

**Course Syllabus**

COURSE: RNSG 1144 (1:0:4) Nursing Skills II  
 SEMESTER: Fall 2021  
 CLASS DAYS: See course calendar  
 CLASS TIMES: See course calendar  
 FACEBOOK: <https://www.facebook.com/SPCNursing17/>

Name	Phone Number	Email	Office	Hours
Jan Buxkemper MSN, RN, Semester I Course Leader – Course Facilitator	806.716.2387 (o)	<a href="mailto:jbuxkemper@southplainscollege.edu">jbuxkemper@southplainscollege.edu</a>	AH112I	By appointment
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**“South Plains College improves each student’s life.”**

**GENERAL COURSE INFORMATION**

\*It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus. \*

If you are experiencing any of the following symptoms please do not attend class and either seek medical attention or get tested for COVID-19.

- Cough, shortness of breath, difficulty breathing
- Fever or chills
- Muscles or body aches
- Vomiting or diarrhea
- New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.

**COURSE DESCRIPTION**

Introduction to intermediate nursing skills and knowledge needed to provide care for the adult patient. Designed to provide the student with an overview of nursing and the role of the nurse as a provider of patient-centered care, patient safety advocate, member of the health care team, and a member of the nursing profession. The course allows the student to apply nursing concepts and develop clinical skills in a variety of settings, including but not limited to clinical lab, simulation, focus groups and peer review. Prerequisites: RNSG 1115. Concurrent enrollment is required for RNSG 1144, RNSG 1160, and RNSG 1413. If RNSG 1115 has been successfully completed the prerequisite is not required. Failure of RNSG 1413, 1160, 1105 will require repeating all Level I Semester I courses.

**STUDENT LEARNING OUTCOMES**

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At the completion of the semester students will:
appropriate and evidence-based techniques when administering medications.
g skills competently with individual clients in structured settings
care in the clinical setting.
4. Utilize information technologies to enhance knowledge base, retrieve information to support nursing practice and document nursing actions.
and modify care using the nursing process.

**COURSE OBJECTIVES** - Competencies foundations skills found within the course are: C1-3, C5, C8-11, C14-16, C18- 20, F1-9, F11-13, F16-17. SPC ADNP Graduate Outcomes: 1-5; DECs (Differentiated Essential Competencies) are attached at the end of the syllabus and listed in each blackboard module.

### EVALUATION METHODS

Teaching methods: Simulation, Clinical Lab, Scenarios, Case studies, Focus learning groups, and CoursePoint + assignments. Online learning: Zoom, Blackboard Collaborate, and/or Microsoft Teams.

This course will offer **face-to-face instruction** with online instruction provided to supplement and enhance learning. This course may take on a different format such as:

- i. Lecture online with lab components face-to-face

Evaluation methods: Skills Demonstration, Lab recording sessions, CoursePoint + assignments, Blackboard, and computerized testing, iPad, etc.

### ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

**Cheating** - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

**Plagiarism** - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

**Professional Standards-** Students are expected to adhere to the professional standards set forth in the Associate Degree Nursing Program School of Nursing Student Handbook. It is the responsibility of the School of Nursing to teach and model professional behaviors, and it is the responsibility of the student to demonstrate professional and academic integrity, HIPAA. The student is representing the School of Nursing and are expected to maintain the highest standards.

### VERIFICATION OF WORKPLACE COMPETENCIES

There is external and lab learning experiences in this course which provides the settings in which the student applies workplace competencies. Successful completion of the designated Level I Semester I course outcomes

will allow the student to continue to advance within the program. Successful completion of RNSG 1144 meets the requirements as stated in the Differentiated Essential Competencies of Graduates of Texas Nursing Program.

## **BLACKBOARD**

Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

## **FACEBOOK**

The nursing program has a Facebook page at <https://www.facebook.com/SPCNursing17/>. In addition to the South Plains College website; this Facebook page will be used to keep students up-to-date on program activities, weather delays, South Plains College announcements and will help with program recruitment. “Liking” the South Plains College Nursing Facebook page is not mandatory, nor are personal Facebook accounts, in order to access this page.

## **SCANS AND FOUNDATION SKILLS**

Refer also to Course Objectives. Scans and Foundation Skills attached

## **SPECIFIC COURSE INFORMATION**

### **TEXT AND MATERIALS**

Taylor, C., Lynn, P., & Bartlett, J. (2019). Lippincott Course Point Plus. *Fundamentals of Nursing: The art and science of person-centered nursing care* (current ed.). Wolters Kluwer. Current Edition.

Kee, J. (2018). *Laboratory and diagnostic testing with nursing implications* (current ed.). Pearson. Current Edition.

ATI Nursing Education. (2016). *Fundamentals of Learning: Review module* (current ed.). Assessment Technologies Institute, LLC.

ATI Nursing Education. (2016). *Pharmacology for Nursing: Review module* (current ed.). Assessment Technologies Institute, LLC.

Frandsen, G. & Pennington, S. (2018). *Abrams’ Clinical Drug Therapy: Rationales for nursing practice* (current ed.) Wolters Kluwer. Current Edition.

Any Nursing Drug Handbook (Except Davis’s Drug Guide)

### **OPTIONAL:**

Taylor, C., Lynn, P., Bartlett, J. (2019). *Fundamentals of Nursing: The art and science of person-centered nursing care* (current ed.). Wolters Kluwer. Current Edition (Hardback Copy)

### **ADDITIONAL CLASSROOM ITEMS**

Students should come to class prepared with pens, pencils, and a spiral notebook for taking notes or completed quizzes or assignments in class. **Students are responsible to purchase a Blood Pressure cuff, Stethoscope, Pen Light and Pulse Oximeter.** Students should be prepared to take notes over lecture material if they choose. Students may be required to use laptop computer or similar technology for exams and quizzes in the classroom, also to take notes if desired. An I-pad will be checked out to each student for school use. An iPad will be checked out to each student for SCHOOL use.

### **ATTENDANCE POLICY (\*READ CAREFULLY)**

#### **Lab Attendance**

Students are expected to attend all labs in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

**When an unavoidable reason for class absence arises, such as illness, an official trip authorized by the college or an official activity, the instructor may permit the student to make up work missed.** It is the student's responsibility to complete work missed within a reasonable period of time as determined by the instructor. Students are officially enrolled in all courses for which they pay tuition and fees at the time of registration. Should a student, for any reason, delay in reporting to a class after official enrollment, absences will be attributed to the student from the first-class meeting.

Students who enroll in a course but have "Never Attended" by the official census date, as reported by the faculty member, will be administratively dropped by the Office of Admissions and Records. A student who does not meet the attendance requirements of a class as stated in the course syllabus and does not officially withdraw from that course by the official census date of the semester, may be administratively withdrawn from that course and receive a grade of "X" or "F" as determined by the instructor. Instructors are responsible for clearly stating their administrative drop policy in the course syllabus, and it is the student's responsibility to be aware of that policy. It is the student's responsibility to verify administrative drops for excessive absences through MySPC using his or her student online account. If it is determined that a student is awarded financial aid for a class or classes in which the student never attended or participated, the financial aid award will be adjusted in accordance with the classes in which the student did attend/participate, and the student will owe any balance resulting from the adjustment.

([http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class\\_Attendance](http://catalog.southplainscollege.edu/content.php?catoid=47&navoid=1229#Class_Attendance))

The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy. Punctual and regular class attendance, as stated in the SPC handbook, is required of all students attending South Plains College. According to SPC Student Handbook, there are no excused absences. The instructor/course leader has the prerogative of dropping the student from the course for any absences.

Students are expected to attend all scheduled lab days; including but not limited to, skills demonstrations, mass check off days, and scheduled recording sessions. The student can miss no more than four (4) lab hours. A student missing **more than four (4)** lab hours will be dropped from RNSG 1144. The course leader may initiate the withdrawal of the student for any absences. Reinstatement is handled on an individual basis. Do not be tardy for lab; the tardiness is cumulative and will count towards the number of hours that can be missed. Cellular phones must be turned off while in the NLRL (nursing learning resource lab). Attendance will be taken before every class. **It is the student's responsibility to contact the instructor via email or phone call to the main office (806-716-2391) if they are late or absent.**

**Dropping a class** will be instructor initiated.

If a student is not successful in one or more of the following courses: RNSG 1144 the instructor will meet with the student to discuss which class(es) will be dropped and which class(es) a grade will be assigned. (RNSG 1105, RNSG 1115, RNSG 1160, RNSG 1413)

### **Withdrawing from all classes**

If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting <http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php> or by calling 806-716-2366.

### **Schedule Change (after late registration and before census date)**

To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a **Schedule Change Form.**

After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email [registrar@southplainscollege.edu](mailto:registrar@southplainscollege.edu) with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

If the student fails one of the following courses: RNSG 1105, RNSG 1144, RNSG 1413, RNSG 1160, or RNSG 1513, the instructor will initiate the drop for the courses that have not been completed. The student will receive grades in the courses failed and any other courses the student has completed.

### ASSIGNMENT POLICY

All assignments must be completed by the assigned due date. **Failure to complete any assignment by due date will result in a 5 point deduction each day late up to 5 days, at which time the student will receive a zero.** Assignments, quizzes, exams, and skills missed due to an unexcused absence may not be made up. Assignments are due by the assigned dates and times in Central Standard Time (CST) on the class schedule. Students should contact faculty prior to the due date and time if they anticipate material will be late. Please allow enough time for preparation and submission of each assignment prior to the scheduled due date. Students must scan required documents before uploading into Blackboard. Scanners are available in the Allied Health Building. Students can also choose an app choice (I-scan, etc.). Assignments must be uploaded as a PDF, beginning with the grading criteria.

### RNSG 1144 Skills II

All skills listed are skills that will be demonstrated by instructor and students to show competency. All skills below must be PASSED by the due date to successfully complete the skills competency portion of RNSG 1144.

<b>Skill II Check – Off (taped)</b>
*Inserting an Indwelling Foley Catheter or Straight Catheter
*Wounds (Sterile Dressing Change)
<b>In class Skills Demo/Check-Off</b>
Airway Management (Applying Oxygen with Specific Delivery Devices) Incentive Spirometer
Suture/Staple Removal
Ace Wraps
Enema
Guaiac Fecal Occult Blood Test
Pouching a Colostomy
Nasal Gastric Tube (NGT)
Enteral Feeding, Stoma Care and Medication Administration VIA PEG Tube

### LAB COMPONENT & CHECK-OFF

The skill must be passed by the assigned date. **Failure to successfully pass the skill by the assigned date will result in course failure of RNSG 1144.** All required skills will be demonstrated during class time. The skills designated with an asterisk (\*) will be a recorded skill. Skill not designated with asterisk (\*) will be initially completed by class check off. Students must validate practice time with learning lab faculty before arrangement for skill competency validation. The student will have no more than two recording sessions prior to submitting the skill for grading. If the recorded skill submitted for grading is failed, a second opportunity will be allowed following documented lab practice as determined by the instructor and remediation plan. Remediation plan will be made and completed before the student can schedule a second appointment. The student will have no more

than two recording sessions prior to submitting the skill for the second grading. If the skill is failed on the second attempt, a third opportunity will be allowed following completion of a second remediation plan given by instructor. The student will have no more than two recording sessions prior to submitting for the third grading. See calendar for attempt specific skills due date.

Class skills check-off will be graded by an instructor in real time. If the student fails, the first attempt the above remediation plan will go into effect for second and/or third attempts if necessary. For all check off dates view calendar.

### **SKILLS REMEDIATION POLICY**

Students who are not successful in their skills will receive a Skill Enhancement Sheet with the following: 1) additional lab practice hours for each failed rubric/skill, 2) additional assignment(s) on failed skill(s). Students must complete assigned remediation plan according to Skill Enhancement Sheet prior to second or third attempt/recording and upload with next rubric attempts, failure to upload will cause a delay in grading process. Failure to complete remediation or pass the skill before the assigned due date per calendar will result in unsatisfactory of skill and student will fail RNSG 1105.

### **LIPPINCOTT'S COURSE POINT + Course CODE: Found in Blackboard**

Student will complete assignments in Lippincott's Course Point +. These assignments link directly back to the Taylor's Fundamentals of Nursing text. Reading and comprehending this text will be crucial to your success in this course. Please see course calendar for due dates. These assignments will include pre-lecture quizzes, interactive case studies, and tutorials. Students have unlimited attempts to achieve the highest grade desired. These assignments will account for **10%** of the final course grade.

Skills II Course Point Plus Interactive Case Studies
Wound Care
Female Urinary Cath
Oxygen
Enteral Tube Feeding

### **PRE-LECTURE QUIZZES**

Student must complete all pre-lecture quizzes.

Skills II Course Point Plus Pre-Lecture Quizzes
Ch. 32 Wound Care
Ch. 37 Urinary Elimination
Ch. 38 Bowel

### **EXAMS**

There will be three (3) exams, refer to calendar for dates of exams. All exams are worth 22.5% each. If a student makes less than a 77% on an exam, see Exam Remediation.

### **EXAM REMEDIATION**

Remediation is one essential component to ensure student success. Therefore, any student scoring below 77% on any exam is required to make an appointment with an instructor prior to the next exam, and then may be referred to the retention/remediation counselor as designated by the instructor. The student will be required to follow up with the retention/remediation counselor as indicated.

## FINAL EXAM

The final exam will be administered at the end of the course, refer to class calendar. The final exam is comprehensive of all Skills II didactic and worth 22.5%. If a student fails didactically or fails a skill, the student may not drop the course and will be assigned a grade in this course.

## COMPUTER USAGE

As computer technology in the field of health occupations continues to become more popular, computers will be used in this course for several assignments. All students have access to computers and printers on the South Plains College campus. Students will be expected to utilize computers to access assignments and classroom resources. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password. **ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME, PASSWORD, AND SPC STUDENT ID.**

## COMPUTER LAB USAGE

The computer lab(s) on any campus may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

Cell phones, smart watches, athletic Fitbits, student badges, personal calculators or any electronic learning device of any kind are not allowed in the computer lab at any time during testing unless specified by instructor. Ball caps and large heavy jackets are to be left in the classroom during testing. Backpacks, handbags, food or drink not allowed in the computer lab at any time.

## GRADING POLICY

Students must receive a cumulative grade of 77% or greater to pass RNSG 1144. The grade for this course will be determined upon completion of the following components:

Course Point Assignments & Pre-Lecture Quizzes	10%
Exams	67.5%
Final Exam	22.5%
Final Grade	100%

Course grades are based on the following scale:

- A= 90-100%
- B= 80-89.99%
- C= 77-79.99%
- D= 60-76.99%
- F= below 60%

**In order to be successful in RNSG 1144 the student must have a 77% or greater on the didactic component and pass all skills. Failure of RNSG 1413, 1160, 1144, 1105, and/or 1115 will necessitate repeating all Level I Semester I courses. When repeating any course, the student is required to complete all aspects of the course including the required written work.**

## ADDITIONAL PRACTICE

At any time a faculty member can require a student to complete additional practice in the simulation lab to ensure student and client safety in clinical. If not completed, the student will receive deductions on professional standards.

## **COURSE SCHEDULE**

See course calendar for date, time and location. Students will be responsible for all assignments and dates listed in the course calendar.

## **COMMUNICATION POLICY**

Electronic communication between instructor and students in this course will utilize the South Plains College “My SPC” and email systems. The instructor will not initiate communication using private email accounts. Students are encouraged to check SPC email/blackboard on a regular basis. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via the classroom website. Any student having difficulty accessing the classroom website or their email should immediately contact their instructor for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website.

### **4.1.1.5 Campus Concealed Carry Statement**

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: <http://www.southplainscollege.edu/campuscarry.php>

Report violations to the College Police Department at 806-716-2396 or 9-1-1..

## **STUDENT CONDUCT**

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider

appropriate, including suspension and expulsion in appropriate cases for breach of federal, state or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students. Any student who fails to perform according to expected standards may be asked to withdraw. Rules and regulations regarding student conduct appear in the current Student Guide.

### **SPECIAL REQUIREMENTS (\*Read Carefully)**

- **Cell Phones** – Cell phones are to be turned OFF or silenced during scheduled class periods. **Text messaging is not allowed during scheduled class/lab times.** Cell phones are to be used outside the classroom or lab only on designated breaks. Students are not allowed to have cell phones on their person during exams.
- **Class Dress Code** – Due to the environment of the scheduled lab dates, students should maintain modesty and professionalism in the classroom.
- **Full SPC Uniform is required for recording sessions, Skills Demo/check-offs, simulation, and any remediation. Students are not allowed to have cell phones on their person during exams.**

### **COURSE DISCLAIMER**

Working within the healthcare field can be stressful and requires a mentally tough individual to provide medical care in the hospital environment. In order to better prepare students for a career in the healthcare profession, there will be times during this course where students will be exposed to training scenarios and situations that will be unpleasant to the average college student. If the student does not feel they can tolerate this type of learning environment, they should discuss this with the course facilitator and/or course leader immediately before continuing the course. Additionally, enrollment in this course does not guarantee a passing grade, successful completion of the nursing curriculum, or NCLEX- RN examination.

### **GRIEVANCE POLICY**

The student is responsible for scheduling an appointment with the instructor/course leader to discuss the final grade or discipline action. If the student is not satisfied, he/she should schedule an appointment with the Level I Semester I Course Leader. The next chain of command is to make an appointment with the Director of the Associate Degree Nursing Program, following that would be the Health Occupations Dean. The procedure will follow the same as found in the student handbook.

## **ACCOMMODATIONS**

### **4.1.1.1. Diversity Statement**

In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

### **4.1.1.2. Disabilities Statement**

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

### **4.1.1.3 Non-Discrimination Statement**

South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

#### **4.1.1.4 Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

#### **EMERGENCY MESSAGES**

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-2391 or (806)716-2193. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

## FOUNDATION SKILLS

### **BASIC SKILLS—Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks**

F-1 Reading—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing—communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic—performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics—approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening—receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking—organizes ideas and communicates orally.

### **THINKING SKILLS—Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason**

F-7 Creative Thinking—generates new ideas.

F-8 Decision-Making—specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving—recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye—organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning—discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

### **PERSONAL QUALITIES—Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty**

F-13 Responsibility—exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem—believes in own self-worth and maintains a positive view of self.

F-15 Sociability—demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management—assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty—chooses ethical courses of action.

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## SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

### **INFORMATION - Acquires and Uses Information**

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

**INTERPERSONAL–Works with Others**

C-9 Participates as a member of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers–works to satisfy customer’s expectations.

C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity–works well with men and women from diverse backgrounds.

**SYSTEMS–Understands Complex Interrelationships**

C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

**TECHNOLOGY–Works with a Variety of Technologies**

C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

**Bowel Elimination**

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Bowel Elimination A. Physiology B. Influencing elimination C. Alterations in bowel elimination D. Using the Nursing Process 1) Assessment a. Nursing history b. Physical assessment c. Fecal assessment	1. Describe the physiology of bowel elimination. 2. Identify variables that influence bowel elimination. 3. Assess bowel elimination using appropriate interview questions and physical assessment skills. 4. Assist with stool collection for laboratory analysis and direct and indirect	Group 1. Demonstration 2. Discussion	A2	B1	A2	B1
			A4	B2	A4	C4
		Assignment 1. Read: Taylor, Lynn, & Bartlett - Chapter 38	B8	B3	B1	D1
				B4	B2	D3
				B6	C2	E1
				B8	D1	

<p>d. Review of diagnostics</p> <p>2) Nursing Diagnosis</p> <p>3) Planning</p> <p>4) Implementation</p> <p>5) Evaluation</p> <p>E. Enemas</p> <p>1) Types</p> <p>2) Procedure</p> <p>3) Fecal impaction</p>	<p>visualization studies of the gastrointestinal tract.</p> <p>5. Develop nursing diagnoses that identify bowel elimination problems amenable to nursing intervention.</p> <p>6. Identify appropriate nursing interventions to promote regular bowel habits.</p> <p>7. Identify appropriate nursing interventions when administering cathartics, laxatives, and antidiarrheal.</p> <p>8. Identify appropriate nursing interventions when administering enemas, rectal suppositories, rectal catheters, and performing digital removal of stool.</p> <p>9. Design and implement bowel-training programs.</p> <p>10. Identify appropriate nursing interventions to use comfort measures to ease defecation.</p> <p>11. Plan nursing care for a patient with an ostomy.</p> <p>12. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve bowel problems.</p>	<p>2. Course Point Plus - Pre-Lecture Quiz</p> <p>Evaluation</p> <p>1. Exam</p> <p>2. Lab Finals</p> <p>Demonstration</p> <p>1. Instructor</p>		B11	E2	
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E12		
				F1		
				F2		
	G3					

### Nutrition

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Nutrition</p> <p>A. The study of Nutrition</p> <p>1) Nutrition in the practice of health profession</p> <p>2) Application of nutrition to human health worldwide</p> <p>3) Relationship of nutrition to major U.S. health problems</p>	<p>1. List the six classes of nutrients, explaining the significance of each.</p> <p>2. Identify risk factors for poor nutritional status.</p> <p>3. Describe how nutrition influences growth and development throughout the life cycle.</p> <p>4. Discuss the components of a nutritional assessment.</p>	<p>Group</p> <p>1. Lecture</p> <p>2. Demonstration</p> <p>3. Discussion</p> <p>Assignment</p> <p>1. Taylor, Lynn, &amp; Bartlett chapter 36</p>	A2	B1	A2	B1
			A4	B2	A4	C4
			B8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1

<p>B. Categories of Necessary Nutrients</p> <ol style="list-style-type: none"> <li>1) Water</li> <li>2) Carbohydrates</li> <li>3) Proteins</li> <li>4) Lipids</li> <li>5) Vitamins</li> <li>6) Minerals</li> </ol> <p>C. Basic Requirements for Adequate Diet</p> <ol style="list-style-type: none"> <li>1) Food groups</li> <li>2) RD's</li> <li>3) Other dietary guidelines</li> <li>4) Alternative food patterns</li> </ol> <p>D. Developmental Variables in Nutrition</p> <p>E. Cultural Variations</p> <p>2. Assessing the Client's Nutritional Status</p> <ol style="list-style-type: none"> <li>A. Data collection</li> <li>B. Nutritional history</li> <li>C. Psychosocial needs</li> </ol>	<ol style="list-style-type: none"> <li>5. Develop nursing diagnoses that correctly identify nutritional problems that may be treated by independent nursing interventions.</li> <li>6. Describe nursing interventions to help patients achieve their nutritional goals.</li> <li>7. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve nutritional problems.</li> <li>8. Identify nursing interventions to safely deliver enteral nutrition.</li> <li>9. Identify nursing interventions to safely deliver enteral medications.</li> <li>10. Identify the correct and safe techniques in assessing, placing and using a nasogastric tube.</li> <li>11. Identify the correct and safe techniques in assessing and using a gastric tube.</li> </ol>	<p>2. Course Point Plus-Interactive Case study</p> <p>Evaluation</p> <ol style="list-style-type: none"> <li>1. NGT Mass Check-off with rubric</li> <li>2. Exam</li> <li>3. Lab Finals</li> </ol> <p>Demonstration</p> <ol style="list-style-type: none"> <li>1. Instructor</li> <li>2. Video</li> </ol>		B7	D1	
				B8	E2	
				B11		
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E12		
				F1		
	F2					
	G3					

### Oxygenation & Perfusion

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Oxygen &amp; Perfusion</p> <p>A. Respiratory Physiology</p> <ol style="list-style-type: none"> <li>1) Ventilation</li> <li>2) Perfusion</li> <li>3) Respiratory gas exchange</li> <li>4) Regulation of respiration</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe the principles of respiratory and cardiovascular anatomy and physiology.</li> <li>2. Describe the function and role of the respiratory and cardiovascular systems in oxygenation.</li> </ol>	<p>Group</p> <ol style="list-style-type: none"> <li>1. Lecture</li> <li>2. Demonstration</li> <li>3. Discussion</li> </ol> <p>Assignment</p>	A2	B1	A2	B1
			A4	B2	A4	C4
			B8	B3	B1	D1
				B4	B2	D3

<p>B. Factors Affecting Oxygenation</p> <ol style="list-style-type: none"> <li>1) Level of health</li> <li>2) Age</li> <li>3) Life-cycle</li> <li>4) Environmental exposure</li> </ol> <p>C. Alterations in Respiratory Functioning</p> <ol style="list-style-type: none"> <li>1) Hypoventilation</li> <li>2) Hyperventilation</li> <li>3) Hypoxia</li> </ol> <p>D. Nursing Process Application</p> <ol style="list-style-type: none"> <li>1) Assessment <ol style="list-style-type: none"> <li>a. Nursing history</li> <li>b. Physical examination</li> <li>c. Review of diagnostics</li> </ol> </li> <li>2) Nursing history</li> <li>3) Planning</li> <li>4) Implementation</li> <li>5) Evaluation</li> </ol>	<ol style="list-style-type: none"> <li>3. Describe age-related differences that influence the care of patients with oxygenation problems.</li> <li>4. Identify factors that affect respiratory and cardiovascular function.</li> <li>5. Perform a cardiopulmonary assessment using appropriate interview questions and physical assessment skills.</li> <li>6. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions.</li> <li>7. Describe nursing strategies to promote adequate oxygenation and identify their rationale.</li> <li>8. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving oxygenation problems.</li> </ol>	<ol style="list-style-type: none"> <li>1. Taylor, Lynn, &amp; Bartlett-Chapter 39</li> <li>2. Course Point Plus – Prelecture Quiz</li> </ol> <p>Evaluation</p> <ol style="list-style-type: none"> <li>1. Mass Check – off</li> <li>2. Exam</li> <li>3. Lab Finals</li> </ol> <p>Demonstration</p> <ol style="list-style-type: none"> <li>1. Instructor</li> </ol>		B6	B3	E1
				B7	C2	
				B8	D1	
				B11	E2	
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E12		
	F1					
	F2					

### Skin Integrity & Wound Care

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Skin Integrity &amp; Wound Care</p> <p>A. Normal Integument</p> <ol style="list-style-type: none"> <li>1) Epidermis</li> <li>2) Dermis</li> </ol> <p>B. Wound Classifications</p> <ol style="list-style-type: none"> <li>1) Status of skin integrity</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss the processes involved in wound healing.</li> <li>2. Identify factors that affect wound healing.</li> <li>3. Identify patients at risk for pressure ulcer development.</li> </ol>	<p>Group</p> <ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Demonstration</li> <li>3. Lecture</li> </ol> <p>Assignment</p>	A2	B1	A2	B1
			A4	B2	A4	C4
			B8	B3	B1	D1
				B4	B2	D3

<p>2) Cause of wound 3) Severity of wound 4) Cleanliness of wound 5) Descriptive qualities of wound</p> <p>C. Wound Healing 1) Primary intention 2) Secondary intention 3) Complications a. Hemorrhage b. Infection c. Dehiscence d. Evisceration e. Fistulas 4) Factors influencing wound healing</p> <p>D. Nursing Process Application 1) Procedures Related to: a. Wound Care b. Dressing changes c. Wound cleaning d. Irrigations e. Suture care f. Drainage evacuation g. Bandages and Binders h. Hot and Cold Applications</p> <p>2. Nutritional Support</p>	<p>4. Describe the method of staging of pressure ulcers. 5. Accurately assess and document the condition of wounds. 6. Provide nursing interventions to prevent pressure ulcers. 7. Implement appropriate dressing changes for different kinds of wounds. 8. Provide information to patients and caregivers for self-care of wounds at home. 9. Apply hot and cold therapy effectively and safely.</p>	<p>1. Taylor, Lynn, &amp; Bartlett - Chapter 32 2. Course Point Plus – Case study 3. Course Point Plus – Pre-Lecture</p> <p>Evaluation 1. Exam 2. Mass Check-off 3. Lab Finals</p> <p>Demonstration 1. Instructor</p>		B6	B3	E1
				B7	D1	
				B8	E2	
				B11		
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E12		
				F1		
	F2					
	G3					

### Urinary Elimination

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Urinary Elimination A. Physiology	1. Describe the anatomy and physiology of the urinary system. 2. Identify variables that influence urination.	Group 1. Lecture 2. Discussion	A2	B1	A2	B1
			A4	B2	A4	C4

<p>B. Factors influencing urination</p> <p>C. Alterations in urination</p> <p>D. Using the Nursing Process</p> <p>1) Assessment</p> <p>a. Nursing history</p> <p>b. Physical assessment</p> <p>c. Review of diagnostics</p> <p>2) Nursing Diagnosis</p> <p>3) Planning</p> <p>4) Implementation</p> <p>a. Catheterization</p> <p>a. Indwelling</p> <p>b. Straight</p> <p>c. Condom catheter</p> <p>d. Irrigation</p> <p>e. Removal</p> <p>5) Evaluation</p>	<p>3. Assess urinary elimination, using appropriate interview questions and physical assessment skills.</p> <p>4. Perform the following assessment techniques: measure urine output, collect urine specimens, determine the presence of select abnormal urine constituents, determine urine specific gravity, and assist with diagnostic tests and procedures.</p> <p>5. Develop nursing diagnoses that correctly identify urinary problems.</p> <p>6. Demonstrate how to promote normal urination; facilitate use of the toilet, bedpan, urinal, and commode; perform catheterizations; and assist with urinary diversions.</p> <p>7. Describe nursing interventions that can be used to manage urinary incontinence effectively.</p> <p>8. Describe nursing interventions that can prevent the development of urinary tract infections.</p> <p>9. Plan, implement, and evaluate nursing care related to select nursing diagnoses associated with urinary problems.</p>	<p>3. Demonstration</p> <p>Assignment</p> <p>1. Taylor, Lynn, &amp; Bartlett - Chapter 37</p> <p>2. Course Point Plus – Interactive case study</p> <p>3. Course Point Plus – Prelecture quiz</p> <p>Evaluation</p> <p>1. Exam</p> <p>2. Individual Check-off with rubric</p> <p>3. Lab Finals</p> <p>Demonstration</p> <p>1. Instructor</p> <p>2. Video</p>	B8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	C2	
				B8	D1	
				B11	E2	
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
	E12					
	F1					
	F2					
	G3					