

ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NURSING SKILLS II

NUR 3513

Fall 2020

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ARKANSAS TECH UNIVERSITY

Department of Nursing

Course: NUR 3513
Course Title: Nursing Skills II
Credit Hours: 3 Semester Hours
Contact Hours: 4 Hours/Week
Placement: Junior Year
Instructor: Additional faculty will participate in check-offs, as well as guest

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Course/Catalog Description:

Nursing Skills II is a continuation of NUR 3103, Nursing Skills I. Psychomotor skills will consist of supportive and restorative procedures needed for adults and children. The role of the nurse is focused on providing care, communicating appropriate information, and teaching. Simulation of the nurse-client setting is used in the skills laboratories. A faculty member will be present to instruct, coordinate, and supervise the laboratory experiences.

Required Textbooks

Berman, A., Snyder, S., & Frandsen, G. (2016). *Kozier & Erb's fundamentals of nursing* (10th ed.). New Jersey, Pearson.
Cohn/Gilroy-Dooan (2012). *Flip and see ECG*. (4th ed.) Philadelphia, PA: W.B. Saunders.
Hinkle, J., & Cheever, K. (2018) *Brunner & Suddarth's Textbook of Medical- Surgical Nursing*. (14th ed.) Philadelphia, PA: Lippincott, Williams, & Wilkins.

Justification/Rationale for the Course

By the completion of this course the student will progress toward student learning outcomes 1, 2, 3 and 5.

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 student should be able to:

1. Apply the scientific principles and knowledge acquired in the foundation and first- level nursing course in the performance of selected skills.
2. Demonstrate accuracy in the performance of selected psychomotor nursing skills necessary for supportive and restorative care.

Evaluation:

1. Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 68-74

F = 67 or below

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" from his/her record before progressing to the next nursing course.
4. Examinations are administered according to schedule. Make-up exams will be given on the first day the student returns to class. The format of the test may be changed. Daily quizzes cannot be made up as they reflect class attendance.
5. Skills validation - Validation of skills will be completed in the skills lab. Students may be assigned to check off as part of a group, in pairs, or alone. It is the student's responsibility to follow the skills checklists provided. Partner/group selection will be at the instructor's discretion. The student is responsible for seeking assistance from the instructor as needed. 0ALL

SKILLS CHECKOFFS MUST BE SUCCESSFULLY COMPLETED.
ROUTINE SKILLS CHECKOFFS ARE GRADED ON A PASS/FAIL BASIS.

Final skills validation – The student will randomly draw various skills to perform in the skills lab with an instructor. These are skills learned in Skills I and II.

Each student will do these independently for a grade. This activity is worth 15% of the overall grade. If the student does not pass successfully on the first attempt, he/she will be required to remediate for at least 24 hours. The student will then have a second attempt to pass the skill. The grade for the second attempt will be lowered to 75%. Those passing on the first attempt will receive 100%.

Students must pass this final skills validation in order to pass the course.

6. Composition of grade:

Quizzes/assignments	5%
Unit Tests (3)	60%
Comprehensive Final	20%
Final Skills Validation	15%
Routine checkoffs	Pass/Fail
Total	100%

7. Unannounced quizzes may be given at the discretion of the instructor.

8. Composition of the final course grade will be determined by calculating all exam scores, all quiz/assignment scores, successful completion of skills validations, and any applicable deductions as outlined in the nursing skills validation guidelines.

9. Grades below 75% will not be rounded.

Discrimination Statement:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

For more information please visit: <http://www.atu.edu/titleix/index.php>.

Disability Statement:

Arkansas Tech University values diversity and inclusion and is committed to a climate of mutual respect and full participation of all students. My goal is to create a learning environment that is useable, equitable, inclusive and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or prevent an accurate assessment of your achievement, please meet with me privately to discuss your needs and concerns. You may also contact the Office of Disability Services, located in Doc Bryan Student Center, Suite 141, in person, via phone at (479) 968-0302 or TTY (479) 964-3290, via email at disabilities@atu.edu, or visit their website at <https://www.atu.edu/disabilities/index.php> in order to initiate a request for accommodations.

CONDUCT OF THE COURSE

Assessment Methods:

Teacher Role: Demonstrator, Evaluator, Facilitator, Supporter

Student Role: Learner, Communicator, Assessor

Teacher-Learning Strategies:

Lecture, Discussion, Audiovisual Materials, Skills Demonstration in Learning Resources Laboratory.

POLICIES

Nursing Skills Validation Guidelines

1. Skills validation is required throughout the semester. Additionally, the student is required to pass a final skills validation (15% of course grade). Routine validation will be based on new skills learned in NUR 3513. The final skills validation will be comprehensive and can include any of the skills learned in Skills I or II. These return demonstrations will be done in the presence of the assigned faculty member. Skills will be graded according to criteria made available in advance of the return demonstrations. Skills lab practice time will assist the student in learning proper technique for each skill. There will be scheduled practice time during class/lab time. The skills lab is open M-F from 8:00-5:00 (may have to ask someone from the office to come unlock the lab). **Students cannot practice any skill that requires the use of sharps/needles unless a licensed faculty member is present in the lab.**
2. Students failing to keep a scheduled return demonstration without notification will lose two (2) points on the final grade for each occurrence.

3. Each student must pass routine and final skills validations in order to pass Skills II.
4. A student may repeat failed skills at the end of the semester but will receive a 25% deduction for the second attempt. Repeat validation and practice must be done outside of scheduled laboratory time. A minimum of one day must elapse before repeating any skill. Scheduling of all skills validations and practice sessions are the responsibility of the student.
5. Repeat validations will be scheduled at the convenience of the faculty.
6. 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 since this places the student at risk for being required to withdraw from Skills and Practicum.
7. Graduate assistant hours (if applicable) will be posted on bulletin board outside the Skills Lab. Please utilize these hours for additional lab time.
8. The skills lab is open Monday through Friday from 8:00 until 5:00 for students to practice skills. There are to be no needles or sharps in use unless an instructor is present. No skills supplies may be taken home.

POLICIES

COMMUNICATION

It is the responsibility of the student to check their assigned banner e-mail address on a regular basis. Course assignments, faculty/student communication and department announcements will be sent to this address. Announcements will also be posted on blackboard, so it is important to check blackboard frequently.

Tardy Policy

Tardies are not acceptable and considered unprofessional. Three (3) tardies will result in one un-excused absence. Each additional tardy will result in additional un-excused absences and be subject to the absence policy.

The class doors will be closed at the beginning of class. Students may not walk into class late. If a student does walk in late, he or she will be asked to step out into the hallway and wait until a class break.

If a quiz is given at the beginning of the class, the student will miss the points given for that

class period (if he or she is not in class when the quiz is handed out). If a quiz or take-home test is given to students later during the class when the student is present, the student may receive

those points. Take home quizzes must be turned in at the beginning of class to receive credit (turned in by the student, not someone else).

If handouts or lecture outlines are given to students at the beginning of class, and the student is not present to receive these, the instructor is not obligated to give a copy to the student.

An instructor may, at his/her discretion, decide to allow a tardy or absent student to complete a quiz or receive a handout if the student has been courteous enough to call the nursing department before class to inform the instructor that he or she will be late or absent. This is at the instructor's discretion only and he or she is not obligated to change the rules in this case.

The student will not be allowed to enter class late until a class break, even if he or she calls first.

Students are responsible for obtaining any missed information *after* class. To disrupt the learning of other students to ask questions or copy notes of the missed class time while class is in progress is inconsiderate.

The student is responsible for verbally notifying the instructor and agency if he or she will be late for clinical experience. Excessive tardiness will be reflected on the student's clinical evaluation.

Attendance Policy

It is expected that all students will act professionally. This includes attending class. Students are required to be in class in order to receive the optimum learning experience.

Attendance will be checked in each class period. Excused absences will be given for extenuating circumstances such as illness or family emergencies. Please notify the instructor via email or telephone prior to class, if possible, to receive an excused absence. Quizzes missed for any reason may be made up only at the instructors' discretion. Unexcused absences will not be tolerated and are grounds for withdrawal from the course. **More than two absences, either excused or unexcused,** will result in the Level Team determining whether the student is capable and able to continue on in the course. If the student is not allowed to continue in the course, the student must withdraw and will not be able to progress in the program.

MISSED EXAMS

Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, he/she is responsible for contacting the instructor prior to the scheduled exam time, to inform him/her that the student will miss the scheduled examination.

A student who misses an examination must take the make-up test on the first day he/she is back at school. The student must be responsible for contacting the instructor on the first day back to class to make this arrangement. Failure to do so could result in a "0" grade for the test. The test may not be identical to that given at the regular time. The overall content will be similar; however, the structure, length, and type of administration may differ. Frequent

missing of examinations by any one student will be discussed by the Level team with the student.

CELL PHONE POLICY

There is a **NO cell phone/smart watch policy for all upper division testing/test review**. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having a cell phone or a smart watch on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone/smart watch with you during a unit exam/cooperative testing or unit exam review **you will receive a 0 for the test grade**.

Academic Honesty

Students are expected to be honest and truthful in both classroom and practicum experiences. They are expected to adhere to the Code of Ethics and uphold current standards of care.

Students are referred to the Arkansas Tech University Student Handbook for more specific regulations regarding academic honesty.

Students are expected to:

- a. Perform their assigned tasks in the practicum experiences. Students should have the permission of the clinical instructor before using assistance from the staff.
- b. Notify the instructor immediately of any clinical error made so that steps can be taken to prevent harm to the patient.
- c. Present written work that is theirs alone.
- d. Correctly document any materials from a textbook, pamphlet, journal, etc., that is used for an assignment.
- e. Be honest and truthful when writing clinical logs and giving verbal or written reports regarding patient care or the student's clinical experiences or assignments.
- f. Only use authorized devices or materials for an examination and not copy from other students' papers.
- g. Document material correctly. Plagiarism is defined as stealing and presenting as one's own ideas or words of another, or not documenting material correctly. Student papers may be evaluated by [turnitin.com](https://www.turnitin.com), which can detect plagiarism. For the first occurrence of academic dishonesty, the student will receive an F. If there is a second occurrence, the student will be dismissed from the program. Students are referred to the ATU catalog and handbook for policies regarding plagiarism.

Nursing Skills and Reading Index

TOPICS	SKILLS
I. IV/TPN/Blood administration	IVs, IV push, piggybacks, saline locks, flow rates, TPN, blood transfusion, implanted venous ports, care of PICC lines and subclavian catheters.
II. NG Tubes/Bladder Irrigation/Gastrostomy and jejunostomy tubes	NG tube insertion, placement check, lavage, removal. Bladder irrigation for postop patients. Care of gastrostomy/j-tubes.
III. Diagnostic Testing/Dopplers	Common diagnostic tests will be discussed. Use of a Doppler for location of pulses.
IV. Skin Integrity	Staging pressure ulcers, prevention, treatment. Documentation of skin integrity.
V. Ostomy/Bowel Elimination Devices	Applying and changing ostomy appliances, irrigation, diet, stoma and skin assessment, complications. Care of fecal management systems.
VI. Isolation Techniques	Protective equipment, room assignments, MRSA, universal precautions, psychosocial needs of client. Pt/family teaching.
VII. Bandages/Drains	Caring for patients with bandages and assorted drains. Caring for drains. Care of incisions. Removal of sutures and staples. Discuss pain pumps.
VIII. Radiation	Safety, hair care, nursing care. Precautions for patients/family members/healthcare prof.
IX. Oxygen Therapy	O2 administration, updraft, equipment.
X. Chest Tubes	Assessment, assisting with placement, indications.
XI. Suctioning	Oropharyngeal suctioning, trach. care/suctioning, inline suctioning.
XII. Basic ECG Interpretation	Cardiac rhythms and ECG interpretation.
XIII. Post-mortem care, organ donation (speaker TBA), ARORA, Living will	Talking with the family, calling the coroner/funeral home, organ donation.

XIV. Traction/Cast care, fractures, joint replacement	Cast application, removal, splints, traction, post-op care. S/S of complications.
XV. Hot/Cold/Binders	Heat & cold application, binders, slings, immobilizers.
XVI. Laboratory Tests/CBG technique/Insulin mixing and prep	Interpret common laboratory findings and discuss collection techniques. Review CBG testing. Learn to mix and prepare insulin.

**FOCUS: Isolation Techniques: Protective Aseptic Precautions
Radiation Care: Safety Measures**

OBJECTIVES

Upon completion of this unit, the student will:

1. Review normal body defenses.
2. Review the chain of infection and methods to break the chain.
3. Discuss the universal precautions.
4. Discuss the types of isolation procedures and the patients requiring them.
5. Perform isolation procedures safely and effectively.
6. Identify measures to enhance the patient's psychological comfort while isolated.
7. Document procedure correctly on patient's chart.
8. Identify Safety measures for the patient and the nurse undergoing a radiation treatment and the proper protocols for care.

LEARNING ACTIVITIES

Required Reading: Hinkle & Cheever, 338-341

FOCUS: Parenteral Techniques: Venipuncture, Total Parenteral Nutrition (TPN), Blood Transfusions, IV Medications

OBJECTIVES	
Upon completion of this unit, the student will:	
1.	Review the types of fluids given and the purpose of each and the fluid shifts caused by each.
2.	Identify the hazards of IV therapy.
3.	Identify assessment data required for venipuncture technique.
4.	Perform venipuncture technique safely and effectively at a site appropriate for IV infusion.
5.	Discuss the procedures/methods (direct line, I.V. push, piggyback, heparin lock) used to give I.V. medicines.
6.	Identify measure to enhance the patient's comfort during I.V. procedures.
7.	Identify methods of regulating fluid flow rate.
8.	Discuss data used to document the procedure correctly on a patient's chart.
9.	Demonstrate the methods used to calculate the amount of fluid and electrolytes needed for replacement and/or to meet daily requirements.
10.	State the rationale for total parenteral nutrition.
11.	Identify the nutrients in TPN.
12.	Describe common side effects of patients receiving TPN.
13.	Describe nursing measures required for patients receiving TPN.
14.	Describe the nurses' role in the administration of blood.
15.	Describe selected types of blood transfusions, and purpose of each.
16.	Identify possible complications of blood transfusions.
17.	Identify specific nursing actions for each complication of blood transfusions.
18.	Discuss the purposes and nursing care for subclavian catheters, infusaports, and epidurals.
LEARNING ACTIVITIES	
<u>Required Reading:</u>	Kozier & Erb, p. 1337-1358
Return Demonstration	IV set-up, venipuncture, central line care

FOCUS: Ostomy Care

OBJECTIVES

Upon completion of this unit, the student will:

1. Discuss the types of bowel and urinary diversions and the characteristics of each.
2. List three major kinds of stomas and the purpose of each.
3. Identify independent nursing functions in providing care to “ostomy” patients.

LEARNING ACTIVITIES

Discuss techniques and learn how to change ostomy bags.

Required Reading: Kozier & Erb, p. 1232-1236 & 1202-1204

FOCUS: Oxygen Therapy

OBJECTIVES
Upon completion of this unit, the student will: <ol style="list-style-type: none">1. Identify situations that require increased oxygen concentration.2. List the signs and symptoms of hypoxemia.3. Identify the precautions for oxygen administration and their rationales.4. Discuss the types and purposes of selected oxygen delivery systems.5. Discuss application of the nursing process to oxygen administration.
LEARNING ACTIVITIES
Explore various O2 equipment
<u>Required Reading:</u> Kozier & Erb, p. 1241-1285

FOCUS: Tracheobronchial Suctioning/Tracheostomy/Artificial Airways

OBJECTIVES

Upon completion of this unit, the student will:

1. List the various methods of suctioning used to remove secretions from the tracheobronchial tree
(Nasopharyngeal, oral pharyngeal, endotracheal, tracheostomy).
2. Discuss the steps with rationales in performing suctioning techniques.
3. Discuss the steps with rationales of tracheostomy care.
4. Discuss methods of liquefying thick tracheobronchial secretions.
5. Discuss application of the nursing process to the suctioning procedures and tracheostomy care.
6. Demonstrate the ability to perform tracheostomy care and suctioning safely.
7. Discuss the indicated usages for oropharyngeal, nasopharyngeal & endotracheal airways.

LEARNING ACTIVITIES

Required Read: Kozier & Erb, p. 1241-1285

Return Demonstration: Suctioning & Tracheotomy Care

FOCUS: A. Chest Tubes

OBJECTIVES
<p>Upon completion of this unit, the student will:</p> <ol style="list-style-type: none"><li data-bbox="235 527 899 562">1. Define the purpose of closed chest drainage.<li data-bbox="235 632 824 667">2. List methods of closed chest drainage.<li data-bbox="235 737 1057 772">3. Discuss the principles of the operation of chest drainage.<li data-bbox="235 842 1284 877">4. Application of the nursing process to the care of a patient with chest tubes.
LEARNING ACTIVITIES
<p><u>Required Reading:</u> Kozier & Erb, p. 1279-1281</p>

FOCUS: Nasogastric Tubes

OBJECTIVES
<p>Upon completion of this unit, the student will:</p> <ol style="list-style-type: none"><li data-bbox="237 646 1096 678">1. Identify four purposes for which the N/G tube may be used.<li data-bbox="237 695 1404 758">2. Contrast the appearance and purpose of the common N/G tubes (levin, Salem sump, small bore feeding tube).<li data-bbox="237 863 868 894">3. Describe the procedures for tube feedings.<li data-bbox="237 911 1458 974">4. Discuss application of the nursing process to the insertion, irrigation, care of nasogastric tubes and to the administration of tube feedings.
LEARNING ACTIVITIES
<p><u>Required Reading:</u> Kozier & Erb, p. 780, 1154-1165</p> <p><u>Return Demonstration</u> Nasogastric tube insertion</p>

FOCUS: Traction & Joint Replacement

OBJECTIVES
<p>Upon completion of this unit, the student will:</p> <ol style="list-style-type: none">1. Discuss the purposes of traction.2. Differentiate between skin and skeletal traction.3. Differentiate between the types of running and suspension tractions and the purposes of each.4. Identify four common types of skin traction and the purposes of each.5. Discuss application of the nursing process to the care of traction.6. Discuss common musculoskeletal injuries in children.7. Identify common types of traction used with children and the purposes of each.8. Discuss the management of the patient with a total joint replacement including pre-op and post-op care.
LEARNING ACTIVITIES
<p><u>Required Reading:</u> Hinkle & Cheever, p. 1137-1157</p>

FOCUS: Cast Care & Fractures

OBJECTIVES	
<p>Upon completion of this unit, the student will:</p> <ol style="list-style-type: none">1. Name two common kinds of casts.2. Identify fractures in terms of severity and type.3. Describe three ways fractures are reduced.4. Discuss application of nursing process to the application and care of casts.5. Discuss possible complications.6. Describe discharge teachings and follow-up care and cast removal techniques7. Identify the 5 “P’s” that are assessed for neurovascular function.	
LEARNING ACTIVITIES	
<u>Required Reading:</u>	Hinkle & Cheever, p. 1131-1137

FOCUS: Hot/Cold Applications

OBJECTIVES

Upon completion of this unit, the student will:

1. Describe the local physiologic responses to applications of heat.
2. Describe the local physiologic responses to applications of cold.
3. Identify recommended temperatures for hot/cold applications.
4. Identify methods of applying hot/cold applications.
5. Name common therapeutic uses of hot/cold.
6. Identify conditions that contradict hot/cold applications.
7. Discuss application of the nursing process to the application of heat or cold.
8. Document procedure correctly on patient's chart.

LEARNING ACTIVITIES

Required Reading: Kozier & Erb, p. 858-860, 1118

FOCUS: Bandaging and Binders

OBJECTIVES
<p>Upon completion of this unit, the student will:</p> <ol style="list-style-type: none"><li data-bbox="248 556 1422 640">1. Define and state purposes for a binder (slings, abdominal binders, chest binders, and T-binders.)<li data-bbox="248 724 1357 808">2. Identify common types of bandages (Montgomery straps, gauze, Kling, Kerlix, elastic).<li data-bbox="248 892 1011 924">3. Discuss the guidelines and rationales for bandaging.<li data-bbox="248 1008 1305 1092">4. Discuss application of the nursing process to the application of binders and bandages.
LEARNING ACTIVITIES
<p><u>Required Reading:</u> Kozier & Erb, p. 853-857</p>

FOCUS: Post Mortem Care/Dying Patient/Organ Donation

OBJECTIVES

Upon completion of this unit, the student will:

1. Describe the nursing responsibilities to the dying patient and their family.
2. List the legal responsibilities associated with the dying patient.
3. Describe the process of organ donation and notification of AORA.
4. Discuss the process of notifying and supporting the family of the dying patient.
5. Discuss the need for and legalities of advance directives including the nurse's responsibility.
6. Review the documentation needed with the dying patient.

LEARNING ACTIVITIES

Required Reading: Kozier & Erb, p. 1003

FOCUS: ECG Rhythms & Basic Interpretation

OBJECTIVES

Upon completion of this unit, the student will:

1. Identify the physiologic basis supporting ECG monitoring.
2. Identify 12 basic ECG rhythms and their significance.
3. Measure and evaluate ECG rhythm strips with accuracy.
4. Describe appropriate nursing measures to treat deadly ECG rhythms.
5. Review proper placement of 3-Lead and 12-Lead ECG, especially for Lead II.

LEARNING ACTIVITIES

Required Reading: Flip and See ECG
Hinkle & Cheever, p. 675-677
p. 695-699

Required A-V: E-Z ECG's—Mosby

UNIT XII – Diagnostic & Laboratory Testing
FOCUS: Dextrostix, UA’s, Hemocult, Spinal Taps

OBJECTIVES	
Upon completion of this unit, the student will:	
1.	Describe the proper technique for specimen collection of blood, feces, urine, or any other bodily fluid.
2.	Demonstrate the ability to perform dextrostix.
3.	Describe the proper procedure for performing an Ankle-Brachial Index(ABI) .
4.	Discuss the nursing responsibility for specimen collection.
5.	Describe the nurse’s role for each of the phases involved in diagnostic testing.
6.	Interpret and communicate lab work.
LEARNING ACTIVITIES	
<u>Required Reading:</u>	Handout Kozier & Erb, p. 723
<u>Return Demonstration:</u>	Dextrostix