GRAYSON COLLEGE
ASSOCIATE DEGREE
NURSING PROGRAM

NURSING 1

RNSG 1119

Spring 2017

GRAYSON COLLEGE

Course Syllabus

Course Information: ***RNSG 1119, Integrated Nursing Skills (Nursing 1),*** **Spring 2017**

Professor Contact Information

Stacy Anders- ADN Professor
Health Science Building, Office 125
Office hours are posted outside office door.
Office: 903-415-2576
Email: anderss@grayson.edu

Courtney Clement- Nursing 1 Team Leader
Health Science Building, Office 123
Office hours are posted outside office door.
Office: 903-415-2564
Email: clementc@grayson.edu

Jacqueline Cross- ADN Professor
Health Science Building, Office 117
Office hours are posted outside office door.
Office: 903-415-2627
Email: crossj@grayson.edu

Sondra Ringler- ADN Professor
Health Science Building, Office 128
Office hours are posted outside office door.
Office: 903-463 -8796
Email: ringlers@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Pre-requisites: BIOL 2401 & 2402; MATH 1314 or MATH 1342.

A grade of "Pass" is required to progress to Nursing 2 courses. RNSG 1119 must be taken concurrently with RNSG 1423 and RNSG 1360.

Course Placement: First semester of the nursing program. Acceptance to the nursing program required.

Course Description

(0-3-1) Study of the concepts and principles necessary to perform basic nursing skills for care of diverse patients across the life span; demonstrate competence in the performance of nursing procedures. Content includes knowledge, judgment, skills, and professional values within a legal/ethical framework.

Graduate Competencies:
(Reviewed 11/2016)

Member of the Profession:

1. Demonstrate professional attitudes and behaviors.
2. Demonstrate personal accountability and growth.
3. Advocate on behalf of patients, families, self, and the profession.

Provider of Patient-Centered Care:

4. Use clinical decision making skills to provide safe, effective care for patients and families.
5. Develop, implement and evaluate teaching plans to meet the needs of patients and families.
6. Integrate a caring approach in the provision of care for diverse patients and families.
7. Perform skills safely and correctly in the provision of patient care.
8. Manage resources in the provision of safe, effective care for patients and families.

Patient Safety Advocate:

9. Implement measures to promote a safe environment for patients, self, and others.
10. Formulate goals and outcomes to reduce risk using evidence-based guidelines.

Member of the Health Care Team:

11. Initiate and facilitate communication to meet the needs of patients and families.
12. Collaborate with patients, families, and health care team members to promote quality care.
13. Function as a member of the interdisciplinary health care team.

SCANS Skills: When taken concurrently with RNSG 1423 and RNSG 1360, the following skills will be achieved:

Workplace Competencies

1. Resources: Identifies, organizes, plans, and allocates resources
   Students in RNSG 1119 have to be able to manage the care of one client. They must be able to organize their time in the clinical setting to complete the objectives of the clinical assignment. Students assign themselves to a group of 3-4 students to practice skills in the laboratory. Peer evaluation is used as a learning strategy.
2. Interpersonal: Works with others
   Students in RNSG 1119 must learn to work in groups for the achievement of goals. This learning is also reflected in the student's ability to work with the healthcare team.

3. Information: Acquires and uses information
   Students in RNSG 1119 must learn to access all available information sources in order to collect data. Sources of information include the Internet, patient record, physician record and peer reviewed nursing journals. They must be able to evaluate what information is pertinent to solve patient problems and deliver appropriate nursing care. Students must learn to use the information for communicating therapeutically to clients and documenting on client records and clinical assignments.
4. Systems: Understands complex inter-relationships
   Students in RNSG 1119 must be able to demonstrate that they understand the operations of various healthcare delivery systems, especially nursing services. Students must become familiar with managed care, a system of health care that provides a generalized structure and focus when managing the use, cost, quality and effectiveness of health care services.
5. Technology: Works with a variety of technologies
   Students in RNSG 1119 are introduced to a variety of technology in the healthcare system. They must learn to use information technology for information handling. Students must analyze, store, retrieve and/or manage data and information needed by nurses in providing care to individual clients.

Foundations Skills

1. Basic Skills: Reading, Writing, Math, Listening and Speaking
   Students in RNSG 1119 are required to complete nursing care plans and physical assessments. Students must also demonstrate mastery with dosage calculations by completing an exam with 90% accuracy.
2. Thinking Skills: Creative thinking, problem solving, visualizing relationships, reasoning and learning
   Students in RNSG 1119 are required to demonstrate reflective and critical thinking by being inquisitive, honest in facing personal biases, and prudent in making judgments. The students must develop a value system of right and wrong that helps the student with affective behavioral skills.
3. Personal Qualities: Responsibility, Sociability, self-management, integrity and honesty
   Students in RNSG 1119 must learn to actively participate in the process of gaining knowledge. They must transition from the passive to active learner role. They must come to class prepared to engage with the content while interacting with faculty and fellow students in planned learning activities.

Required Assignments and Academic Calendar and Objectives:

The Academic assignments are at the end of the syllabus for ease of printing.

Course & Instructor Policies

Skills Lab Attendance

(Reviewed 03/16)

Regular attendance is mandatory for accomplishment of the ADN program's goals and objectives. The ADN program adheres to the *Grayson College Student Handbook* attendance policy. Should tardiness or absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade.

1. Students are required to attend all lab classes on time, bring lab supplies and daily paperwork, and remain in lab for the full class period.
2. Students are expected to arrive on time for scheduled skills labs. Being tardy for a lab will be considered as a lab absence. Tardy is not being present at the time the instructor begins class.
3. Students who must be absent from a lab are required to make arrangements prior to the assigned lab with the designated lab instructor.
4. Students who miss a scheduled lab class will be required to complete assigned work, and submit documentation of the completed work by a designated date. The student who does not submit this documentation by the designated date will be penalized as designated in the lab syllabus.

Methods of Instruction

1. Lecture/discussion
2. Group Process – Role Play and Practice sessions
3. Simulated client situations
4. Study Groups
5. Audio-Visual Materials
6. Computer programs
7. Required Textbooks
8. Instructor – Student Conferences
9. Lab Skill Practice and demonstration

Methods of Evaluation

Successful completion of RNSG 1119 is based upon the following criteria:

1. Achieve 90% on a pharmacological math test (3 attempts within specified time frame -see RNSG 1423 calendar).
2. Satisfactory return demonstration of the following designated skills:
    a. Hygiene Care, Bedmaking and Proper Body Mechanics
    b. Proper Positioning of clients
    c. Draining urine from urinary bag and obtaining specimens
    d. Discontinuation of urinary catheter and IV catheter
3. Satisfactory check-off of the following critical skills: (two attempts only)
    e. Handwashing
    f. Vital Signs
    g. Physical Assessment
    h. Nonparenteral Medication Administration
    i. Parenteral Injection Medication Administration

Skills Lab Evaluation

(Revised 03/16)

All skills demonstrations (check-offs), study module / practice sessions and assignments must be satisfactorily completed within the designated time frame. A passing lab grade includes successful demonstration of skills. Students in all nursing courses are allowed two (2) attempts at successful skill check-off demonstration. Each check-off must be completed within thirty (30) minutes. Students will be given an option for a five-minute warning. Students who are unsuccessful on the first check-off attempt must wait until at least the following day to perform the second attempt. The second check-off will be observed and evaluated by a different instructor**.** Inability to successfully pass skills check-off demonstration within the allowed number of attempts will result in the student failing the course, and the student will not be eligible to participate in clinical experiences and will need to withdraw from the clinical course. A student who fails an ADN skills lab will be considered for re-entry based on priority ranking, faculty and Admission, Retention, & Graduation committee recommendations, and available space. (Refer to readmission policy.)

Course Grade Policy

1. RNSG 1119 is a pass/fail course.

Student Conduct & **Discipline**

Refer to ADN Student Handbook for policies

Academic Integrity

Refer to ADN Student Handbook for policies

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator (903-463-8714)
- Dr. Dava Washburn, Title IX Coordinator (903-463-8634)
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus (903) 415-2506
- Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

These descriptions and timelines are subject to change at the discretion of the Professor.

Grayson College campus-wide student policies may be found on our Current Student Page on our website: http://grayson.edu/current-students/index.html

LAB MAKE-UP PERMIT

Student: _____ has my permission to make up the _____(Skill) Lab. This lab must be completed by _____(Date).

_____

Signature of Lab Instructor

I understand that it is my responsibility to make an appointment with another lab instructor and attend the required lab.

_____

Signature of Student

This student attended my lab session and has successfully completed the required skill.

Comments:

_____

Signature of Make-Up Lab Instructor

Grayson College
Associate Degree Nursing
Math Application Objectives
Rev. 06/2015(3)

Students are responsible for objectives listed under their current semester level in addition to all previous semesters.

Level 1

1. Interpret & properly express metric and household notations.
2. Convert from one unit to another within the same system of measurement.
3. Convert units of measure from one system of measurement to another system of measurement (metric and household).
4. Interpret medication prescriptions and standard abbreviations.
5. Interpret medication labels and calculate prescribed dosages.
6. Calculate the number of tablets, capsules or volume of liquid for prescribed oral dosages.
7. Calculate the amount of a medication to be administered per pound or kilogram of body weight.
8. Calculate the volume of a liquid for injection administration.
9. When given specific diluent information for medication reconstitution, calculate the volume to be administered.
10. Select the appropriate syringe for a calculated volume for parenteral administration.
11. Express a calculated answer by selecting the correct calibrated line on a syringe.

Level 2

12. Recognize the calibration or drop factor of IV administration sets.
13. Calculate the IV flow rate in drops per minute, and/or mL/hr. of a prescribed amount of intravenous fluid.
14. Demonstrate accurate titration of medications based on a nomogram or other given parameters.
15. For a given IV delivery rate (mL/hr), calculate the equivalent mg/hr, units/hr; mg/min or units/min dosage. (Ex: heparin, oxytocin)

Level 3 & 4

16. For a given IV dosage/time order (ex: mg/min or mg/hr) calculate the flow rate in mL/hr. or gtts./min.
17. For a given IV dosage ordered by weight per minute (mcg/kg/min), calculate the correct flow rate in mL/hr or gtts/min.
18. Recognize the reasonable amount of medication to be administered.
19. Convert IV's with additive medications to mg/hr. or mg/min. to check for therapeutic dosage ranges.

GRAYSON COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

Pharmacologic Math: Medication Dosage Calculation

Instructions for rounding will be included on all nursing exams that contain pharmacologic math questions. The instructions will be specific to the medication dose being calculated.

These general rules must be used for correct dosage calculation and documentation:
(These rules will not be included in exam rounding instructions: memorize these rules!!)

- Do not use trailing zeros after a decimal point.
  Example: X mg. (correct)
  X.0 mg. (incorrect)

- Do use a leading zero prior to a decimal point.
  Example: 0.X mg. (correct)
  .X mg. (incorrect)

- Do not round until the very last step in the calculation.

Other helpful guidelines:

Tablets
Tablets are most frequently administered whole or cut in half. Occasionally, tablets may be cut in quarters. Follow standard rounding rules to determine the most accurate dose.

Oral liquids
Round according to the measuring device being used

3 mL syringe
Calibrated in tenths of a mL, so doses should be rounded to the nearest one decimal point.

Use for doses greater than 1 mL.
Examples: 1.25 mL = 1.3 mL
2.67 mL = 2.7 mL

Tuberculin syringe
Calibrated in hundredths of a mL, so doses should be rounded to the nearest two decimal points.

Use for doses less than 1 mL.
Examples: 0.536 mL = 0.54 mL
0.695 mL = 0.7 mL

Intravenous fluids
May be administered in drops/minute or mL/hour

When calculating drops/minute: round to the nearest whole number
When calculating mL/hour: round according to the capability of the infusion pump (may be to a decimal point)

(Rev 01/2017)

Grayson College
Associate Degree Nursing
Health Science Lab

Lab Orientation
(revised 08/14)

Please do not eat in any part of the lab, keep lids on drinks, and leave at tables.

Lab Hours: Monday through Friday, 7am-3pm

Please notify lab personnel of any problems with computers or other lab equipment.

*ALWAYS SIGN IN on computer or the sign in sheet in Practice Room if it is **NOT** your scheduled lab time.*
Your use of the Lab for completing computer programs, practicing skills, or studying is important to your instructors. Signing in on the log allows your instructor to know you have been using the lab. (Please let me know if you need assistance signing in on computer located by the door.)

1. Lab is open for practice, see calendar in hall for the computers and skills lab, practice room is always open 7-3.
2. Use of the computers for Internet research and other studies is available in the computer lab, **printing is not available.**
3. Please leave computers on, do not add or remove any programs on computers.
4. Please leave manikins in the same way, you as an individual would like to be left.
   Example: covered up, pulled up in bed, bedside table within reach. (If you have extra supplies you are planning to throw away, please place them on the large cabinet in lab.
5. You may use pencils **only** around manikins. No pens to bedside.
6. Please ask for an IV arm if you are practicing IV insertion, do not use mannequins for this skill. Also, if you are needing the Chester chest, we have several of these.
7. There is **bleach** in the IV fluids hanging at the bedside, so be careful not to get on your clothes.
8. Please do not use any betadine products on the mannequins, use the simulated swab-sticks when practicing. Also, do not use the lubricant that comes in your kits, use the lubricant located in lab for practicing skills.
9. During your simulation clinical you will see a short video that will give you more details about the use of the simulators and equipment.
10. Please allow the drain bag for the IV fluids to hang on the back of the bed, do not place on bed.

Contents

Lab Overview & Handwashing 13

Lab 1: Skill Performance Checklist: Hand Washing 14

Lab 1: Handwashing & Vital Signs 15

Lab 2: Skill Performance Checklist: Vital Signs 16

Lab 3: Physical Assessment & Bedside Care 17

Lab 5: Medication Administration: Part 1 19

Lab 6: Skill Performance Checklist: Medication Administration 20

Lab 7: Intake & Output, Nursing 1 Skills, Specimen Collection, Isolation Procedures, Therapeutic Diets, & Therapeutic Equipment 21

Lab 8: Medication Administration Part 2: Parenteral Injections 22

Lab 9: Skill Performance Checklist: Medication Administration Part 2-Parenteral Injections 23

Lab 10: Practice Medication Scenarios 25

Lab 11: Simulation & Assessment 26

Lab 12: Simulation- Standardized Pediatric Assessments 27

Grayson College
Associate Degree Nursing
RNSG 1119

Lab Overview & Handwashing

Objectives

1. Discuss essential resources for success in the nursing program.
2. Demonstrate the procedure for proper hand washing.

Content	Learning Activities:
Discuss Lab syllabus Go over lab kit supplies Handwashing Sensory Worksheets	Go over printed Lab Syllabus Go over lab kit content Nursing Skills Video: (please view **prior** to coming to lab) **Hand Washing Skills Performance** https://www.youtube.com/watch?v=FyL94devFBk Sensory: Read Potter & Perry Ch. 38 Assign sensory worksheets for next lab

Supplies to bring:

- Electronic device and/or printed syllabus

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 1: Skill Performance Checklist: Hand Washing

Student _____ _____ Date_____

Time started _____Time ended _____Five minute warning_____

*Critical Items must be performed correctly for successful completion

		S	U
	1. Inspect surfaces of hands for breaks or cuts.		
	2. Inspect hands for heavy soiling.		
	3. Push wristwatch and clothing sleeves above wrists.		
	4. Remove rings during washing.		
	5. Stand in front of sink, keeping hands and clothing away from sink surface.		
	6. Turn on water and regulate to a warm temperature.		
	7. Avoid splashing water onto clothing.		
	8. Wet hands and wrists thoroughly under running water. Keep hands and forearms lower than elbows during washing.		
	9. Apply a small amount of soap and lather thoroughly.		
	10. Wash hands using plenty of lather for at least 10-15 seconds. Interlace fingers and rub palms and back of hands with circular motion at least 5 times each keeping fingers down.		
	11. Clean fingernails with additional soap or orangewood stick.		
	12. Rinse hands and wrists thoroughly, keeping hands down and elbows up.		
	13. Dry hands thoroughly from fingers to wrists and forearms with paper towel.		
	14. Discard paper towel in proper receptacle.		
	15. Turn off water faucet, using clean dry paper towel. Avoid touching handle with hands.		

Date	Faculty Signature

Revised 8/12

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 1: Handwashing & Vital Signs

Objectives

1. Demonstrate the procedure for proper hand washing.
2. Demonstrate the steps used in assessing: body temperature, apical & peripheral pulses, respirations, blood pressure, oxygen saturation
3. Demonstrate accurate recording of vital signs.

Content	Learning Activities
Handwashing Checkoffs Vital Signs Temperature Pulse Respiration Blood Pressure Respirations Ht/Wt Peripheral Pulses Apical-Radial Deficit Common terms and abbreviations wksht	Read: Potter & Perry, Ch. 14 (p. 251-253) & Ch. 15 Nursing Skills Vital Signs and Physical Assessment • Measuring Body Temp: Oral, Temporal, Tympanic • Measuring Pulse Rate & Rhythm: Radial, Apical • Measuring Blood Pressure including Orthostatic BP • Assessing Respirations Depth, Rate, Rhythm • Assessing Oxygen Saturation • Assessing Apical-Radial Deficit • Assessing Height/Weight Nursing Skills Video: (please view **prior** to coming to lab) **Vital Signs Skills Performance** https://www.youtube.com/watch?v=YNlvVqutBgw

Supplies to bring:

- Watch w/ second hand
- B/P cuff
- Stethoscope
- Skills Performance Checklist for Handwashing & Vital Signs

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 2: Skill Performance Checklist: Vital Signs

Student _____ Date_____

Time started _____Time ended _____Five minute warning_____

*Critical Items must be performed correctly for successful completion

	Procedure for obtaining **blood pressure:**	S	U
	1. Knock and introduce self to client.		
	2. Explain purpose of visit.		
	3. Perform hand hygiene.		
	4. Remove all clothing from area where BP is to be taken		
	5. Assuming use of the upper arm, locate the brachial pulse.		
*	6. Apply BP cuff 1-2 inches above antecubital space. Place the balloon of the cuff over the brachial pulse site.		
	7. Locate the radial pulse.		
	8. Inflate cuff until the radial pulse is no longer palpable and note the number.		
*	9. Deflate the cuff and add 30 to the number from Step 8.		
	10. Wait 30 seconds to one minute before proceeding with the BP (take other vital signs or visit with the client).		
	11. Return to BP. Insert earpieces of stethoscope into ears and place the bell side of the amplifier over the brachial pulse site.		
	12. Inflate the cuff to the number calculated in Step 9.		
*	13. Slowly deflate the cuff by 2-3 mm/Hg and listen for the first sound (Systolic number) and continue listening until the last sound is heard (Diastolic number).		
	14. Remove the cuff and ensure client comfort.		

	Procedure for obtaining **pulse:**	S	U
*	1. Place tips of first two or middle three fingers of hand over groove, along thumb side of client's inner wrist to palpate pulse. Obtain a 30 second radial pulse measurement and multiply by 2.		

	Procedure for obtaining **respirations:**	S	U
	1. Assist client into a comfortable position, preferably sitting or lying with chest visible.		
*	2. Place client's arm in a relaxed position across the abdomen or lower chest, or place nurse's hand directly over client's lower abdomen.		
*	3. Using second hand on watch, count rate for 30 seconds and multiply by 2. Be sure to observe for rhythm and depth.		

Date	**Faculty Signature**

Revised 1/14

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 3: Physical Assessment & Bedside Care

Objectives

1. Perform a baseline health assessment using head to toe technique.
2. Practice documentation of health assessment.
3. Demonstrate the correct procedure for making an unoccupied and occupied bed.
4. Demonstrate safe techniques when transferring, moving, and lifting patients.

Content	Learning Activities
Health Assessment Physical Assessment Hygiene Care Pericare Bed making Unoccupied Occupied Bedpan placement Body Mechanics	Read Potter & Perry Ch. 16 & 29 Review Jarvis, Chapter 20 Nursing Skills: Hygiene Perform bed bath on student partner Pericare Making the Occupied Bed Making the Unoccupied Bed Bowel Elimination Assisting the Client to Use Bedpan Body Mechanics-Activity Utilizing Safe Lifting Practices, Moving Client up in Bed, Transferring Client Between Bed and Chair Baseline assessment –student partner Nursing Skills Video: (please view **prior** to coming to lab) **Baseline Assessment** **http://www.youtube.com/watch?v=uDmYQhgjFTE**

Supplies to bring:

- Watch w/ second hand
- Bp cuff
- Stethoscope
- Pen light

Grayson College
Associate Degree Nursing
RNSG 1119

Skill Performance Checklist: Physical Assessment

Student _____ _____ Date_____

Time started _____Time ended _____Five minute warning_____

*Critical Items must be performed correctly for successful completion

		S	U
*	**1. Initial Assessment/ General Survey** Look-check-connect Is everything attached patent & working properly? Signs of distress; behavior; affect State of health (nutrition/hygiene)		
*	**2. Communication/Relationship to patient** ID-name, dob, allergies Chief concern Appropriate explanation of actions Body Mechanics Present professionally Provide modesty/privacy		
*	**3. Vital Signs** Blood pressure ____/____ Pulse_____ Resp Rate____ O2 sat _____ Temp _____ Pain? ___ Location? ____ Frequency? _____ Descriptors? _____		
	4. HEENT-Neurological Alert & oriented x 4 (person, place, time, situation) All extremities equal strength No parenthesis or numbness Nose/mouth Verbalization clear & understandable Hearing deficit/external ears Vision/PERRLA/eyes		
	5. Integumentary Skin warm, dry, intact, skin color within patient's norm; turgor Lesions, rashes, redness, breakdown Surgical site and/or dressing IV site: Asymptomatic(redness, warmth, edema)		
	6. Cardiovascular Apical rate & describe rhythm Auscultate 4 cardiac sites & identify S1/S2 No calf tenderness Capillary refill < 3 seconds/ nailbeds Mucosa membranes-color, moisture No peripheral edema No JVD Peripheral pulses (Radial x 2; Pedal x 2)		
	7. Respiratory Inspect thorax- rhythm, symmetrical expansion Auscultate & describe breath sounds x 5 lobes (anterior & posterior) Accessory muscle use Cough-productive or non-productive		
	8. Gastrointestinal Abdominal shape/contour Auscultate bowel sounds x 4 quads & describe (hyper, normo, hypo) No pain with palpation Continent of stool/last BM N/V/diarrhea if eating: tolerates diet Bruits/ pulsations		
	9. Genitourinary Able to empty bladder completely without pain Assess urine color/odor Continent of urine/last void Hematuria		
	10. Musculoskeletal Absence of joint swelling and tenderness Extremities are symmetrical & in alignment At Risk for Falls? Level of needed assistance w/ ADLs ROM Ambulate with steady gait Grip strength		

Date	**Faculty Signature**

Rev 12/16

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 5: Medication Administration: Part 1

Objectives

1. Review the principles & steps in medication administration.
2. Demonstrate correct technique in non-parenteral medication administration.
3. Practice non-parenteral medication administration.
4. Demonstrate correct technique in recording non-parenteral medication administration.

Content	Learning Activities
Medication administration Procedure Non-parenteral meds Practice utilizing Nursing Drug Handbook	Read: Potter & Perry Ch. 17 Nursing Skills: Administering Oral Medications Administering Dermatologic Meds (including transdermal patch) Administering Opthalmic Medications Administering Otic Medications Administering Nasal Medications Administering Inhaled Medications (including Metered-Dose and using a spacer) Nursing Skills Video: (please view **prior** to coming to lab) **Medication Administration Skills Performance** https://www.youtube.com/channel/UCV7xrCqg92VF0rETQuX9P0w

Supplies to bring:

- Saunders Nursing Drug Handbook

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 6: Skill Performance Checklist: Medication Administration

Student _____ _____ Date_____

Time started _____Time ended _____Five minute warning_____

*Critical Items must be performed correctly for successful completion

		S	U
*	1. Compare HCP order sheet with MAR. Verbalize the six rights. Know start/stop dates. Check for allergies.		
*	2. Perform hand hygiene and gather equipment.		
*	3. Remove medications from drawer/shelf. One at a time: Read name of medication from MAR. Check label FIRST time when taking medication from drawer/shelf. Calculate dose if necessary.		
*	4. Prepare medication for transport to patient's room. a. Check label a SECOND time as the medication is being prepared. b. Unit dose meds: LEAVE in individual container. c. Bottled tablets or capsules: pour into bottle cap and transfer to cup. d. Liquids: place cap upside down on counter and pour medication at eye level.		
*	5. Check label of medication a THIRD time. a. Unit dose labels: as medication is being opened at the bedside. b. Non-unit dose labels: as medication container is returned to drawer.		
*	6. Take medication AND MAR to bedside.		
*	7. Identify client: a. Compare armband with MAR (a DIRECT COMPARISON). b. Use a 2nd form of ID – birth date or hospital number. c. Check client allergies.		
*	8. Explain medications and procedure as necessary.		
*	9. Give Medication with liquid as needed.		
*	10. Stay with client until assured that medication has been swallowed.		
	11. Discard medication containers.		
*	12. Chart procedure on appropriate documentation form.		

Date	Faculty Signature

Revised 8/12

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 7: Intake & Output, Nursing 1 Skills, Specimen Collection, Isolation Procedures, Therapeutic Diets, & Therapeutic Equipment

Objectives

1. Calculate the intake and output for specific examples.
2. Demonstrate the correct procedure for discontinuing a urinary catheter and IV.
3. Identify specimen collections.
4. Demonstrate the correct procedure for applying and removing PPE.
5. Recognize a variety of hospital diets.
6. Identify different types of therapeutic equipment.
7. Discuss the purpose of the different types of therapeutic equipment.

Content	Learning Activities
Intake and Output Nursing 1 Skills D/C Foley and IV Empty Foley Catheter bag Specimen Collection Isolation Procedures Applying & removing PPE Therapeutic Diets Therapeutic Equipment	Read Potter & Perry Ch. 14 (p. 261, Box 14-12); Ch. 18 (p. 474-476); Ch. 30 (821-825); Ch. 33 (p. 921-924; 931-932); Ch. 34 (p. 964-965; 972-974; 987-988); Ch. 35 (p. 1001-1004); Ch. 36 (p. 1053-1055) Nursing Skills: <u>Intravenous Therapy</u> Discontinuing a Peripheral IV Line <u>Urinary Elimination</u> Removing an Indwelling Catheter Emptying the Urine Drainage Collection Bag <u>Circulatory Support</u> Applying Elastic Stockings Applying Pneumatic External Compression Device <u>Oxygen and Ventilation</u> Administering Oxygen (NC & mask) Using an Incentive Spirometer <u>Diagnostic Testing</u> Occult Diagnostic Test on a Stool Specimen Collecting a Specimen for Culture: Sputum Collecting a Specimen for Culture: Throat Collecting a Specimen for Culture: Nasal Collecting a Specimen for Culture: Urine Collecting a Specimen for Culture: Wound

Supplies to bring:

- Watch w/ second hand
- stethoscope
- Lab kit w/ PPE
- Potter & Perry Essentials for Nursing book

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 8: Medication Administration Part 2: Parenteral Injections

Objectives

1. Review principles in administration parenteral injections.
2. Identify landmarks for subcutaneous, intramuscular & intradermal injection sites.
3. Demonstrate the correct technique in administering a subcutaneous, intradermal & intramuscular injections.

Content	Learning Activities
Parenteral medication administration Principles Techniques Landmarks Administration Intradermal, subcutaneous, IM, Z-track Withdrawal from vial and ampule Mixing medications	Read: Potter & Perry Ch. 17 Nursing Skills Video: (please view **prior** to coming to lab) **Administering Parenteral Injections Skills Performance** Administering Parenteral Medications 1) Preparation: https://www.youtube.com/watch?v=y5nLbqPA3-w 2) Landmarks: https://www.youtube.com/watch?v=xvF4Ka0GXMU&feature=em-share_video_user 3) Administration: https://www.youtube.com/watch?v=mqufZk1ALyA

Supplies to bring:

- Lab kit w/ injection supplies
  - Demo-dose Inject Ed
  - Vials and ampules
  - All syringes and needles

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 9: Skill Performance Checklist: Medication Administration Part 2-Parenteral Injections

Student _____ Date_____

Time started _____ Time ended _____ Five minute warning_____

*Critical Items must be performed correctly for successful completion

	Landmarks	**S**	**U**
*	1. Name the six rights.		
*	2. Assess for allergies.		
*	3. Identify the landmarks for the following: a. ID b. SQ c. IM		

	Drawing Up and Mixing Medications	**S**	**U**
	1. Determine whether the size of the muscle is appropriate for the volume of medication.		
	2. Organize the equipment needed for prescribed injections.		
	3. Perform hand hygiene.		
*	4. Correctly prepare the prescribed IM injection from the vial.		
*	5. Correctly prepare the prescribed ID injection from the vial.		
*	6. Correctly prepare the prescribed SQ injection by mixing the medications from two vials		

	Intramuscular, Subcutaneous, and Intradermal Injections	**S**	**U**
	1. Provide client privacy.		
	2. Prepare the client.		
	3. Don gloves.		
	4. Clean the **IM** site with an antiseptic swab. Use a circular motion starting at the center and moving outward about 2 inches.		
	5. Discard the swab and allow the skin to dry prior to the injection.		
*	6. Prepare the IM injection syringe by removing the needle cover and discard without contaminating the needle.		
*	7. Inject the needle using the appropriate method and aspirate for presence of blood.		
*	8. If no blood present, inject medication at a rate of 10 sec/mL.		
	9. Remove the needle after 10 seconds and apply gentle pressure with gauze. Place a band-aid if site is bleeding.		
*	10. Activate the needle device or discard uncapped needle.		
	11. Clean the **ID** site with an antiseptic swab. Use a circular motion starting at the center and		

	moving outward about 2 inches.		
	12. Discard the swab and allow the skin to dry prior to the injection.		
*	13. Prepare the ID injection syringe by removing the needle cover and discard without contaminating the needle.		
*	14. Pull the skin taut and inject the needle at a 5-15 degree angle.		
*	15. Inject the medication slowly, producing a small wheal/bleb.		
	16. Remove needle quickly. Place gauze or band-aid if site is bleeding.		
*	17. Active the needle device or discard uncapped needle.		
	18. Clean the **SQ** site with an antiseptic swab. Use a circular motion starting at the center and moving outward about 2 inches.		
	19. Discard the swab and allow the skin to dry prior to the injection.		
*	20. Prepare the SQ injection syringe by removing the needle cover and discard without contaminating the needle.		
*	21. Pinch/Spread the skin (approp. per site) and inject the needle at a 45 deg or 90 deg angle (approp. per site).		
*	22. Inject medication at a rate of 10 sec/mL.		
	23. Remove needle after 5 seconds and apply gentle pressure with gauze. Place a band-aid if site is bleeding.		
*	24. Activate the needle device or discard uncapped needle.		

Date	**Faculty Signature**

Revised 4/15

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 10: Practice Medication Scenarios

Objectives

1. Participate in patient scenario to recognize common safety hazards.
2. Actively participates in role playing and simulation scenarios.
3. Contributes to the debriefing process using a positive approach.
4. Discuss common sensory changes that normally occur with aging.
5. Participate in activity utilizing different barriers to sensory function.

Content	Learning Activities
Simulation Medication Scenarios Safety Activity Sensory Activity	

Supplies to bring:

- Saunders Nursing Drug Handbook
- Stethoscope

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 11: Simulation & Assessment

Objectives

1. Actively participates in role playing and simulation scenarios.
2. Contributes to the debriefing process using a positive approach.

Content	Learning Activities
Simulation Polly Colbert Assess mannequins Bowel sounds Lung sounds Heart sounds Assess Buttocks-pressure ulcers Testes-tumors Breasts-tumors	

Supplies to bring:

- Watch w/ second hand
- Bp cuff
- Stethoscope
- Pen light
- Pencil/paper

Note: Wear your scrubs

Grayson College
Associate Degree Nursing
RNSG 1119

Lab 12: Simulation- Standardized Pediatric Assessments

Objectives

1. Demonstrate understanding of pediatric assessment and how it varies from assessment of an adult patient.
2. Demonstrate performance of a thorough pediatric assessment based on patient's age of development.
3. Contributes to the debriefing process using a positive approach to evaluate performance and areas that need improvement.

Content	Learning Activities
Pediatric Assessment	Review: Powerpoint with Pediatric Lifespan Considerations Potter & Perry: Ch. 15 McKinney, et al: (p. 808-809, 923-928, 940)

Supplies to bring:

- Watch w/ second hand
- Bp cuff
- Stethoscope
- Pen light
- Pencil/paper
- Clipboard
- Jarvis Physical Assessment Pocket Companion

Note: Wear your scrubs