



VNSG 1323-501CL
Basic Nursing Skills Classroom engagement and Lab
Spring 2024
Tuesdays – Theory/Lab 0800-1100 and
Lab 1115-1215, 1315-1615
Location:
Steam building Room 238 – Theory/Lab

Instructor Information:

Course Facilitator –

Lauren McElyea, MSN, RN
Office number: 409-933-8458
Email: lmceleya@com.edu

Instructors –

Jalayne Henderson, MSN, RN
Office number: 409-933-8456
Email: Jhenderson11@com.edu

Student hours and location:

Office number is 225-37

Office hours:

Monday (virtual) 1230-1330
Wednesday 0800-0900; 1230-1430
Friday 1230-1530

Required Textbook/Materials:

1. Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). (Included in the 360 Bundle)
2. Spring 2024 Elsevier 360 Bundle
3. Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle)

Course Description: This course provides mastery of entry level nursing skills and competencies for a variety of healthcare settings. Utilization of the nursing process as the foundation for all nursing interventions.

Course requirements: Prerequisite: BIOL 2401 with a grade of “C” or better. (Classroom engagement 1, Lab 6, Credit 3. Prerequisite or Corequisite: BIOL 2402, VNSG 1122, VNSG 1227, VNSG 1260 with grade "C" or better.

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99*

D = 60 - 74.99

F= <60 *A minimum final grade of “C” is required to pass this course.

Assignment	%
Unit Assessment 1*	15%
Unit Assessment 2*	15%
Unit Assessment 3*	15%
Comprehensive Final Assessment*	15%
75% Assessment average	60%
Head to Toe Validation/Medication**	10%
Skills Competency Validations**	5%
Vital sign sheet (50 vital signs) **	5%
EAQ Quizzes **	5%
Classroom pre-engagement, engagement, and re-engagement activities**	10%
Group Project	5%
Weighted assignments after 75% Unit assessments average	40%
Total	100%
<p>* $\geq 75\%$ Unit assessments average required to pass the course **Weighted assignments calculated only after 75% Unit assessments average met</p>	

Grade Calculation

See Grade Determination & Calculation in the Nursing Student Handbook.

Grade Appeal Process:

Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook.

Late Work, Make-Up, and Extra-Credit Policy:

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments Policy in the Nursing Student Handbook. **EAQs will not be permitted to be completed after the due date.**

Attendance Policy:

This is a face-to-face course. Attendance will be taken at the beginning of each class. If a student is late to class, it is the student's responsibility to notify the instructor they are present during a break. Attendance is vital to student engagement and learning. Nursing coursework requires active participation. If a student must be absent for any reason, it is the student's responsibility to reach out to the instructor for missed assignments.

See Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means.

Course Objectives/Student Learning Outcomes

Upon complete of this course, the student will:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Basic medical terminology, vocabulary, and abbreviations used in healthcare	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
2. Identify the steps of the nursing process during interactions in the simulated laboratory setting.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration

3. Demonstrate therapeutic communication techniques and data collection during basic physical assessment in a laboratory setting	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
4. Demonstrate correct usage of basic principles of medical and surgical asepsis in simulated laboratory setting.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
5. Provide competent, direct, client-centered nursing care to adult and older adults based on spiritual and cultural interpretation of health-related data collected in simulated laboratory	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
6. Apply the steps of the nursing process to performance of basic client-centered nursing skills in the adult and older adult client, within legal and ethical parameters, while delivering competent care in a simulated laboratory setting.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
7. Identify origin of disease and risk factors for disease development and exposure to sources of infectious organisms and environmental hazards during practice in the simulated laboratory setting.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
8. Demonstrate decision-making skills across the lifespan during problem-solving and clinical reasoning	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration

activities in the simulated laboratory setting.		
9. Apply health teaching of basic principles underlying nursing skills procedure during performance on clients across the lifespan in the simulated laboratory setting.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
10. Demonstrate evaluation of client-centered nursing care effects on adult and older adult clients by documenting the client's response following safe, caring therapeutic nursing interventions in the simulated laboratory setting.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
11. Demonstrate use of problem-solving techniques, which facilitate coordination of human and material resources for compassionate, client-centered care across the lifespan.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
12. Collaborate with classmates and instructors in the simulated laboratory setting to develop skills needed to facilitated effective client-centered care across the lifespan.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
13. Identify safety standards that promote a health, safe, and comfortable work environment.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration
14. Improve performance based upon self-evaluation during practice of safe and compassionate, client-	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration

centered nursing care skills across the lifespan in the simulated laboratory setting.		
15. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.	Classroom engagement Skills Practice	EAQ Unit assessments Skills Demonstration

Academic Dishonesty: See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Dr. Bauer at (409) 933-8459 or dbauer3@com.edu

Course outline: Please see page 8 for Course outline.

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2nd 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Course Outline

Unit 1: Infection Prevention and Control: Protective Mechanisms and Asepsis

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Discuss the surveillance, prevention, and control of infections in hospitalized clients.
2. Demonstrate proper hand hygiene techniques.
3. Use Standard Precautions when caring for clients.
4. Use Transmission-Based Precautions when caring for clients.
5. Properly bag and remove soiled linens and trash from an isolation room.
6. Teach a client or family member how to properly dispose of soiled items at home.
7. Teach a client or family member proper hand hygiene techniques.

Learning Content

- Infection
- Immunity
- Inflammation
- Safety
- Stress
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Hand washing
- Use of Personal Protective Equipment

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 16 and Chapter 17**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 1 section 2 Preventing Infection**

Unit 2a: Safely Lifting, Moving & Positioning Clients

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Position a patient in the following positions: supine, prone, Fowler, and modified left lateral recumbent.
2. Assist patients to sit up in bed.
3. Demonstrate complete passive range-of-motion (ROM) exercises for a patient.
4. Correctly transfer a patient from a wheelchair to a bed.
5. Transfer a patient from a bed to a stretcher.
6. Demonstrate the correct techniques for ambulating a patient and for breaking a fall while ambulating.

Learning Content

- Mobility
- Safety
- Functional ability

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Positioning a client in a hospital bed
- Transfers
- Using a lift machine

- Restraints
- Falls

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 18.**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 1 section 3 and 4**

Unit 2b: Personal Hygiene, Skin Care, and Prevention of Injury

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Describe how to prevent and stage a pressure injury.
2. Perform a complete bed bath and back rub.
3. Provide oral care for an unconscious patient.
4. Prepare to provide personal care for a patient, including nail care, mouth care, perineal care, and shaving.
5. Assist a patient with the care of contact lenses.
6. Instruct a patient in ways to prevent build-up of cerumen in the ears.

Learning Content

- Culture
- Infection
- Inflammation
- Mobility
- Nutrition
- Pain
- Patient education
- Perfusion
- Safety
- Sensory perception
- Tissue integrity

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Personal hygiene
- Dental care
- Shaving

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 19**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 2**

Unit 2c: Client Environment and Safety

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Discuss how the health care facility's environment affects your patient.
2. Using correct technique, make an unoccupied and an occupied bed.
3. Explain, according to your facility's procedures, how to clean up a biohazard spill.
4. Discuss your clinical facility's response plan to a bioterrorism threat.
5. Given an emergency scenario, practice triaging the victims.
6. Correctly apply a protective device.

Learning Content

Communication

Pain

Sensory perception

Thermoregulation

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Bed Making
- Protective devices

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 20**

Unit 3a: Vital Signs

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Demonstrate measuring and recording the body temperature of an adult and a child at the oral, rectal, axillary, and tympanic (eardrum) sites using electronic or tympanic thermometer.
2. Demonstrate measuring and recording an apical pulse and a radial pulse.
3. Demonstrate counting and recording respirations.
4. Demonstrate measuring and recording blood pressure.
5. Demonstrate using an automatic vital signs machine to monitor pulse and blood pressure.
6. Recognize deviations from normal vital sign patterns.
7. Determine factors that might be adversely affecting the patient's temperature, pulse, respiration, or blood pressure.

Learning Content

- Acid-base balance
- Cellular regulation
- Pain
- Safety
- Thermoregulation

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Assessing temperature
2. Assessing blood pressure
3. Assessing oxygen saturation
4. Assessing respiration rates
5. Assessing pain
6. Assessing heart rate

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 21**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 3**

Unit 3b: Assessment

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Assess the patient's psychosocial and physical functioning by gathering information in an organized way.
2. Perform a basic physical examination on a patient.
3. Perform a visual acuity test on a patient.
4. Carry out focused physical assessments of the cardiovascular, respiratory, gastrointestinal, and neurologic systems.
5. Teach patients the assessment techniques for the early detection of cancer.
6. Educate patients about the recommendations for periodic diagnostic testing.
7. Assist with a medical examination by positioning and draping the patient and organizing the equipment.

Learning Content

- Culture
- Patient education
- Patient history

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Performing Physical assessment

2. Performing Neuro checks
3. Weighing a client

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 22**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 4**

Unit 3c: Admitting, Discharging, and Transferring a Client

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Orient a patient to the patient unit and the hospital.
2. Assist with the performance of an admission assessment.
3. Assist with the transfer of a patient to another unit.
4. Use correct communication techniques to ensure safe handoff of a patient to another nurse, department, or facility.
5. Interact with the social worker regarding the discharge needs of an assigned patient.
6. Demonstrate appropriate interaction with the family of a patient who has died.

Learning Content

- Anxiety
- Collaboration
- Communication
- Mobility
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 23**

Unit 4a: Diagnostic Testing and Specimen Collection

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Provide pretest and posttest nursing care, including appropriate education, for patients undergoing diagnostic tests and procedures.
2. Attend to psychosocial concerns of patients undergoing various diagnostic tests.
3. Perform a random blood glucose test using capillary blood and a glucometer.
4. Perform patient education for magnetic resonance imaging (MRI).
5. Describe how to prepare a patient for and assist with aspiration procedures such as lumbar puncture, thoracentesis, paracentesis, bone marrow aspiration, and liver biopsy.
6. Correctly use Standard Precautions whenever obtaining or handling specimens for diagnostic tests.
7. List the steps for assisting with a pelvic examination and Pap test.
8. Correctly fill out laboratory and test requisition forms.

Learning Content

- Anxiety
- Fluid and electrolyte balance
- Glucose regulation
- Infection
- Inflammation
- Patient education
- Perfusion
- Safety

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Phlebotomy
2. Glucose Testing

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 24**

Unit 4b: Fluid, Electrolyte, and Acid-Base Imbalances

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Assess an assigned patient for signs of fluid and electrolyte imbalance.
2. From patient laboratory results, identify electrolyte values that are abnormal.
3. Discuss the various functions water performs in the body.
4. List the major electrolytes and the function of each.
5. Describe three ways in which body fluids are continuously being distributed among the fluid compartments.

Learning Content

- Acid-base balance
- Elimination
- Fluid and electrolyte balance

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Measuring Input and output

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 24**

Unit 5a: Concepts of Basic Nutrition

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Identify patients at risk for nutritional deficits.
2. Complete a nutritional assessment on an assigned patient.
3. Use therapeutic communication with a patient while discussing needed nutritional modification.
4. Develop a patient education plan for a prescribed therapeutic diet.

Learning Content

- Nutrition
- Culture
- Glucose regulation
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 26**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 5**

Unit 5b: Nutritional Therapy

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Using therapeutic communication, assist a patient who requires a special diet.
2. Develop a patient education plan for nutritional therapy.
3. Demonstrate insertion, irrigation, and removal of a nasogastric tube.
4. Demonstrate feeding a patient through a nasogastric tube or percutaneous endoscopic gastrostomy (PEG) tube.
5. Know your facility's policies, procedures, and protocols for nutrition-related problems and complications with tube feedings.

Learning Content

- Health promotion
- Safety
- Nutrition
- Collaboration
- Communication

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Assist client with feeding.
2. Insertion and discontinuation of a nasogastric tube.

3. Administer of tube feeding via feeding pump

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 27**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 5**

Unit 6a: Pharmacology and Drug Administration

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Locate information about a drug, including action, use, usual dosage, side effects, interactions, recommended routes of administration, and nursing implications.
2. Identify information the patient must be taught to use a drug safely.
3. Accurately calculate various drug dosages.
4. Demonstrate safe practices in the administration of medications.
5. Correctly document medications that you administer.

Learning Content

- Rights of Medication
- Adherence
- Safety
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Non-parenteral medication administration

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 33**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 11**

Unit 6b: Non-parenteral Medication Administration

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Recognize the different types of medication orders (e.g., scheduled or routine, PRN, stat, one-time).
2. According to the facilities policy, identify the times used for scheduled medications (i.e., daily, bid, tid, and qid).
3. Demonstrate the accounting for doses of controlled medications that must be withdrawn from the locked narcotics cabinet or dispensed from an automatic dispensing unit.
4. Prepare and apply topical medications such as eye ointments, ear drops, nasal medications, transdermal patches, and topical ointments.
5. Write a care plan for a patient who is receiving medication that includes patient-specific data, an identified problem statement, and interventions that you would use.
6. Give oral and topical medications using the Six Rights of medication administration.
7. Teach a patient to use a metered-dose inhaler.
8. Instill a vaginal and a rectal suppository safely and effectively.
9. Document medication administration and your patient's response to the therapy.

Learning Content

- Adherence
- Communication
- Pain
- Patient education
- Safety

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Non-parenteral medication administration

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 19**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 11 sections 1-4.**