)</td>
<td>4. Watch Concept Media DVD – 131.1 Infection Control: Care Measures (18 min)</td>
<td>4. Practice Hand washing and isolation skills</td>
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<td></td>
<td>e. Droplet (X4)</td>
<td>Skills</td>
<td>6. Watch</td>
<td>6. Watch</td>
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<td></td>
<td>f. Contact (X4)</td>
<td>7. Practice Hand washing and isolation skills</td>
<td><a href="http://www.wisc-online.com/objects/index_tj.asp?objID=NUR1603">http://www.wisc-online.com/objects/index_tj.asp?objID=NUR1603</a></td>
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<td>g. Latex (X4)</td>
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<td>h. Blood borne (X4)</td>
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**Week 2 9/11/15**

<table>
<thead>
<tr>
<th>Equipment Needed:</th>
<th>Student Pre-class Preparation</th>
<th>Didactic Objectives:</th>
<th>During Class:</th>
<th>Clinical Application:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Isolation cart with PPE &amp; other supplies including N95 respirator mask if available.</td>
<td>1. Read in Kozier &amp; Erb’s Fundamentals of Nursing, 9th ed. Ch. 31 Asepsis, pp. 670-677; 682-700; 710-713.</td>
<td>1. Demonstrate use of PPE (skill 31-2) and use of N95 Respirator mask (p. 698)</td>
<td>1. Practice applying PPE</td>
<td>1. Assess assigned patients for data pertaining to their basic need for protection.</td>
</tr>
<tr>
<td>2. Hand sanitizers</td>
<td>2. Read in Clinical</td>
<td>2. Discuss steps to completing MVC occurrence form</td>
<td>2. Practice</td>
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<tr>
<td>3. Safety pins</td>
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<td></td>
<td>3. Practice</td>
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<tr>
<td>4. MVC occurrence</td>
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</tr>
</tbody>
</table>
forms
5. Mosby nursing Fundamentals video series
6. NPSG poster

| Nursing Skills, 8th ed. Ch. 7 pp. 173-180 (Medical Asepsis & Isolation Precautions) | follow after exposure to blood borne pathogens (p. 733).
3. Demonstrate MVC occurrence form and explain how to complete.
4. Demonstrate documentation

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Week Three
9/18/15

**Vital Signs**

**Equipment & Supplies:**
1. Patient ID bracelets
2. Calculators
3. Thermometers
4. Thermometer sheaths
5. Blood Pressure Cuffs
6. Stethoscopes
7. Tissue wipes
8. Pulse oximetry
9. Alcohol pads
10. Nurses notes
11. Pain Assessment scales

**Student Pre-class Preparation:**
1. Practice Handwashing & Applying PPE during open lab hours and/or at home in preparation for check-offs
3. Read in Clinical Nursing Skills, 8th ed. Ch. 5 pp. 65-103 (Vital Signs)
4. View information posted on blackboard, including PowerPoint – Basic Principals Vital Signs
5. Copy check-off forms to bring to class.

**Didactic Objectives:**

1. Discuss general factors affecting body temperature
2. Discuss alterations in body temperature
3. Discuss manifestations of fever and types of fevers (p. 537)
4. Identify nursing interventions for fever & hypothermia (p. 536)
5. Discuss sites and types of thermometers used for measuring body temperature. (p 539-541)
6. Discuss conversions from one scale to another (F-C)
7. Demonstrate taking temperatures
8. Discuss

**During Class:**

1. Check-offs – Handwashing
2. Applying PPE
3. Bring copy of check-off forms to class
2. Lecture/discussion – PowerPoint: Basic Principals Vital Signs
3. Demonstrate all 5 v/s skills prior to students practicing on their own
4. Review nursing diagnosis (Kozier, p. 548)
5. Students practice taking vital signs using check-off sheet as guide & practice documentation
6. Practice taking temp on at least 5 peers
7. Practice temperature conversions
8. Practice locating the pulse points

**Clinical Application:**
1. Take V/S on patients – compare your values with medical record
2. Practice identifying errors of measuring BP
3. Practice documentation of vital signs on graphic sheet
4. Discuss NDX for abnormal VS
<table>
<thead>
<tr>
<th>level.html Watch:</th>
<th>lifespan considerations for temperature (pp 544-545)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Pulse Points Assessment</td>
<td>Pulses</td>
</tr>
<tr>
<td>b. Vital Signs Assessment</td>
<td>1. Discuss factors affecting the pulse</td>
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<tr>
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<td>2. Demonstrate location of all 9 peripheral pulses</td>
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<td>3. Demonstrate procedure for counting radial &amp; apical pulses</td>
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<td>Respirations</td>
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<td>1. Discuss factors affecting respirations</td>
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<td>2. Demonstrate locating landmarks for listening to breath sounds</td>
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<tr>
<td></td>
<td>3. Demonstrate listening to breath sounds</td>
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<td>4. Demonstrate use of Pulse oximetry</td>
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<tr>
<td></td>
<td>Blood Pressure</td>
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<tr>
<td></td>
<td>1. Identify factors affecting blood pressure</td>
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<tr>
<td></td>
<td>2. Discuss classifications of hypertension</td>
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<td>3. Identify errors in measuring BP (p. 564)</td>
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<td>4. Demonstrate taking the blood pressure</td>
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<td>Pain</td>
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<tr>
<td></td>
<td>1. Discuss types of pain (p. 1206)</td>
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<td></td>
<td>2. Assessment</td>
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<td>3. Pain as 5th vital sign</td>
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<td>4. Pain Rating scales</td>
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<td>9. Practice locating radial, apical &amp; pedal pulses</td>
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<td>10. Practice locating landmarks and listening to classmate’s breath sounds</td>
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<td>11. Practice using pulse oximetry</td>
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<td>12. Practice taking BP on classmates</td>
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<td>13. Ask classmate to recall a specific painful experience and to answer your interview questions using assessment interview ‘Pain History’ on p. 1251</td>
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<td>14. Document your findings on the sample documentation form</td>
</tr>
</tbody>
</table>
### Equipment & Supplies:
1. Patient ID bracelets
2. Standing Scales
3. VS graph paper
4. Pitting edema model
5. Nursing notes
6. Penlights
7. Tongue blades
8. Drinking cups
9. Food Tray with plate, cup (if have)
10. Teaching stethoscopes
11. Alcohol pads
12. Breath sounds DVD
13. Cardiac sounds DVD

### Student Pre-class Preparation:
1. Read Berman & Snyder (2012). Koziar & Erb’s Fundamentals of Nursing: (9th ed.). Pearson: Boston Ch. 30: Health Assessment pp. 575-615, 618-635
2. Read in Clinical Nursing Skills, 8th ed. Ch. 6 pp. 104-165 (Health Assessment)
3. View information posted on Blackboard – all PowerPoints related to physical assessment:
   - Nursing Health History
   - Intro to Physical Assessment
   - Body Systems Assessment
   - Assessment of the Respiratory System
   - Assessment of the Cardiac System
   - Abd-Urinary-Repro-Inguinal Assessment
   - Musculoskeletal & Neuro Assessment
4. Copy required forms to bring to

### Didactic Objectives:
1. Discuss components of a nursing health history.
2. Discuss the purpose of head-to-toe PA.
3. Discuss the positions for body areas to be assessed (p. 578)
4. Discuss the four assessment techniques
5. Discuss sequencing of techniques across the lifespan
6. Discuss & demonstrate measuring height & weight
7. Demonstrate obtaining information by introducing self to patient
8. Demonstrate assessment of the head, neck and related structures
9. Demonstrate assessment of the eyes, ears, nose, mouth and throat.
10. Discuss assessment of skin (pp588-591)
11. Discuss assessment of neck
12. Discuss chest landmarks used in assessing

### During Class:
1. Lecture/discussion – briefly use PowerPoints:
   - Nursing Health History
   - Intro to Physical Assessment
   - Body Systems Assessment
   - Assessment of the Respiratory System
   - Assessment of the Cardiac System
   - Abd-Urinary-Repro-Inguinal Assessment
   - Musculoskeletal & Neuro Assessment
2. Listen to audio on breath sounds
3. Listen to audio on heart sounds
4. Demonstrate complete physical assessment using check-off sheet as guide
5. Demonstrate documentation of assessment findings
6. Students to practice complete physical assessments, including:

### Clinical Application:
1. Perform a health history on client
2. Use correct nomenclature and spelling to document physical assessment of client
3. Assess your client’s Height & weight & compare to reported measurements.
4. Assess client’s eyes, ears, nose, and mouth using techniques learned in class.
5. Ability to use skills when caring for patients.
6. Ability to assess JVD on assigned pts
7. Ability to assess patients nails for clubbing.
8. Able to differentiate
9. between normal and abnormal heart and breath sounds
10. Able to differentiate normal from abnormal heart and lung sounds
11. Able to

http://www.meddean.luc.edu/lumen/meded/medicine/pulmonary/pd/pstep33.htm

6. View the following website regarding physical assessment:
   http://www.meddean.luc.edu/lumen/meded/medicine/pulmonary/pd/content.htm

13. Discuss variations in chest shape, size, posture, energy expended, shape of fingernails and effects on respirations
14. Discuss normal & abnormal breath sounds
15. Demonstrate assessment of thorax & lungs
16. Discuss landmarks used in cardiac assessment
17. Demonstrate assessment of apical heart rate
18. Demonstrate assessing for JVD
19. Discuss assessment of abdomen including bowel sounds
20. Demonstrate assessment of urinary, reproductive and inguinal areas
21. Demonstrate assessment of musculoskeletal system
22. Discuss documentation of assessments
23. Relate nursing process to assessments performed
24. Demonstrate complete physical assessment using check-off sheet as guide
25. Demonstrate thorax & lungs.

- Practice introducing yourself to “patient” and obtaining information about appearance and mental status.
- Practice measuring classmate’s height & weight.
- Perform assessment of hair, head, eyes, ears, nose, mouth, and nails on classmate.
- Practice assessing classmate’s trachea to see if in midline.
- Practice listening to classmates heart & breath sounds
- Locate and listen to PMI using both diaphragm and bell of stethoscope.
- Practice assessing classmates for JVD
- Practice listening and discriminating different bowel sounds
- Practice differentiating between normal and abnormal heart and lung sounds in assigned pts.

12. Recognize and report abnormal bowel sounds on assigned patients.
13. Recognize bowel or urinary elimination problems with patients.
| **Week Five**  
| 10/2/15  
| *Physical Assessment – cont.*  |
| **Equipment & Supplies:** Same as Week 4 | **Student Pre-class Preparation:** Same as Week 4 | **Didactic Objectives:** Same as Week 4 | **During Class:**  
1. Continue & complete lecture/discussion where Week 4 left off.  
2. Repeat demonstration of complete Physical Assessment.  
3. Students to practice physical assessments & V/S using their check-off sheets as a guide.  
**Clinical Application:** Same as Week 4 |

| **Week Six**  
| 10/9/15  |
| **Equipment & Supplies:** Same as Week 4 & 5 | **Student Pre-class Preparation:**  
1. Practice Physical Assessments & Vital Signs during open lab hours and/or at home in preparation for check-offs.  
2. Copy check-off forms to bring to class. | **Didactic Objectives:** Same as Week 4 & 5 | **During Class:**  
1. Check-offs – *Vital Signs*  
2. *Physical Assessment*  
**Bring copy of check-off forms to class**  
**Clinical Application:** Same as Week 4 & 5 |

| **Week Seven**  
| 10/16/15  |
| **Equipment & Supplies:** Same as Week 4 & 5 | **Student Pre-class Preparation:**  
1. Practice Physical | **Didactic Objectives:** Same as Week 4 & 5 | **During Class:**  
1. Check-offs – *Vital Signs*  
**Clinical Application:** Same as Week 4 & 5 |
Assessments & Vital Signs during open lab hours and/or at home in preparation for check-offs.

2. Copy check-off forms to bring to class.

### Physical Assessment
**Bring copy of check-off forms to class**

2. Students will be instructed to begin preparing for Week 8 while waiting for their turn to check-off.

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**Week Eight**
**10/23/15**

**5. Bathing**
**6. Bed-making**

#### Equipment & Supplies

<table>
<thead>
<tr>
<th>Bathing/Bed-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shaving</td>
</tr>
<tr>
<td>Soap &amp; soap dish</td>
</tr>
<tr>
<td>Linens</td>
</tr>
<tr>
<td>Personal hygiene articles</td>
</tr>
<tr>
<td>Laundry bags</td>
</tr>
<tr>
<td>Bedpan/urinal placement</td>
</tr>
<tr>
<td>Alternate forms of bathing</td>
</tr>
<tr>
<td>Lotion</td>
</tr>
<tr>
<td>Alternative bath kits</td>
</tr>
<tr>
<td>Chux</td>
</tr>
<tr>
<td>Peri spray bottle</td>
</tr>
<tr>
<td>Toothettes</td>
</tr>
<tr>
<td>Sitz bath</td>
</tr>
<tr>
<td>Denture cleansers</td>
</tr>
<tr>
<td>Toothbrushes</td>
</tr>
<tr>
<td>Mouthwash</td>
</tr>
<tr>
<td>Emesis basin</td>
</tr>
<tr>
<td>Bulb syringe</td>
</tr>
<tr>
<td>Suction catheter</td>
</tr>
<tr>
<td>TED/AES stockings</td>
</tr>
<tr>
<td>Adult briefs</td>
</tr>
</tbody>
</table>

#### Student Pre-class Preparation:

1. Review information on Blackboard
2. Review vocabulary pronunciation, definitions, & spelling

#### Didactic Objectives:

**Bathing/Bed-making**

1. Demonstrate assessment interview of hygiene (p. 762)
2. Demonstrate use of bath "mitt" used in Mosby's video.
3. Demonstrate applying adult brief
4. Demonstrate removing and applying TED hose
5. Demonstrate use of 'toothette' or foam swab.
6. Discuss care of hearing aids and eye prostheses

#### During Class:

1. Demonstrate each skill below, and then allow students to practice.
2. Students to practice skills using check-off sheet as a guide.

#### Clinical Application:

**Bathing/Bed-making**

1. Ability to perform hygiene measures on assigned patient.
2. Ability to remove and re-apply TED hose.
3. Perform oral and/or denture care on assigned patient.
4. Ability to make occupied Bed and unoccupied bed.

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- Go to: [http://hawknurse.e.weebly.com/skills-videos-](http://hawknurse.e.weebly.com/skills-videos-)

- Review information on Blackboard
- Review vocabulary pronunciation, definitions, & spelling
- Read Berman & Snyder (2012). Kozier & Erb's Fundamentals of Nursing: (9th Ed.). Pearson: Boston Ch. 33
- Review vocabulary pronunciation, definitions, & spelling
- Read in Clinical Nursing Skills, 8th ed. Ch. 17 pp. 391-432 (Personal Hygiene and Bed Making)
- Go to: [http://hawknurse.e.weebly.com/skills-videos-](http://hawknurse.e.weebly.com/skills-videos-)
- Read Berman & Snyder (2012). Kozier & Erb's Fundamentals of Nursing: (9th Ed.). Pearson: Boston Ch. 33
- Read in Clinical Nursing Skills, 8th ed. Ch. 17 pp. 391-432 (Personal Hygiene and Bed Making)
| Student Pre-class Preparation:  
**Body Mechanics** | Didactic Objectives:  
**Body Mechanics** | During Class:  
**Body Mechanics** | Clinical Application:  
**Body Mechanics** |
|---|---|---|---|
2. Read in Clinical Nursing Skills, 8th ed. Ch. 9 pp. 197-219 (Safe Patient Handling, Transfer, and Ambulation) | 1. Show Mosby’s Nursing Skills Disk 1 - Body Mechanics and Exercise  
2. Demonstrate Range Of Motion activities  
3. Demonstrate basic body mechanics principles  
4. Demonstrate safe practices when positioning, moving, transferring and ambulating patients  
5. Demonstrate use of ambulatory aids  
   - Gait Belts  
   - Canes  
   - Crutches  
   - Walkers  
   - Wheelchairs  
6. Practice with electronic bed positions  
7. Practice making unoccupied and occupied bed  
   - Make a toe pleat  
   - Miter corners | 1. Move and position patient in bed.  
2. Perform active and passive range of motion exercises.  
3. Help patient ambulate With or without mechanical aids.  
4. Provide care for an immobilized patient. |

**Equipment & Supplies**  
1. Wheelchair  
2. Walker  
3. Canes  
4. Crutches  
5. Wedge pillow  
6. Extra bed pillows  
7. Linens  
8. Gait belts  
9. Bedside commode  
10. Transfer board  

**Week Nine**  
10/30/15  
**Body Mechanics**

denture care
11. Practice with electronic bed positions
12. Practice making unoccupied and occupied bed
   - Make a toe pleat
   - Miter corners

Week Nine  
10/30/15  
**Body Mechanics**


### Week Ten
**11/6/15**

**Equipment & Supplies:**
Same as Week 8 & 9

**Student Pre-class Preparation:**
1. Practice Bathing, Bed-making, and Body Mechanics during open lab hours and/or at home in preparation for check-offs.
2. Copy check-off forms to bring to class.

**Didactic Objectives:**
Same as Week 8 & 9

**During Class:**
1. Check-offs – 
   - Bathing
   - Bed-making
   - Body Mechanics
   
   **“Bring copy of check-off forms to class”**
2. Students will be instructed to begin preparing for Week 11 while waiting for their turn to check-off.

**Clinical Application:**
Same as Week 8 & 9

### Week Eleven
**11/13/15**

**Equipment & Supplies:**

<table>
<thead>
<tr>
<th>Sterile Field</th>
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1. Physician orders for wound dressing change
2. Blue pads
3. PPE
4. Clean & sterile gloves
5. Sterile dressing kit or
   - Drapes
   - Gauze

**Student Pre-class Preparation:**
1. Review information on [Blackboard Sterile Field](http://hawknurse.weebly.com/social-media-and-clinical---must-view.htm)

**Didactic Objectives:**

<table>
<thead>
<tr>
<th>Sterile Field</th>
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1. Demonstrate setting up a sterile field using sterile drape.
2. Demonstrate opening a pre-packaged sterile kit & adding it to sterile drape
3. Demonstrate adding items to a sterile field.

**During Class:**
1. Demonstrate each skill below, and then allow students to practice.
2. Students to practice skills using check-off sheet as a guide.

**Clinical Application:**

1. Ability to apply sterile gloves without contaminating
2. Care for a patient needing wound care.
3. Ability to transfer knowledge from skills lab to clinical site
| squares | Ch. 36 Skin Integrity pp. 939-996. | 4. Demonstrate pouring a sterile solution for use during the dressing change. |
| Applicators (Q-tips) | Ch. 37 Perioperative Care, pp. 987-996. | 5. Demonstrate putting on sterile gloves |
| Suture/staple removal kits | Watch: Sterile Field and Sterile Gloves | |
| Gauze dressings | |
| ABD pads | |
| Tape | |

**Week Twelve**
11/20/15

**Wound Irrigation**

**Equipment & Supplies:**
1. Dr.’s orders for wound care
2. Blue pads
3. Goggles, Gown & Masks
4. NS swabs
5. Clean & sterile gloves
6. Drape
7. 2 X2 & 4 X4 Gauze squares
8. Container for cleaning solutions
9. Cleaning solutions
10. Scissors

**Student Pre-class Preparation:**
*Wound Irrigation*
1. Read Berman & Snyder (2012).Kozier & Erb’s Fundamentals of Nursing Ch. 36 Skin Integrity & wound care
2. Read in Clinical Nursing Skills, 8th ed. Ch. 38 pp. 920-930 (Wound Care & Irrigation)

**Didactic Objectives:**
*Wound Irrigation*
1. Demonstrate cleaning of a surgical wound
2. Demonstrate cleaning a sutured wound
3. Review the Wound Irrigation check-off sheet

**During Class:**
*Wound Irrigation*
1. Practice cleaning a surgical wound
2. Practice cleaning a sutured wound

**Clinical Application:**
1. Ability to apply sterile gloves without contaminating
2. Care for a patient needing wound care.
3. Ability to transfer knowledge from skills lab to clinical site

**Week Thirteen**
11/27/15 – No Class - Thanksgiving Holiday

**Week Fourteen**
12/4/15

**Wet to dry dressing**

**Equipment & Supplies:**

**Student Pre-class Preparation:**

**Didactic Objectives:**

**During Class:**

**Clinical Application:**
| Same as Week 12 | 1. Practice Sterile Field during open lab hours and/or at home in preparation for check-offs.  
5. Review information on Blackboard  
6. Copy check-off forms to bring to class | 1. Demonstrate clean technique for basic dressing changes  
2. Instruct purpose & use of the wet-to-dry dressing  
3. Demonstrate wet-to-dry dressing change | 1. Check-offs –  
2. Sterile Field **Bring copy of check-off forms to class**  
2. Demonstrate each skill below, and then allow students to practice.  
3. Students to practice skills using check-off sheet as a guide.  
4. Practice wet-to-dry dressings  
5. Continue practicing wound irrigation | 1. Ability to clean and dress wounds with a wet-to-dry dressing. |

| Week Fifteen 12/11/15 | **Student Pre-class Preparation:**  
1. Practice Wound Irrigation & Wet-to-Dry Dressings during open lab hours and/or at home in preparation for check-offs. | **Didactic Objectives:**  
Same as Week 12 | **During Class:**  
1. Check-offs –  
2. Wound Irrigation  
3. Wet-to-dry dressing | **Clinical Application:**  
Same as Week 12 & 14 |