

GRAYSON COLLEGE
ASSOCIATE DEGREE
NURSING PROGRAM



NURSING 2
Skills Lab
RNSG 1144
Spring 2017

Course Information

RNSG 1144, Intermediate Skills, Spring 2017

Professor Contact Information

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

BIOL 2302, 2102, 2301, 2101, 2321, 2121; RNSG 1523, 1119, 1460. RNSG 1144 must be taken concurrently with RNSG 2404 and RNSG 1461. RNSG 1144, 2404, and 1460 must all be passed to progress to the third semester of the Nursing Program.

Course Placement: Second semester of the nursing program.

Course Description

Study of the concepts and principles necessary to perform intermediate or advanced nursing skills; and demonstrate competence in the performance of nursing procedures. Topics include knowledge, judgment,

skills, and professional values within a legal/ethical framework. This course must be taken concurrently with RNSG 2404 and RNSG 1461.

Student Learning Outcomes (WECM)

Describe concepts and principles that are basic to the safe performance of nursing skills for care of diverse clients across the life span; and demonstrate competence in the performance of nursing procedures.

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:

Lab Rules

Please do not eat in any part of the lab and 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.

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Skills Check Off

Objectives:

1. Review and check off on skills from Nursing 1: Vital signs, sterile dressing changes, assessment, oral and parenteral medication administration. Find the skills check off forms under Student Success in Canvas.

Content	Learning Activities
Skills Review Vital signs Assessment Oral medication administration Parenteral medication administration	Review skill check off sheets prior to the first lab. Practice in Lab practice room prior to first lab day.

Other Skills Check off sheets are located under Student Success in Canvas

Lab Schedule:

Additional skills information can be found in Student Success.

Jan 24	Skills Check Off
Jan 30 or 31	IV Insertion/Blood Draw Skills
Feb 7	IV Insertion/Blood Draw Check Off
Feb 13 or 14	CVC Skills
Feb 21	CVC Check Off
Feb 27 or 28	IVP/IVPB Skills
Mar 7	IVP/IVPB Check Off
Mar 20 or 21	Indwelling Catheter Insertion Skills
Mar 28	Indwelling Catheter Insertion Check Off
Apr 3 or 4	Enteral Med and NG Insertion Skills
Apr 11	Enteral Med and NG Insertion Check Off
Apr 17 or 18	Preparation Day for Teaching Presentations
Apr 24 or 25	Teaching Presentations/Course Evaluations

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 1144 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](tel:903-463-8714))
- Dr. Dava Washburn, Title IX Coordinator ([903-463-8634](tel:903-463-8634))
- Dr. Kim Williams, Title IX Deputy Coordinator- South Campus ([903\) 415-2506](tel:903-415-2506))
- Mr. Mike McBrayer, Title IX Deputy Coordinator ([903\) 463-8753](tel:903-463-8753))
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: ([903\) 463-8777](tel:903-463-8777)- Main Campus) ([903\) 415-2501](tel:903-415-2501) - South Campus)

- GC Counseling Center: [\(903\) 463-8730](tel:9034638730)
 - For Any On-campus Emergencies: 911
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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

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Teaching

Objectives

1. Develop a written teaching plan.
2. Present health care class utilizing appropriate teaching methods.

Content	Learning Activities
Reference books (Evidence based) Materials for presentation Selection of topic	

Teaching Plan Guidelines

Teaching plans will be presented in Lab as scheduled on lab calendar.

This is a formal teaching plan, not just a short “how to”. It should teach a client some aspect of care needed for themselves or a significant other.

The teaching plan can be a 2-3 person group teaching plan. However, speaking time must be equally shared by all.

A ‘sign up list’ will be available from your skills lab instructor for the topic that you choose. No duplication of topics, please.

Develop your written teaching plan using the form attached.

Use at least two professional journal articles to research your topic. One reference must be obtained from a professional site on the internet. Do not use a classroom textbook for one of your references.

The teaching plan should be presented as if you were actually instructing a client (or group of clients, if appropriate for your topic). You may role play, or instruct the entire group as the client. However, it will be presented in front of the entire lab group.

Incorporate pediatrics in the presentation.

Use any teaching method appropriate for your topic; interactive group, lecture, power-point, overheads, posters, etc.

You may pretend that you are in the hospital, physician’s office, home, clinic, etc.

Provide lab classmates with any appropriate materials – brochures, handouts, goodies.

Posters will be displayed for all classmates to view. The presentation of your teaching plan should be no less than 10 minutes, but no more than 15 minutes. Points will be deducted for presentations not meeting this criterion.

Turn in your written teaching plan along with any written materials handed out and copies of the research articles to your lab instructor.

Access to Internet Library Resources

To access peer reviewed journals including evidence-based practice required for assignments:

1. Login to the GC main page
2. Under the home tab, look for Campus Resources in the middle of the screen
3. Click on Library
4. Click on the Journals tab
5. Click on More Databases
6. Click on Health and Medicine or another appropriate Database
7. Choose an appropriate Database (ie. Medline)
8. Search by subject or keywords
9. If you are off campus and are prompted for a login/password – use your Canvas login/password.

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Client/Family Teaching Plan

Student: _____ **Date:** _____

Nursing Diagnosis: _____

Client Behavioral Objectives: As a result of this lesson, the client will:

(action verb)

(expected learning)

Content: (on back or on separate page)

Critical elements of Lesson (Review with client):

Related Medical Terminology & Definitions:

Teaching methods and visual aids used in teaching content:

Evaluation: What criteria will you use to determine if your teaching plan is effective? List at least one criteria for each client behavioral objective

How would you change your teaching plan to teach a client of the opposite age group (adult vs. pediatric)?

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Client Teaching Plan Evaluation

Student _____ Date _____

Topic _____

Criteria	Maximum Points	Awarded Points
I. Topic		
a. health-related	10	
b. appropriate for a group of clients	10	
c. key points/steps covered accurately	10	
II. Presentation		
a. appropriate length (10-15 minutes)	10	
b. handouts appropriate for a group	10	
c. visual aids used effectively	10	
d. well-organized	10	
III. Research/Documentation		
a. professional resources (minimum 2) within 5 years (not from a textbook; from scientific/professional nursing or medical journals)	10	
b. resources cited (attached to Teaching Plan form)	10	
IV. Teaching Plan form completed	10	
Total Points	100	

Lab Instructor _____