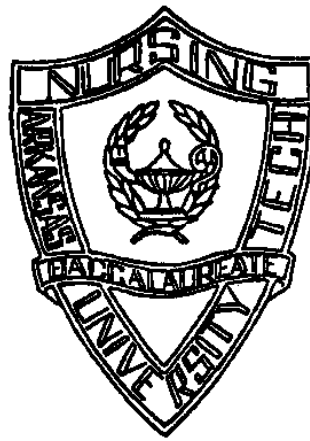


ARKANSAS TECH UNIVERSITY

Department of Nursing



NURSING SKILLS I
NUR 3103

Fall 2009

TABLE OF CONTENTS

COURSE OVERVIEW	2
REQUIRED TEXTS	3
CONDUCT OF THE COURSE.....	4
POLICIES.....	5
SKILLS VALIDATION GUIDELINES	6
TOPICAL OUTLINE.....	7
READING INDEX	8
UNIT I-A, MEDICAL ASEPSIS	9
UNIT I-B, BODY MECHANICS	10
UNIT I-C, PERSONAL HYGIENE. AND CARE	11
UNIT I-D, FEEDING THE PATIENT	12
UNIT II-A, DOCUMENTATION AND COMMUNICATION	13
UNIT III-A, VITAL SIGNS	14
UNIT IV-A, BOWEL ELIMINATION.....	15
UNIT IV-B, BLADDER ELIMINATION	16
UNIT V-A, ORAL AND TOPICAL MEDICATIONS	17
UNIT V-B, PARENTERAL MEDICATIONS	18
UNIT VI-A, EXERCISE, AMBULATION, RANGE OF MOTION	19
UNIT VI-B, RESTRAINTS	20
UNIT VII-A, SURGICAL ASEPSIS	21
SKILLS CHECK OFF	22
STUDENT RELEASE FORM.....	25

ARKANSAS TECH UNIVERSITY
DEPARTMENT OF NURSING

COURSE: NUR 3103

TITLE: NURSING SKILLS I

CREDIT HOURS: THREE (3) HOURS

CONTACT HOURS: FOUR (4) HOURS

PLACEMENT: FALL OF JUNIOR YEAR

INSTRUCTORS:

Additional faculty will be available for guest lectures and check-offs.

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COURSE DESCRIPTION:

The course provides the student with theory and guided practice of basic psychomotor skills. Practice is in a multi-media laboratory setting. Emphasis is on skills needed in the care of the client throughout the life cycle. Supportive nursing behaviors are stressed as the student is introduced to skills used in caring for individual clients. Before utilizing these skills in the health care setting the student must demonstrate confidence in his/her ability and perform the psychomotor skills in the skills laboratory according to set procedures.

INSTRUCTIONAL RESOURCES:

AUTO-TUTORIAL MATERIALS:

Available in the Student Learning Laboratory and Audio-Visual Laboratory for student use.

REQUIRED TEXTBOOKS:

Taylor, C., Lillis, C., LeMone, P. & Lynn, P. (2008). Fundamentals of Nursing. (6th Ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Lynn, P. (2008). Taylor's Clinical Nursing Skills: A Nursing Process Approach (2nd Ed.). Philadelphia: Lippincott, Williams & Wilkins.

Justification/Rationale for the Course

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals.

COURSE OBJECTIVES:

Upon successful completion of this course, the nursing student will:

1. Identify the scientific principles basic to the selected nursing skills.
2. Demonstrate the ability to perform selected nursing skills according to procedure.
3. Utilize the latest technology available to perform skills at the bedside.

EVALUATION

1. Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 68-74

F = 67 and below

There will be no rounding of grades below 75%.

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program.
3. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must remove the "I" before progressing to the next nursing level.
4. Examinations are administered according to schedule. Students missing an exam for any reason will take the exam the first day they return to class. The format/method of administration of the test may be changed. There will be no review of final exams.
5. You will be responsible for having the instructor sign your permanent skills check list from Level I through Level IV of the program..
6. Composition of Grade

Daily Quizzes.....	10%
Unit Tests.....	75%
Comprehensive Final Exam.....	15%
	100%

CONDUCT OF THE COURSE

Teacher Role: Demonstrator, Planner, Evaluator, Supporter.

Student Role: Learner, Care giver, Communicator, Collaborator.

Teaching-Learning Strategies:

Lecture, discussion, audiovisual materials, including computer assisted instructional programs, and skills demonstration in the Learning Resources Laboratory.

POLICIES

Class Attendance:

1. Regular attendance in Skills I is required; even excused absences must be compensated for by making arrangements to take required tests and validate the skills at the convenience of the Instructor. Students unable to attend a regularly scheduled laboratory session must contact the Instructor, prior to the absence if possible, and make-up laboratory time will be arranged.
2. If a consistent pattern of absences (2 absences) from class develops, the situation will be evaluated and managed by the faculty and/or the level team, and may result in the student being dropped from the course. Three tardies will be converted into one class absence. Because skills is a prerequisite of Practicum I the student could not progress to Practicum I if unable to complete Skills I.

Dress and Behavior:

1. The dress code of the Department of Nursing is the same as that of Arkansas Tech University. The nursing student is expected to dress appropriately while attending class.
2. Drinking, eating, and using any form of tobacco are not allowed in Skills or AV labs.

NURSING SKILLS VALIDATION GUIDELINES

NOTE: Skills validation may be videotaped.

1. During the semester each student will demonstrate the ability to perform specific skills. This return demonstration will be done in the presence of the assigned faculty member. Skills are graded as "Pass" or "Fail". Each student must achieve "PASS" on each skill. Skills will be graded according to Taylor's Clinical Nursing Skills (2nd Ed.).
2. A sign-up sheet will be posted for each return demonstration.
3. Students failing to keep a scheduled return demonstration **without notification will lose two (2) points off the final grade** for each occurrence.
4. Times for return demonstration will usually be scheduled outside regular hours.
5. A student failing to validate a skill will be asked to arrange for additional practice time. It is the responsibility of the student to seek assistance from the Instructor as needed.
6. If the student is to progress in practicum and skills, each skill must be successfully validated before the next skill is scheduled for check-off. If the student does not validate the skill before the next check-off begins, withdrawal from the Skills I course will be necessary.
7. A student **may repeat only one skill during the semester**. Repeat validation and practice must be done outside of scheduled laboratory time. A minimum of one day must elapse before repeating this skill. Scheduling of all skills validations and practice sessions are the responsibility of the student.
8. Repeat validations will be scheduled at the convenience of the faculty.
9. A student's performance will be discussed by the Level faculty if the student demonstrates any apparent lack of seriousness in the pursuit of skill competency. The apparent lack of seriousness places the student at risk for being required to withdraw from **Skills I**.
10. Please retain skills check list throughout Levels 0-IV. It will be validated not only during skills check-offs, but also during clinicals. Please bring it with you for each check-off time.

TOPICAL OUTLINE
NURSING SKILLS I -- NUR 3103

I. Comfort and Safety

- A. Medical Asepsis
- B. Body Mechanics
- C. Personal Hygiene and Care
- D. Feeding the Patient

II. Communication

- A. Documenting and Reporting

III. Assessment - Vital Signs

IV. Elimination

- A. Bowel
- B. Bladder

V. Medications

- A. Oral and Topical Medications
- B. Parenteral Medications

VI. Mobility/Immobility

- A. Exercise and Ambulation
- B. Restraints

VII. Surgical Asepsis

- 1. Gowning, Gloving
- 2. Preparing Sterile Field
- 3. Wound Care

NURSING SKILLS AND READING INDEX

TOPIC	SKILL	TEXT PAGES	
I. Comfort and Safety			
A. Medical Asepsis	Hand washing	<u>Taylor, Lillis, LeMone/Lynn:Skills</u> p. 708-718	Ch. 4, p.121
B. Body Mechanics	Lifting Turning Positioning	p. 1265-1269	Ch. 9, p. 459
C. Personal Hygiene and Care	Hair, Nail, and Mouth Care Bathing and Skin Care Dressing Patient Bed Making Bed pan/Urinal use	p. 1125-1179	Ch. 7, p. 325
D. Assisting with Nutrition	Feeding the Patient Intake and Output	p. 1411-1481	Ch. 11, p. 593
II. Communications			
	Documenting & Reporting	p. 351-387	Worksheets
III. Assessment			
A. Vital Signs	B.P., T.P.R. Head to Toe Assessment	p. 555-596	Ch. 1, p. 3
IV. Elimination			
A. Bowel	Enema	p. 1549-1600	Ch. 13, p. 703
B. Bladder	Catheterization	p. 1483-1548	Ch. 12, p. 631
V. Medications			
A. Oral and Topical	Adm. Oral and Topical Meds	p. 767-868	Ch. 5, p. 151
B. Parenteral	IM Meds		
VI. Mobility/Immobility			
A. ROM	Exercise Range of Motion Ambulation	p. 1259-1333	Ch. 9, p. 459
B. Restraints		p. 678-681	
VII. Surgical Asepsis			
	Opening and Closing Sterile Packages	p. 718-720	Ch. 8, p. 373
	Wound Care	p. 1181-1200	Ch. 2, p. 43
	Final Assessment & Documentation	p. 597-648	

NUR 3103 NURSING SKILLS I
UNIT I: Comfort and Safety
FOCUS A: Medical Asepsis

OBJECTIVES

On completion of this unit, the student will:

1. Define terminology related to medical asepsis.
2. Relate principles from biological sciences to the concept of medical asepsis.
3. Describe at least four (4) factors necessary for micro-organisms to cause disease.
4. Discuss the six (6) components of the chain of infection.
5. Discuss measures that strengthen the body's barriers.
6. Describe hand washing, standards of dress and cleaning relative to medical asepsis.
7. Demonstrate the correct hand-washing technique as outlined in text.
8. Define the nurse's role in teaching medical aseptic practices to the patient

Laboratory Demonstration: Return demonstration, handwashing

NUR 3103 NURSING SKILLS I
UNIT I: Comfort and Safety
FOCUS B: Body Mechanics

OBJECTIVES

On completion of this unit, the student will:

1. Apply principles of force and motion as they relate to patient mobility.
2. Demonstrate the use of principles of body mechanics when delivering nursing care to individuals.
3. Discuss reasons for using proper body mechanics.
4. Discuss the manner of assessing the patient's ability to function independently or to assist in mobility.
5. Discuss methods of maintaining proper body alignment when lifting, moving, transporting, and ambulating patients.
6. Identify the positions used to assist the patient to maintain proper body alignment and promote optimal physiological functions.
7. Demonstrate basic body mechanics.
8. Demonstrate lifting, moving, transporting, and ambulating patients according to procedures outlined in text.

NUR 3103 NURSING SKILLS I
UNIT I: Comfort and Safety
FOCUS C: Personal Hygiene

OBJECTIVES

On completion of this unit, the student will:

1. Relate principles from the bio-psycho-social sciences to the concept of personal hygiene.
2. Define selected terms and abbreviations relating to personal hygiene.
3. Describe variations in the hair, nails, mouth, and eyes from infancy to aging.
4. Identify measures to maintain the client's comfort and safety while doing selected procedures.
5. Demonstrate the ability to perform selected techniques in the care of the hair, nails, mouth, and eyes according to procedures in text.
6. Relate principles from the bio-psycho-social sciences to the assessment, care, and functions of the skin.
7. Discuss the effects of sociocultural influences on hygienic practices of individuals.
8. Discuss various methods for bathing patients of different age groups.
9. Describe the assessment of the patient to be done while bathing patient or assisting patient in self care.
10. Discuss the documentation of skin, hair, nail, mouth, and eye care assessment.
11. Outline ways to encourage the patient to be as independent as possible in maintaining their own personal hygiene.
12. Demonstrate the ability to perform and document bathing and skin care techniques according to procedure in text.
13. Identify essential factors in dressing and undressing individuals.
14. Describe the essential aspects of putting on and removing elastic stockings.
15. Identify the scientific principles and terminology related to bed making.
16. Identify assessment data required before making a patient's bed.
17. Describe five (5) types of hospital beds.
18. Identify accessory devices for hospital beds that are required by some patients.
19. Demonstrate the ability to prepare hospital beds according to procedure outlines in text.
20. Relate scientific principles to positioning for bowel and bladder elimination.
21. Describe various types of bedpans and urinals.
22. List reasons to using bedpans and urinals.
23. Discuss the data needed to record the result of bedpan and urinal use.
24. Identify common characteristics of normal and abnormal urine and feces.
25. Identify assessment data required for giving and removing bedpans and urinals.
26. Describe measures to maintain the patient's physical and psychological comfort and safety during the use of bedpans and/or urinals.
27. Demonstrate the ability to assist the patient to use the bedpans and/or urinal according to technique outlined in text.

Laboratory Demonstration: Return demonstration, bathing & bedmaking

NUR 3103 NURSING SKILLS I
UNIT I: Comfort and Safety
FOCUS D: Feeding the Patient

OBJECTIVES
<p>On completion of this unit, the student will:</p> <ol style="list-style-type: none">1. Apply principles relative to nutrition and patient feeding.2. Know guidelines and principles basic to feeding techniques.3. Describe the biopsychosocial, cultural, and spiritual factors that affect dietary patterns.4. Discuss the elements needed to do a complete nutritional assessment.5. Identify patients with common nutrition problems.6. Discuss the rationales for determining the intake and output of a patient.7. Discuss the data needed to document the method of eating/feeding and the nutritional intake.8. Describe the different therapeutic diets.

On completion of this unit, the student will:

1. Apply principles relative to nutrition and patient feeding.
2. Know guidelines and principles basic to feeding techniques.
3. Describe the biopsychosocial, cultural, and spiritual factors that affect dietary patterns.
4. Discuss the elements needed to do a complete nutritional assessment.
5. Identify patients with common nutrition problems.
6. Discuss the rationales for determining the intake and output of a patient.
7. Discuss the data needed to document the method of eating/feeding and the nutritional intake.
8. Describe the different therapeutic diets.

NUR 3103 NURSING SKILLS I
UNIT II: Communications
FOCUS A: Documentation and Communication

OBJECTIVES

On completion of this unit the student will:

1. Identify two types of health team communication.
2. Recognize commonly used abbreviations prefixes and suffixes.
3. Describe the purpose of the written record and the oral report.
4. Compare and contrast the various methods of charting.
5. Discuss the use of the nursing care plan as a method of written and oral communication.
6. Discuss the data that should be included in an oral report.
7. Discuss the role of the student in recording and reporting to health team members.
8. Discuss the role of the computer in health team communications.

NUR 3103 NURSING SKILLS I

UNIT III: Assessment

FOCUS A: Vital Signs

OBJECTIVES

On completion of this unit, the student will:

1. Identify scientific principles related to body temperature.
2. Discuss the terms used to describe variations from normal body temperature.
3. Describe internal and external factors that can alter body temperature.
4. Demonstrate ability to accurately assess and record the body temperature of an adult and infant.
5. Describe proper and safe methods for cleaning and caring for equipment used for assessing body temperature.
6. Relate scientific principles to the pulse rate.
7. Describe the normal range of the pulse as it relates to age, sex, physical and emotional states.
8. Describe qualitative data (other than rate) needed to assess pulse.
9. List the major sites for assessing pulse.
10. Demonstrate the ability to accurately assess and record pulse
11. Describe the scientific principles in the assessment of the respiratory status of the patient.
12. State the normal range of respiratory rate as it applies to age, sex, emotional and physical state of the patient.
13. Define terminology used to describe respirations.
14. Describe qualitative data (other than rate) needed to assess respirations.
15. Demonstrate the ability to accurately assess and record the respiratory status.
16. Discuss scientific principles related to blood pressure.
17. Identify factors which influence blood pressure.
18. Define terms used to describe normal and abnormal blood pressure.
19. Identify normal ranges of blood pressure as it applies through the life span.
20. Demonstrate the ability to accurately assess and record blood pressure.

Laboratory demonstration: Return demonstration of vital signs

NUR 3103 NURSING SKILLS I

UNIT IV: Elimination

FOCUS A: Bowel Elimination

OBJECTIVES

On completion of this unit, the student will:

1. Apply scientific principles from bio-psycho-social sciences to elimination.
2. Define terms relative to bowel elimination.
3. Outline assessment data relevant to common bowel elimination problems.
4. Compare cleansing, carminative, retention and return flow enemas.
5. Identify types of solution commonly used for enemas.
6. Identify measures to maintain the patient's physical and psychological comfort during the administration of an enema.
7. Demonstrate the ability to administer an enema.
8. Accurately document the enema procedure.

Laboratory Demonstration: S. S. Enema

NUR 3103 NURSING SKILLS I
UNIT IV: ELIMINATION
FOCUS B: Bladder Elimination

OBJECTIVES

On completion of this unit, the student will:

1. Define selected terms relating to urinary elimination.
2. Discuss the similarities, differences in and purposes of the condom, straight, double lumen, and triple lumen catheters.
3. Describe the open, closed, straight, continuous, or intermittent types of urinary drainage systems.
4. Discuss reasons for using different types of catheters and drainage systems.
5. Discuss the rationale for using sterile or clean techniques for catheterization.
6. Identify assessment data required for both sterile and clean technique of catheterization.
7. Identify measures to maintain the patient's physical and psychological comfort and safety.
8. Demonstrate the ability to perform catheterization according to the technique outlined in text.
9. Discuss the documentation for catheterization.
10. Discuss the principles related to intake and output.
11. Discuss the methods of calculating intake and output.

Laboratory demonstration: Return Demonstration, Female catheterization

NUR 3103 NURSING SKILLS I
UNIT V: Medications
FOCUS A: Oral and Topical Medications

OBJECTIVES

On completion of this unit, the student will:

1. Define selected terms pertaining to medication and the types of drug preparations.
2. Discuss the legal implications of the nurses' role in the administration of drugs.
3. Discuss the importance of observation and evaluation of patient's response to a drug.
4. Discuss the psychosocial-cultural factors which influence the use of drugs.
5. Discuss six (6) main routes of drug administration.
6. Describe factors that influence drug action among individuals.
7. Discuss guidelines for administering medications.
8. Describe five (5) common types of medication orders.
9. Describe various types of medication orders and the components needed for a correct order.
10. Outline essential assessment data for administering oral medications and topical medications to the skin, nose, eye, ear, and vaginal areas.
11. Discuss nursing actions which enhance drug effectiveness.
12. Demonstrate the ability to administer oral and topical medications to the ear, nose and eye safely and accurately.
13. Discuss common medication errors and methods of avoid them.
14. Discuss proper methods of documenting the administration of medications.

Laboratory Demonstration: Give PO Medications
Make Drug Cards

NUR 3103 NURSING SKILLS I
UNIT V: Medications
FOCUS B: Parenteral Medications

OBJECTIVES
<p>On completion of this unit, the student will:</p> <ol style="list-style-type: none">1. Identify equipment used for administration of parenteral medications.2. Describe essential aspects of preparing medication from ampules and vials.3. Identify sites commonly used to administer parenteral medications.4. Describe how to locate specific sites for subcutaneous and intramuscular injections.5. List the reasons for using various parenteral sites.6. Demonstrate the ability to administer parenteral injections in the skills laboratory according to procedures outlined in text.7. Accurately record medications administered.
<p>Laboratory Demonstration: Give IM injection</p>

NUR 3103 NURSING SKILLS I

UNIT VI: Mobility/Immobility

FOCUS A: Exercise, Ambulation, Range of Motion

OBJECTIVES

On completion of this unit, the student will:

1. Identify scientific principles from bio-psycho-social sciences relative to exercise (active and passive) and ambulation.
2. Define selected terms relative to active and passive exercise and ambulation.
3. Discuss the guidelines for providing passive range of motion exercise.
4. Identify the exercises requisite to ambulation and crutch walking.
5. Identify assessment data essential to assisting a patient to exercise and ambulate.
6. Discuss measures to maintain the patient's physical safety during exercise and ambulation.
7. Demonstrate the ability to guide and assist patients in active or passive exercise and ambulation according to procedures as outlined in the text.
8. Identify the data needed for documentation of the exercise, ambulation and/or range of motion exercises.

NUR 3103 NURSING SKILLS I

UNIT VI: Mobility/Immobility

FOCUS B: Restraints

OBJECTIVES

On completion of this unit, the student will:

1. Identify the purposes of various restraints.
2. Outline essential guidelines for using restraints.
3. Identify criteria used to select an appropriate restraint.
4. Identify assessment data related to restraining patients.
5. Identify measures used to maintain the patient's physical and psychological comfort and safety.
6. Demonstrate the ability to apply restraints safely and effectively in a simulated situation according to procedure in text.

NUR 3103 NURSING SKILLS I
UNIT VII: Surgical Asepsis
FOCUS A: Wound Care

OBJECTIVES

On completion of this unit, the student will:

1. Discuss the types of wounds and the risk of infection.
2. Describe the process of wound healing.
3. Identify the factors that influence wound healing.
4. Discuss the complications of wounds.
5. Discuss the application of the nursing process to wound care
6. Discuss scientific principles related to nursing actions relevant to wound care.
7. Discuss the types of materials used for dressings.
8. Discuss the purposes and care of drains and suction used in wound care.
9. Demonstrate the application of dry sterile dressing.
10. Demonstrate the application of wet or wet to dry sterile dressing.
11. Demonstrate removal of nonabsorbable sutures and staples.
12. Demonstrate irrigation of a wound.

Laboratory demonstration: Return Demonstration

1. Remove old dressing
2. Clean suture line and stab wound with drain
3. Apply clean dressing

SKILLS CHECK LIST LEVELS I-IV

SKILL	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	SKILL	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials
Patient admission	/	/	/	/	BP: manual	/	/	/	/
Patient discharge	/	/	/	/	BP: (Machine) Leg or Ankle	/	/	/	/
Pt transfer: bed to WC	/	/	/	/	Temp: rectal	/	/	/	/
Pt transfer: WC to bed	/	/	/	/	Temp: axillary	/	/	/	/
Pt transfer: stretcher bed	/	/	/	/	Temp: oral	/	/	/	/
Hand-washing	/	/	/	/	Temp: tympanic	/	/	/	/
Lifting patients	/	/	/	/	Pulse: radial	/	/	/	/
Turning patients	/	/	/	/	Pulse: apical	/	/	/	/
Position patient	/	/	/	/	Cardiac monitor	/	/	/	/
Bath: complete	/	/	/	/	Respirations	/	/	/	/
Bath: partial	/	/	/	/	Pulse ox	/	/	/	/
Bath: shower	/	/	/	/	Surgical scrub	/	/	/	/
Ambulation	/	/	/	/	Gown & glove	/	/	/	/
Active ROM	/	/	/	/	Sterile field	/	/	/	/
Passive ROM	/	/	/	/	Dressing change	/	/	/	/
Skin care	/	/	/	/	Wound cleaning	/	/	/	/
Perineal care	/	/	/	/	Irrigation: wound	/	/	/	/
Hair care	/	/	/	/	Culture collection	/	/	/	/
Nail care	/	/	/	/	Stoma dressing application change	/	/	/	/
Denture care	/	/	/	/	Empty/change ostomy appliance/bag	/	/	/	/
Mouth care: total	/	/	/	/	Suture removal	/	/	/	/
Mouth care: assisted	/	/	/	/	Staple removal	/	/	/	/
TED Hose	/	/	/	/	Ace wrap	/	/	/	/
Flowtron alternating stockings	/	/	/	/	Foley: male	/	/	/	/
Bed-making: unoccupied	/	/	/	/	Foley: female	/	/	/	/
Bed-making: occupied	/	/	/	/	Foley: Cath Removal	/	/	/	/

SKILL	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	SKILL	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials
Bed-making: surgical	/	/	/	/	In and Out cath	/	/	/	/
Meal assistance	/	/	/	/	Catheter irrigation	/	/	/	/
Feeding patients	/	/	/	/	Bladder irrigation	/	/	/	/
Flexi-flow keofeed pump	/	/	/	/	Condom cath application	/	/	/	/
					Urinal Placement/removal	/	/	/	/
					Bedpan Placement/Removal	/	/	/	/
					Urine Collection: sterile	/	/	/	/
					Urine Collection: midstream	/	/	/	/

SKILL	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	SKILL	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials	Date/ Instructor's Initials
Gastrostomy feeding	/	/	/	/	UPT	/	/	/	/
NG tube feeding	/	/	/	/	Urine dip	/	/	/	/
I & O	/	/	/	/	Catheter care	/	/	/	/
Cooling blanket	/	/	/	/	IV to INT/HEP lock	/	/	/	/
Trach care	/	/	/	/	INT/HEP lock removal	/	/	/	/
IV site care	/	/	/	/	IV removal	/	/	/	/
Chest tube care	/	/	/	/	IV tubing change	/	/	/	/
Cord Care	/	/	/	/	PCA pump	/	/	/	/
J P drains	/	/	/	/	Art lines	/	/	/	/
Penrose drains	/	/	/	/	Blood draw from art lines	/	/	/	/
Enema: cleansing	/	/	/	/	Heel stick	/	/	/	/
Enema: fleets	/	/	/	/	Blood draw: vacutainer	/	/	/	/
Enema: SS	/	/	/	/	Blood draw: syringe	/	/	/	/
Harris flush	/	/	/	/	Blood admin.	/	/	/	/
Med: oral	/	/	/	/	Central lines	/	/	/	/
Med: topical	/	/	/	/	Multi-lumen lines	/	/	/	/
Med: SQ	/	/	/	/	Swan-Ganz	/	/	/	/
Med: IM	/	/	/	/	Ventilator patient	/	/	/	/
Med: ear	/	/	/	/	NG tube insertion	/	/	/	/
Med: eye	/	/	/	/	NG tube removal	/	/	/	/
Med: IV	/	/	/	/	NG suctioning	/	/	/	/
Med: IVPB	/	/	/	/	Orogastric suctioning	/	/	/	/
Med: Intradermal	/	/	/	/	ET suctioning	/	/	/	/
Med: rectal	/	/	/	/	Eye irrigation	/	/	/	/
Med: vaginal	/	/	/	/	Ear irrigation	/	/	/	/
Med: Buretrol	/	/	/	/	Glucometer	/	/	/	/
Med: enema	/	/	/	/	Pre-op care	/	/	/	/
Med: saline/hep lock	/	/	/	/	Post-op care	/	/	/	/
Med: NG	/	/	/	/	Oxygen cannula	/	/	/	/
Med: ampule	/	/	/	/	Oxygen: NRB mask	/	/	/	/
Med: vial	/	/	/	/	Oxygen: ET	/	/	/	/
Initiate IV	/	/	/	/	Oxygen: Ambu	/	/	/	/
Regulate IV flow rate	/	/	/	/	Fundal Check	/	/	/	/

ARKANSAS TECH UNIVERSITY
Department of Nursing

Student Release Form

I hereby release Arkansas Tech University, the Arkansas Tech University Department of Nursing, and any nursing faculty members from all responsibility or liability while I am learning or practicing nursing skills with fellow students.

Student: _____ Faculty: _____

Date: _____