

**ARKANSAS TECH UNIVERSITY
DEPARTMENT OF NURSING**



**NUR 3103
Nursing Skills I
Course Syllabus**

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Course: NUR 3103

Title: NURSING SKILLS I

Credit Hours: THREE (3) HOURS

Contact Hours: FOUR (4) HOURS

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.

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 adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 141, or visit <http://www.atu.edu/disabilities/index.php>.

Objectives

Upon successful completion of this course, the student will be able to:

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.

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.

Justification/Rationale for the Course

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

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.

Faculty

Dr. Susan Self, DNP, RN
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Dr. Shaana Escobar, DNP, RN
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Misaki Kaku, MSN, RN
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COURSE POLICIES

Evaluation/Grading

Evaluation will be based on techniques designed to determine if course objectives have been met.

Grading Scale

A= 90-100
B= 80-89
C= 75-79
D=68-74
F= 67 and below

Composition of Grade

Quizzes.....	5%
Exam I.....	18%
Exam II.....	18%
Exam III.....	18%
Exam IV.....	18%
Final Exam(Comprehensive).....	23%
Skills Check-Offs.....	<u>PASS/FAIL</u>
	100%

Important Grading Information

Students must achieve a grade of C or above in every nursing course in order to progress in the nursing program.

Grades below 75% will not be rounded.

No extra credit is available for this course.

Students who do not pass ALL skills validations will be considered failing and WILL NOT pass this course.

Students must take exams on scheduled date and time unless prior arrangements have been made with the faculty. If a student is ill on an exam day, the student must notify the **faculty prior to the exam and provide a written note from a physician in order to make up the exam.**

Required Resources

Kozier & Erb's (2016). Fundamentals of Nursing (10th Ed.). New Jersey, Pearson. (Purchased in Level 0 Bundle pkg)

Audio-Tutorial Materials are available in the Student Learning Lab and Audio-Visual Lab.

Policies

Communication

Please use blackboard for course related communication. Students are required to **check the course daily** in order to be up-to-date on course announcements and/or changes in schedule. Please contact faculty directly for emergent situations or issues. Faculty will acknowledge your communication respond within 48 hours on weekdays. If your communication is over a weekend, please note that faculty will respond on Monday by 5 pm.

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.

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. Un-excused 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.

Smart Device Policy

There is a NO cell phone/smart device 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 any smart device on your person, this will be considered a violation of the Academic Honesty Policy. If we discover that you have your cell phone/smart device with you during a unit exam/cooperative testing or unit exam review **you will receive a 0** for the test grade.

Dress Code and Behavior

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. Students are required to wear a name badge during lecture class and a white lab coat (3/4 length) and name badge during skills practice and validations. This means the student will need to purchase a lab coat and obtain a name badge prior to the first lab practice session (Name badges can be obtain from student accounts and should say Nursing student on it) . The lab coat will be worn throughout the program.

Students must also purchase a stethoscope, watch with second hand, scissors, and a pen-light for lab activity (This will be done in class). Refer to the student handbook for additional uniform and equipment requirements throughout the nursing program.

Students may not eat, drink or use any type of tobacco products while in the Skills or AV labs or when wearing Department of Nursing uniforms including lab coats.

Lab Participation/Practice

Students must actively participate in all lab opportunities. Students must come to lab prepared to practice each skill. Lab practice is the time for all students to learn the skills that are required for the profession. Unprofessional behavior and lack of serious attention to the learning process will not be tolerated. Students who are not actively participating or who distract other students from the learning process will be asked to leave class and will receive an unexcused absence for the day. Students will also be required to meet with the faculty for review of standing and to discuss the unprofessional behavior. For validation requirements, see validation guidelines.

The lab is also available for practice if lab is not being utilized for other activities. Please check the calendar on the lab door for availability. If the lab is locked, you may ask the office to unlock for practice. Any practice including an open needle requires an instructor present.

Skills Validation Guidelines

During the semester, each student will demonstrate the ability to perform the specific skills. This return demonstration will be graded by an assigned faculty member. Each skill is graded as a “Pass” or “Fail”. **The student must receive a “PASS” on each of the assigned skills.** Skills will be graded according to the checklists that the faculty has placed on blackboard. The students are responsible for the following:

1. Students will sign-up for the return demonstration on the sign-up sheet the faculty provides prior to the check-off day.
2. **Students who do not arrive to the check-off on-time and dressed appropriately may receive a “Fail” for that skill.**
3. **Students who do not show up for the check-off/validation will receive a “Fail” for that skill unless the faculty have been notified and have given the student an excused absence for that day.** If the faculty agrees to validate the skill for the student on another day, the student may not choose the day. The instructor will notify the student of available dates and times and the student must be available to validate at the time and day the faculty is available.
4. If a student receives a “Fail” on a particular skill, the student will be required to arrange additional practice time. It is the responsibility of the student to seek any assistance from faculty in order to be prepared for the re-validation. **If the student fails the repeat validation, the student may fail the course.**
5. A student **may repeat only one skill during the semester.** Repeat validation and practice must be done outside of regular class time. A minimum of one day must elapse before repeating the skill. Scheduling all repeat validations and practice sessions are the responsibility of the student.

6. **Each skill must be successfully validated before the next skill is scheduled for check-off.** If the student does not make arrangements to validate a skill before the next check-off begins, **the student will need to withdraw from the Skills I course.**
7. A student's performance will be discussed by the Level Faculty. If a student demonstrates **lack of seriousness** in pursuit of a skill competency, the student **may be required to withdraw from Skills I.**
8. Please retain the Program Skills Check-list through Levels 0-IV. It will be validated not only during the skills check-offs, but also during the clinical courses. **Please bring it with you for each check-off/validation day.**

School of Nursing Policies and Expectations

The Department of Nursing Student Handbook/Code of Professional and Academic Conduct and the ATU Student Handbook contains information about policies and expectations that apply throughout a student's academic life. Attention is required to understanding these policies/expectations. Each student will be held to these standards.

Skills and Abilities:

The ATU Department of Nursing requires abilities and skills for admission and progression in the curriculum based on those required of a practicing professional nurse. ****Each student signs a Skills and Abilities Acknowledgement form upon upper division nursing advising/acceptance and/or in their Level 0 nursing courses. This is found in the student's file in the nursing office.*

NUR 3103 NURSING SKILLS I
UNIT I: 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

Learning Activities
See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT I: FOCUS B: 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.

Learning Activities

See Blackboard for details.

NUR 3103 NURSING SKILLS I

UNIT I: FOCUS C: Body Mechanics, Exercise, Ambulation, Range of Motion

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.
9. Identify scientific principles from bio-psycho-social sciences relative to exercise (active and passive) and ambulation.
10. Define selected terms relative to active and passive exercise and ambulation.
11. Discuss the guidelines for providing passive range of motion exercise.
12. Identify the exercises requisite to ambulation and crutch walking.
13. Identify assessment data essential to assisting a patient to exercise and ambulate.
14. Discuss measures to maintain the patient's physical safety during exercise and ambulation.
15. Demonstrate the ability to guide and assist patients in active or passive exercise and ambulation according to procedures as outlined in the text.
16. Identify the data needed for documentation of the exercise, ambulation and/or range of motion exercises.
17. Identify the purposes of various restraints.
18. Outline essential guidelines for using restraints.
19. Identify criteria used to select an appropriate restraint.
20. Identify assessment data related to restraining patients.
21. Identify measures used to maintain the patient's physical and psychological comfort and safety.
22. Demonstrate the ability to apply restraints safely and effectively in a simulated situation according to procedure in text.

Learning Activities

See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT I: FOCUS D: 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 socio-cultural 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.

Learning Activities

See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT I: FOCUS E: Feeding the Patient

OBJECTIVES

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 bio-psychosocial, 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.

Learning Activities

See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT II: FOCUS F: 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.

Learning Activities
See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT II: FOCUS G: 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.

Learning Activities

See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT II: FOCUS H: Parenteral Medications

OBJECTIVES

On completion of this unit, the student will:

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.

Learning Activities
See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT III: FOCUS I: 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.

Learning Activities

See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT III: FOCUS J: Urinary 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.

Learning Activities

See Blackboard for details.

NUR 3103 NURSING SKILLS I
UNIT IV: FOCUS K: IV Insertion

OBJECTIVES

On completion of this unit, the student will:

1. Identify assessment data required for venipuncture technique.
2. Perform venipuncture technique safely and effectively at a site appropriate for IV infusion.
3. Discuss the procedures/methods (direct line, I.V. push, piggyback, heparin lock) used to give I.V. medicines.
4. Identify measure to enhance the patient's comfort during I.V. procedures.
5. Discuss data used to document the procedure correctly on a patient's chart.

Learning Activities

See Blackboard for details.