

COURSE: RNSG 1105 (1:0:4) Nursing Skills I  
 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
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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 basic 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, 1144, and/or 1115 will require repeating all Level I Semester I courses.

## STUDENT LEARNING OUTCOMES

At the completion of the semester students will:
1. Understand and apply appropriate and evidence-based techniques when administering medications.
2. Perform basic nursing skills competently with individual clients in structured settings.
3. Provide cost effective care in the clinical setting.
4. Utilize information technologies to enhance knowledge base, retrieve information to support nursing practice and document nursing actions.

COURSE OBJECTIVES - Competencies foundations skills found within the course are: C1-3, C5, C9-10, C12-14, C16, C18-20, F6-9, F11-13, and F15-16. SPC ADNP Graduate Outcomes: 1-5; DEC's (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. Online instruction will be used in an event of COVID illness/exposure. 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,

academic integrity, and HIPAA. The student is representing the School of Nursing and are expected to maintain the highest standards.

#### VERIFICATION OF WORKPLACE COMPETENCIES

No external learning experiences are provided in this course but learning experiences in the lab provides the setting 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 1105 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

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#### SPECIFIC COURSE INFORMATION TEXT AND MATERIALS

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

Wolters Kluwer. Kee, J. (current). Laboratory and diagnostic testing with nursing implications (current ed.). Pearson.

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

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

#### OPTIONAL

Taylor, C., Lynn, P. & Bartlett, J. (current). Fundamentals of Nursing: The art and science of person-centered nursing care (current ed.). Wolters Kluwer. (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 a laptop computer or similar technology for exams and quizzes in the classroom. Students may use personal laptops in the classroom to take notes if desired. 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. Students late to lab, time will be cumulative and will be counted towards the total four (4) 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 the main office number (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 1105 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 1115, RNSG 1144, 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/admissionaid/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, RNSG1144, 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 course 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 1105 SKILLS I

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 1105.

Skills 1 Check – Off (taped/live)
*Vital Signs
*Sterile Gloves/Sterile Field
*Medication Administration
In Class Skills Demo/Check-Off
Hand washing
Personal Protective Equipment
Mobility (Lifting, Transfers, Positioning, Range of Motion, Ambulatory Devices)
Hygiene/Bed Making
Basic Needs (Feeding, Intake and Output, Client Safety, Bedpans, Urinals, Bedside Commode)

### LAB COMPONENT & CHECK-OFF

The skill must be passed by the assigned date. **Failure to validate skill competency by the assigned date will result in failure of RNSG 1105.** 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 the skill for the third grading. See calendar for attempt specific skills due dates

Class check off skills 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.

### STUDENT INJECTIONS

Students will administer an Intramuscular (IM), Intradermal (ID) and Subcutaneous (SQ) injection to another student. This learning opportunity will be completed after the student has successfully passed their pharmacology recording and in instructor led groups. Students must sign consent before injections can be administered. (Subject to change)

### LIPPINCOTT'S COURSE POINT +

Student will complete assignments in Lippincott's CoursePoint +. 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. Class code will be posted on blackboard.

Skills I Course Point Plus Case Study Topics
Oral Care

### PRE-LECTURE QUIZZES

Student must complete all pre-lecture quizzes

Skills I Course Point Plus Pre-lecture Quizzes
Ch. 24 Asepsis & Infection Control
Ch. 25 Vital Signs
Ch. 29 Medication
Ch. 19 Documentation

## 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 the exam remediation below.

## 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 maybe 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 I 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 1105. 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 1105 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/Blackboard email 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.
  - a. Full SPC Uniform is required for recording sessions, demo/skills 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) 806-7164302 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 nondiscrimination 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.

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## 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 selfcontrol.

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.



### Asepsis and Infection Control

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Asepsis and Infection Control</p> <p>A. Body's Defense against Infection</p> <p>B. Chain of Infection</p> <p>C. Course of Infection</p> <p>D. Asepsis and Hospital/ Health Care Acquired Infections</p> <p>E. Assessment</p> <p>F. Nurse's Role in Infection Control</p> <p>G. Surgical Asepsis</p> <p>H. Client Education</p> <p>2. Pharmacology Related to Asepsis-Anti-infectives</p> <p>A. Normal flora of the Human Body</p> <p>B. General Principles of AntiInfective Therapy</p>	<p>1. Utilize basic nursing concepts in providing hygienic care.</p> <p>2. Utilize nursing principles that pertain to environmental and protective factors.</p> <p>3. Define terms related to asepsis.</p> <p>4. Perform medical/surgical aseptic techniques essential to providing basic nursing care.</p> <p>5. Explain conditions that precipitate the onset of hospital acquired infections.</p> <p>6. Identify measures of prevention and control and hospital acquired infection (environmental, urinary, wound, and respiratory infections).</p> <p>7. Describe nursing interventions designed to break each link in the infection chain.</p> <p>8. Utilize CDC recommended blood &amp; body fluid precautions for all clients.</p> <p>9. Identify community approaches to infection control.</p>	<p>Group</p> <p>1. Discussion</p> <p>2. Demonstration</p> <p>Assignment</p> <p>1. Read - Taylor, Lynn, P. &amp; Bartlett, J. - Chapter 24</p> <p>2. Read – Abrams' Chapter 15-25</p> <p>3. Course Point Plus: Ch. 24 Pre- Lecture Quiz</p> <p>Evaluation</p> <p>1. Mass Check-off with rubric.</p> <p>2. Exam</p> <p>3. Recording Sterile field/gloving</p>		B1	A2	B1
			A	B2	A4	C4
			4			
			B	B3	B1	D1
			8			
				B4	B2	D3
				B6	B3	E1
				B7	C1	
				B8	D1	
				B1	E2	
	1					
	C2					
	C3					
	C5					

C. Common Anti-Infective Medications Used	10. Describe medical/surgical aseptic practices essential for the prevention of infection in illness.	with instructor grading Demonstration		D3		
	11. Identify clients most at risk for acquiring an infection. Identify the body's normal defenses against infection. 12. Describe immunization programs. 13. Discuss the teaching/learning needs of the client with regard to their compliance and infection control	1. Instructor		D5		
				E1		
				E2		
				E1 2		
				F1		
				F2		
				G3		

	<p>practice. Identify categories of isolation precautions.</p> <p>14. Describe general approaches for each of the categories of isolation precautions.</p> <p>15. Identify CDC guidelines for protection of health care workers from communicable disease.</p> <p>16. Discuss basic medical aseptic/surgical technique prior to the administration of nursing care to clients.</p> <p>17. Describe the nature of signs of a localized infection chain.</p> <p>18. Identify medications commonly used as anti-infective medications.</p> <p>19. Explain nursing responsibilities involved in administering antiinfectives.</p> <p>20. Discuss general principles of antiinfectives therapy.</p> <p>21. Describe client teaching information to include when counseling clients on anti-infectives.</p>					
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### Vital Signs

<p>1. Vital Signs</p> <p>D. Importance of accurate assessment and incorporating this skill into practice.</p> <p>E. Body Temperature</p>	<p>1. Explain the physiologic processes involved in homeostatic regulation of temperature, pulse, respirations, and blood pressure.</p>	<p>Group</p> <p>1. Discussion</p> <p>2. Demonstration</p> <p>3. Vital Signs Lab</p> <p>Assignment</p> <p>1. Read: Taylor, Lynn,</p>	A 2	B1	A2	B1
			A 4	B2	A4	C4
			B 8	B3	B1	D1
CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4

<p>1) Norms  2) Physiology  3) Mechanisms of Temperature Control  4) Factors Affecting Temperature  5) Assessment of Temperature</p> <p>F. Pulse  1) Norms  2) Cardiovascular function</p> <p>G. Respiration 1)  Norms  2) Physiology  3) Assessment of Respiration</p> <p>H. Blood Pressure 1)  Norms  2) Physiology  3) Assessment of Blood Pressure</p> <p>I. Pain  1) Pain Scale</p>	<p>2. Compare and contrast factors that increase or decrease body temperature, pulse, respirations, and blood pressure.</p> <p>3. Identify sites for assessing temperature, pulse, and blood pressure.</p> <p>4. Assess temperature, pulse, respirations, and blood pressure accurately.</p> <p>5. Demonstrate knowledge of the normal ranges for temperature, pulse, respirations, and blood pressure across the lifespan.</p>	<p>P. &amp; Bartlett, J. - Chapter 25</p> <p>2.Vital Signs Log Sheet Evaluation</p> <p>1. Return live demonstration  2. Simulation lab demonstration  3. Individual check off with rubric.  4. Exam</p> <p>Demonstration</p> <p>1. Assessing B/P on different people of varying age and gender  2. Assessing temperature with all of the following equipment:  A. Electronic Thermometer  B. Tympanic Thermometer  C. Rectal  D. Temporal  3. Assessing pulse &amp; respirations on different people</p>	<table border="1"> <tr> <td></td> <td>B4</td> <td>B2</td> <td>D3</td> </tr> <tr> <td></td> <td>B6</td> <td>B3</td> <td>E1</td> </tr> <tr> <td></td> <td>B7</td> <td>C1</td> <td></td> </tr> <tr> <td></td> <td>B8</td> <td>D1</td> <td></td> </tr> <tr> <td></td> <td>B1 1</td> <td>E2</td> <td></td> </tr> <tr> <td></td> <td>C2</td> <td></td> <td></td> </tr> <tr> <td></td> <td>C3</td> <td></td> <td></td> </tr> <tr> <td></td> <td>C5</td> <td></td> <td></td> </tr> <tr> <td></td> <td>D3</td> <td></td> <td></td> </tr> <tr> <td></td> <td>D5</td> <td></td> <td></td> </tr> <tr> <td></td> <td>E1</td> <td></td> <td></td> </tr> <tr> <td></td> <td>E2</td> <td></td> <td></td> </tr> <tr> <td></td> <td>E1 2</td> <td></td> <td></td> </tr> <tr> <td></td> <td>F1</td> <td></td> <td></td> </tr> <tr> <td></td> <td>F2</td> <td></td> <td></td> </tr> <tr> <td></td> <td>G3</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>		B4	B2	D3		B6	B3	E1		B7	C1			B8	D1			B1 1	E2			C2				C3				C5				D3				D5				E1				E2				E1 2				F1				F2				G3						
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Activity/Ergonomic Principles

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Activity A. Body Mechanics 1) Regulation of movement 2) Overview of body mechanics B. Physiologic Influence development C. Pathological Influence D. Assessment 1) Body alignment 2) Range of motion 3) Physiological effects of exercise on body systems E. Nursing Diagnoses 1) Associated with body alignment 2) Associated with altered joint mobility F. Assisting clients to move 1) Lifting technique 2) Positioning 3) Transferring 4) Range of motion 5) Walking G. Hazards of Immobility	1. Describe how body movement occurs. 2. Discuss the components of assessment that enable the nurse to plan care. 3. State the principles basic to body mechanics. 4. Identify the developmental stages that have the greatest impact of physiological change on the musculoskeletal system. 5. State how exercise positively affects health. Explain range of motion exercises. 6. Demonstrate proper alignment in a sitting position in a chair. 7. Describe exercises taught by the nurse in preparing the client for amputation. 8. Discuss assistive devices/medical aids that provide mobility. State physical effects of immobility on body systems. Reposition a client in a bed. 9. Discuss safe transfer from bed to stretcher. 10. Identify common problems of adult skin and skin changes as the adult ages.	Group 1. Discussion 2. Demonstration Assignment 1. Taylor, Lynn, & Bartlett - Chapter 33 Evaluation 1. Mass Check off with rubric. 2. Exam Demonstration 1. Instructor	A	B1	A2	B1
			2			
			A	B2	A4	C4
			4			
			B	B3	B1	D1
			8			
				B4	B2	D3
				B6	B3	E1
				B7	C1	
				B8	D1	
				B1	E2	
				C2		
				C3		
	C5					
	D3					
	D5					

1) Mobility 2) Altered mobility 3) Physiological response	11. Review nursing measures that help maintain skin integrity. Identify major causes of skin breakdown.		E1			
4) Decubitus ulcer	12. State nursing measures that counteract the physical effects of immobility.		E2			
			E1 2			
			F1			
			F2			
			G3			

Pharmacology/ Medication Administration

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
1. Medication Administration A. Orientation to Drugs 1) Definitions 2) Historical Development 3) Sources of Drugs 4) Legislation and Federal Government 5) OTC Drugs 6) Drug Classifications 7) Abuse B. Pharmacokinetics	1. Discuss drug legislation in the United States. 2. Describe basic principles of pharmacology, including drug nomenclature and types of drug preparations. 3. Develop an understanding of basic principles of pharmacology, including mechanisms of drug action, adverse drug effects, and factors affecting drug action.	Group 1. Discussion 2. Demonstration 3. Pharmacology Stations  Assignment 1. Taylor, Lynn, & Bartlett- Chapter 29	7		A2	B1
			A 4	B2	A4	C4
			B 8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	C1	

<p>1)Concentration 2)Equilibrium 3)Absorption 4)Distribution 5)Metabolism 6)Excretion C. Types of Drug Actions D. Drug Interactions</p>	<p>4. Discuss principles of medication administration, including an understanding of medication orders, dosage calculations, and medication safety measures. 5. Obtain patient information necessary to establish a medication history. 6. Describe principles used to prepare and administer medications safely by</p>	<p>2. Frandsen &amp; Pennington; Abrams' Clinical Drug Therapy (11<sup>th</sup> ed.) 3. Course Point Plus Pre-Lecture Quiz 4. Pharmacology presentation</p>	<table border="1"> <tr><td></td><td>B8</td><td>D1</td><td></td></tr> <tr><td></td><td>B1 1</td><td>E2</td><td></td></tr> <tr><td></td><td>C2</td><td></td><td></td></tr> <tr><td></td><td>C3</td><td></td><td></td></tr> <tr><td></td><td>C5</td><td></td><td></td></tr> <tr><td></td><td>D3</td><td></td><td></td></tr> </table>		B8	D1			B1 1	E2			C2				C3				C5				D3										
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<p>E. Factors Influencing the Effects of Drugs F. Drug Dose Response G. Principles of Drug Administration H. Legal Responsibilities of the Nurse</p>	<p>the oral, parenteral, topical, and inhalation routes. 7. Use the Nursing Process to safely administer medications. 8. Develop teaching plans to meet patient needs specific to medication administration.</p>	<p>1. Individual checkoff with rubric 2. Exam</p> <p>Demonstration 1. Instructor</p>	<table border="1"> <tr><td></td><td>D5</td><td></td><td></td></tr> <tr><td></td><td>E1</td><td></td><td></td></tr> <tr><td></td><td>E2</td><td></td><td></td></tr> <tr><td></td><td>E1 2</td><td></td><td></td></tr> <tr><td></td><td>F1</td><td></td><td></td></tr> <tr><td></td><td>F2</td><td></td><td></td></tr> <tr><td></td><td>G3</td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>		D5				E1				E2				E1 2				F1				F2				G3						
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Hygiene & Basic Needs

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECs (Knowledge)			
			1	2	3	4
<p>1. Hygiene A. Hygiene Practice</p>		<p>Group</p>	<p>A 2</p>	<p>B1</p>	<p>A2</p>	<p>B1</p>

<p>B. Factors Affecting Personal Hygiene C. The Nursing Process for Skin Care and personal hygiene.</p>	<ol style="list-style-type: none"> <li>1. List factors which may influence hygiene practices.</li> <li>2. Discuss the influences of age on skin integrity. Identify the different types of baths.</li> <li>3. Explain the purpose of a back rub.</li> <li>4. Identify the characteristics of some common foot and nail problems.</li> <li>5. State the interventions for the problems identified.</li> <li>6. Explain the basic care involved in care of the eyes, ears, and nose.</li> <li>7. Explain the purpose of perineal care.</li> <li>8. Identify the steps in providing perineal care.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discussion</li> <li>2. Demonstration</li> </ol> <p>Assignment</p> <ol style="list-style-type: none"> <li>1. Taylor, Lynn, &amp; Bartlett - Chapter 31</li> <li>2. Course Point Plus Case Study</li> <li>3. Bathing Techniques Lab</li> </ol> <p>Evaluation</p> <ol style="list-style-type: none"> <li>1. Exam</li> </ol> <p>Demonstration</p> <ol style="list-style-type: none"> <li>1. Return Demonstration</li> </ol>	<table border="1"> <tr> <td>A</td> <td>B2</td> <td>A4</td> <td>C4</td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>B</td> <td>B3</td> <td>B1</td> <td>D1</td> </tr> <tr> <td>8</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>B4</td> <td>B2</td> <td>D3</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>B6</td> <td>C1</td> <td>E1</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>B7</td> <td>D1</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>B8</td> <td>E2</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>B1</td> <td></td> <td></td> </tr> <tr> <td></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>C2</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>C3</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>C5</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>D3</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>D5</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>E1</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>E2</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>E1</td> <td></td> <td></td> </tr> <tr> <td></td> <td>2</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>F1</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>F2</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>G3</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	A	B2	A4	C4	4				B	B3	B1	D1	8					B4	B2	D3						B6	C1	E1						B7	D1							B8	E2							B1				1								C2								C3								C5								D3								D5								E1								E2								E1				2								F1								F2								G3						
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	<ol style="list-style-type: none"> <li>9. Demonstrate correct techniques assisting the client with bowel and bladder elimination.</li> </ol>																																																																																																																																																										

