



VNSG 2331 – Advanced Nursing Skills
Summer 2022 – 10 Weeks
Lecture and Lab

Instructor Information: Lauren McElyea, RN, MSN
lmcelvea@com.edu / STEAM 225-37 / 409-933-8458

Student hours and location: Tuesdays 0800 am to 1200 Noon & 1300 pm to 1700 pm.

Required Textbook/Materials:

Patricia Williams, (2018), *deWit's Fundamental Concepts and Skills for Nursing Study Guide*, (6th ed.). St. Louis: Elsevier. ISBN9780323396219

Patricia Williams, (2018). *deWit's Fundamental Concepts and Skills for Nursing*, (6th ed.). St. Louis: Elsevier. ISBN 9780323483261 (**Used for Lectures**)

Patricia Williams, (2018). *deWit's Fundamental Concepts and Skills for Nursing Evolve Adaptive Quizzing* (EAQ) (registration and login/password access required, COM faculty will assist with the registration). ISBN 978032367718 (**Online Quizzing in Evolve Website**)

Saunders's Comprehensive Review for NCLEX-PN. (6thed.). St. Louis, Missouri: Saunders Elsevier

Meg Gulanick, & Judith Myers. (2017), *Nursing Care Plans: Diagnoses, Interventions, & Outcomes* (10th ed.). St. Louis: Elsevier. ISBN 978-0-323-71118-0

Videos (2016), *Clinical Skills Essentials Collection*, St. Louis: Elsevier. ISBN 9780323389471

Shadow Health. (2017). Digital Clinical Experience (Version 5.0) [Software]. (ISBN: 978-0-9897888-1-6) Available in the COM bookstore or from <http://www.shadowhealth.com>

EHR Tutor software for electronic documentation (registration and login/password access required. COM faculty will assist with the registration). You may purchase and set up your account at <http://my.ehrtutor.com/signup>

Links - https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf
<https://www.bon.texas.gov/>

Recommended Textbooks

Tamara Dahlkemper (2020), *Caring for Older Adults Holistically* (7th ed). Philadelphia: FA Davis Company. ISBN 978-0-8036-8992-3

Linton, A., & Matteson, M.A. (2020). *Medical Surgical Nursing* (7th ed.). St. Louis; Elsevier. ISBN 978-0-323-55459-6 (used throughout Summer and Fall 2022)

Course Description:

This course offers mastery of advanced level nursing skills and competencies in a variety of health care settings utilizing the nursing process as a problem-solving tool. (Lecture 1, Lab 4, Credit 3). Prerequisites: VNSG 1323 and VNSG 1260 with a grade of "C" or better. Co-requisites: VNSG 1231, VNSG 1236, VNSG 1429, VNSG 1261

Course requirements:

1. Unit exams (3): Assess knowledge and understanding of incremental course content. Exams will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format. If a student receives a grade below 75% on any exam, the student should schedule a counseling appointment with the instructor for remediation.
2. Comprehensive final exam (1): Assess overall knowledge and understanding of complete course content. Exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
3. EAQ Quizzes (6): Assess knowledge and understanding of weekly course contents. There will be 6 quizzes in total and the due dates will be provided in the course calendar. A zero will be recorded for quizzes not submitted after the due date.
5. Student Presentation (1): The class will be divided into five teams of two - three students each. The presentation must be in power point format, contain a minimum of 10 slides, including citations, and be written per APA format and guidelines. The students are expected to present the assigned material with foundational knowledge, demonstrating mastery of the subject in their presentation.
6. Skills Validation (8): All skills must be passed to move onto the next part of the program.

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

Grade Calculation

All assignments, including pass/fail, must be submitted to pass the course.

The exam average must be at least 75% before non-examination assignment grades are calculated into the final course grade.

Late assignments will be accepted, however, are subject to points deduction per day, and as outlined in the Nursing Student Handbook.

See Grade Determination & Calculation in the Nursing Student Handbook.

Computation of Grades		%
Exam 1*	1	10
Exam 2*	1	10
Exam 3*	1	10
Final Exam*	1	20
EAQ Quizzes**	6	30
Skills Practice “On Your Own” *** (10 Sessions, 1 point each)		10
Student Group Presentation****	1	10
Skills Validation*****	8	Pass/Fail
Total		100%
<p>* ≥ 75% exam average required to pass the course **Weighted assignments calculated only after 75% exam average met ****Student Presentation Power Points *****Students must “pass” all skills proficiency check-offs to advance ***All skills competencies require practice with validation</p>		

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

Late work is accepted, however, is subject to the deduction of points.

Attendance Policy:

See the 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. Please check email frequently and blackboard for communication about assignments, exams, open lab days, and skills check off procedures.

Course Objectives/Student Learning Outcomes:

Upon successful completion of this course, students will:

As outlined in the Texas Board of Nurse Examiners Differential Essential Competencies (DECs) for the vocational nurse, upon completion of this course, the student is expected to utilize beginning clinical reasoning skills to Provider of Patient-Centered Care,

Member of the Health Care Team, Patient Safety Advocate, and/or Member of the Profession:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Basic medical terminology, vocabulary, and abbreviations used in healthcare	Lecture Skills Practice	EAQ Exam Skills Demonstration
2. Identify the steps of the nursing process during interactions in the simulated laboratory setting.	Lecture Skills Practice	EAQ Exam Skills Demonstration
3. Demonstrate therapeutic communication techniques and data collection during basic physical assessment in a laboratory setting	Lecture Skills Practice	EAQ Exam Skills Demonstration
4. Demonstrate correct usage of basic principles of medical and surgical asepsis in simulated laboratory setting.	Lecture Skills Practice	EAQ Exam Skills Demonstration
5. Provide competent, direct, patient-centered nursing care to adult and older adults based on spiritual and cultural interpretation of health-related data collected in simulated laboratory	Lecture Skills Practice	EAQ Exam Skills Demonstration
6. Apply the steps of the nursing process to performance of basic patient-centered nursing skills in the adult and older adult patient, within legal and ethical parameters, while delivering competent care in a simulated laboratory setting.	Lecture Skills Practice	EAQ Exam Skills Demonstration
7. Identify origin of disease and risk factors for disease development and exposure	Lecture Skills Practice	EAQ Exam Skills Demonstration

to possible sources of infectious organisms and environmental hazards during practice in the simulated laboratory setting.		
8. Demonstrate decision-making skills across the lifespan during problem-solving and clinical reasoning activities in the simulated laboratory setting.	Lecture Skills Practice	EAQ Exam Skills Demonstration
9. Apply health teaching of basic principles underlying nursing skills procedure during performance on patients across the lifespan in the simulated laboratory setting.	Lecture Skills Practice	EAQ Exam Skills Demonstration
10. Demonstrate evaluation of patient-centered nursing care effects on adult and older adult patients by documenting the patient's response following safe, caring therapeutic nursing interventions in the simulated laboratory setting.	Lecture Skills Practice	EAQ Exam Skills Demonstration
11. Demonstrate use of problem-solving techniques, which facilitate coordination of human and material resources for compassionate, patient-centered care across the lifespan.	Lecture Skills Practice	EAQ Exam Skills Demonstration
12. Collaborate with classmates and instructors in the simulated laboratory	Lecture Skills Practice	EAQ Exam Skills Demonstration

setting to develop skills needed to facilitated effective patient-centered care across the lifespan.		
13. Identify safety standards that promote a health, safe, and comfortable work environment.	Lecture Skills Practice	EAQ Exam Skills Demonstration
14. Improve performance based upon self-evaluation during practice of safe and compassionate, patient-centered nursing care skills across the lifespan in the simulated laboratory setting.	Lecture Skills Practice	EAQ Exam Skills Demonstration
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.	Lecture Skills Practice	EAQ Exam Skills Demonstration

Academic Dishonesty: Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism:

Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else’s words without giving proper citation, copying directly from a website, and pasting it into your paper, using someone else’s words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action.

Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

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 nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Successful Tips for Students

1. Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

2. Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review
<http://www2.swccd.edu/~asc/lrnglinks/txttrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video)
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

Course outline: See addendum at end of syllabus. Course Calendar will be provided in a separate document.

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://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.
https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

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 Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

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 March 2. The last date to withdraw from the 16-week session is April 25. The last date to withdraw for the 2nd 8-week session is May 4.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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 F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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.

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015). (See Student Handbook and Clinical Evaluation Tool for detailed explanation of standards.)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

Speaking, Reading, and Writing Center

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment.

Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

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.

Learning Modules

Week 1: Orientation and Review of Basic Skills and Care of the Surgical Patient (Pre/Intra/Post)

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

Theory

1. Define perioperative care.
2. Identify the three phases of perioperative care.
3. Differentiate inpatient from outpatient surgery.
4. Discuss reasons for which surgery might be performed.
5. Assess for potential risk factors for complications of surgery.
6. Discuss two methods for donating blood before surgery.
7. Explain the nurse's role in the various phases of preoperative nursing.
8. List at least four advantages of laser surgery.
9. Discuss how robotic surgery has made recover time shorter.
10. Assist the patient with psychological preparation for surgery and include patient teaching.
11. Identify the types of anesthesia used for surgery.
12. Discuss differences in the roles of the scrub person and the circulating nurse.
13. State the safety measure now in place to prevent errors regarding the surgical site.
14. Assist the patient with psychological preparation for surgery.
15. Define the nurse's role during the signing of consent for surgery.
16. List interventions to prevent each of the potential postoperative complications.
17. Discuss at least two ways in which the surgical care of older adults differs from that of other age groups.
18. Describe the seven categories of tests that are commonly performed.
19. List 10 general nursing responsibilities related to assisting with special examinations and test.
20. Name five positions commonly used during tests or examinations.
21. Explain factors to be considered when an older adult is to undergo diagnostic testing.

Learning Content

- I. Preoperative Period
 - A. Inpatient Surgery
 - B. Outpatient Surgery
 - C. Informed Consent
 - D. Preoperative Blood Donation
 - E. Immediate Preoperative Care
 - i. Nursing Assessment
 - ii. Preoperative Teaching
 - iii. Physical Preparation

- iv. Preoperative Medications
 - v. Psychosocial Preparation
 - vi. Preoperative Checklist
- II. Special Examinations and Tests
 - A. Examinations and Tests
 - i. General Nursing Responsibilities
 - 1. Pre-procedural Care
 - 2. Pre-procedural Responsibilities
 - 3. Post-procedural Care
 - ii. Common Diagnostic Examinations
 - 1. Pelvic Examination
 - 2. Radiography
 - 3. Endoscopic Examination
 - 4. Radionuclide Imaging
 - 5. Ultrasonography
 - 6. Electrical Graphic Recordings
- III. Intraoperative Period
 - A. Receiving Room
 - B. Operating Room
 - C. Anesthesia
 - i. General Anesthesia
 - ii. Regional Anesthesia
 - iii. Conscious Sedation
 - D. Surgical Waiting Area
- IV. Postoperative Period
 - A. Immediate Postoperative Care
 - i. Initial Postoperative Assessments
 - ii. Preparing the Room
 - iii. Monitoring for Complications
 - B. Continuing Postoperative Care
 - i. Food and Oral Fluids
 - ii. Venous Circulation
 - iii. Wound Management
 - iv. Discharge Instructions
- V. Nursing Implications
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Skills competencies:

1. Anti-Embolism Stockings (TED hose)
2. Sequential Compression Device (SCD)
3. Documentation

Learning Content

Review over 6 Basic skills to prepare for Advance skills learned over the next 10 weeks and prepare for clinical practices.

Learning Activities

Readings from required and recommended texts.
Related topics and open skills labs to review system and the nursing process.
Case study reviews.
Critical thinking activities.
Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Skills:

1. Phlebotomy
2. Medication Administration
3. IV insertion and DC
4. NG tube insertion and DC
5. Sterile glove donning and doffing
6. Head to toe

Week 2: Fluid, Electrolyte, and Acid-Base Balance

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Discuss the various functions water performs in the body.
2. List the major electrolytes and the function of each.

3. Describe three ways in which body fluids are continuously being distributed among the fluid compartments.
4. Identify the signs and symptoms of the common fluid and electrolyte imbalances.
5. State the main signs and symptoms of acid-base imbalances.
6. Assess an assigned patient for signs of fluid and electrolyte imbalance.
7. From patient laboratory results, identify electrolyte values that are abnormal.
8. Implement patient education for someone with hypokalemia.
9. Develop a plan of care for a patient who has a fluid and electrolyte imbalance.
10. Identify patients who might be at risk for an acid-base imbalance.

Learning Content

- I. Composition of Body Fluids
 - A. Water
 - B. Electrolytes
 - C. Non-electrolytes
 - D. Blood
- II. Distribution
 - A. Movement of Fluid and Electrolytes
 1. Passive Transport
 2. Active Transport
- III. Fluid and Electrolyte Imbalances
 - A. Deficient fluid volume
 - B. Excessive Fluid Volume
 - C. Electrolyte Imbalances
- IV. Acid Base Balance
 - A. pH
 - B. Bicarb
 - C. Control Mechanisms
- V. Acid Base Imbalance
 - A. Respiratory acidosis
 - B. Metabolic acidosis
 - C. Respiratory alkalosis
 - D. Metabolic alkalosis

Learning Activities

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Skills:

I&O

Lab values

ABG values

Documentation

I. Week 3: Promoting Musculoskeletal Functioning**Student Learning Outcomes**

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Correctly use the terms listed for this chapter.
2. List purposes of mechanical immobilization
3. Discuss different types of splints used across the lifespan.
4. Determine why slings and braces are used.
5. Discuss the purpose of a cast.
6. Discuss three types of casts.
7. Describe therapeutic nursing actions that are appropriate when caring for patients with casts.
8. Discuss how casts are removed.
9. Explain what traction implies.
10. Describe types of traction.
11. List principles that apply to maintaining effective traction.
12. Describe the purpose for an external fixator.
13. Discuss the rationale for performing pin site care.
14. Describe activities that prepare patients for ambulation.
15. Discuss examples of isometric exercises that tone and strengthen lower extremities.
16. Explain the reason for dangling patients or using a tilt table.
17. List devices used to assist patient with ambulation.
18. List examples of ambulatory aids.
19. Identify the most stable type of ambulatory aid.
20. Describe characteristics of appropriately fitted crutches.
21. Discuss four types of crutch-walking gaits.
22. Explain the purpose of a temporary prosthetic limb.
23. Discuss criteria that must be met before constructing a permanent prosthetic limb.
24. Discuss four components of above-the-knee and below-the-knee prosthetic limbs.
25. Describe how a prosthetic limb is applied.
26. Discuss age-related changes that affect the gait and ambulation of older adults.
27. Discuss age-related changes that affect the gait and ambulation of older adults.

Learning Content

1. Purposes of Mechanical Immobilization
2. Mechanical Immobilizing Devices
 - A. Splints
 1. Emergency splints
 2. Commercial Splints
 - B. Slings
 - C. Braces
 - D. Casts
 1. Cylinder Cast
 2. Body Cast
 3. Bivalve Cast
 4. Spica Cast
 - E. Cast Application
 - F. Basic Cast Care
 - G. Cast Removal
3. Traction
 - A. Types of Traction
 1. Manual Traction
 2. Skin Traction
 3. Skeletal Traction
 - B. Traction Care
4. External Fixators
5. Nursing Implications
6. Gerontology Considerations
7. Preparing for Ambulation
 - A. Isometric Exercises
 1. Quadriceps Setting
 2. Gluteal Setting
 - B. Upper Arm Strengthening
 - C. Dangling
 - D. Using a tilt Table
8. Assistive Devices
9. Ambulatory aids
 - A. Canes
 - B. Walkers
 - C. Crutches
 - D. Crutch-walking Gaits
10. Prosthetic Limbs
 - A. Temporary Prosthetic Limb
 - B. Permanent Prosthetic Components
 - C. Patient Care
 - D. Ambulation with a Lower Limb Prosthesis
11. Nursing Implications

12. Gerontology Considerations

Learning Activities

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion and Flipped Classroom Activities

Online Resources

Study Questions

Workbook exercises

Skills:

1. Care of the Patient in Traction
2. Slings
3. Measuring for Crutches, Canes, & Walkers
4. Assisting with Crutches
5. Documentation

II. Providing Wound Care and Treating Pressure Injuries

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

1. Define the term wound.
2. Describe the physiologic process by which wounds heal.
3. Discuss factors that affect wound healing.
4. Describe 4 signs and symptoms of wound infection.
5. Discuss actions to be taken if wound dehiscence or evisceration occurs.
6. Name two types of wounds.
7. State at least three purposes for using a dressing.
8. Explain the rationale for keeping wounds moist.
9. Identify the advantages of vacuum-assisted wound closure.
10. Give examples of four methods used to remove nonliving tissue from a wound.
11. List three commonly irrigated structures
12. Explain the major purpose of a wound drain.
13. Name the two major methods for securing surgical wounds, and evaluate patient healing.
14. Explain three reasons for using a bandage or binder.
15. Discuss the purpose of using a binder.
16. Compare and contrast the therapeutic effects of heat and cold.
17. List at least five risk factors for devaluing pressure ulcers.

18. Discuss three techniques for preventing pressure ulcers.

Learning Content

- I. Wound Types & Wound Repair
 - A. Inflammation
 - B. Proliferation
 - C. Remodeling
- II. Wound Healing
- III. Wound Healing Complications
- IV. Wound Management
 - A. Dressings
 - B. Drains
 - C. Sutures and Staples
 - D. Bandages and Binders
 - E. Debridement
 - F. Heat and Cold Applications
- V. Pressure Ulcers
 - A. Stages of Pressure Ulcers
 - B. Prevention of Pressure Ulcers
- VI. Nursing Implications
 - A. Application of the Nursing Process
 - 1. Assessment
 - 2. Nursing Diagnosis
 - 3. Planning
 - 4. Implementation
 - a) Wound Cleansing & Dressing Change
 - b) Suture Removal
 - c) Hot/Cold Application
 - 5. Evaluation

Learning Activities

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Skills demonstrations:

- 1. Changing a Dressing
- 2. Irrigating Wounds

3. Documentation

Week 4: Respiratory and Oxygen Therapy

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

Theory (Oxygenation)

1. Explain the difference between ventilation and respiration.
2. Differentiate between external and internal respiration.
3. Name two methods for assessing the oxygenation status of patients at the bedside.
4. List at least five signs of inadequate oxygenation.
5. Describe the various methods used for oxygen delivery.
6. List safety precautions to be observed when patients across the life span are receiving oxygen therapy.
7. Name two nursing interventions that can be used to improve ventilation and oxygenation.
8. Identify four items that may be needed when providing oxygen therapy.
9. Name four sources for supplemental oxygen.
10. List five common oxygen delivery devices.
11. Discuss two hazards related to the administration of oxygen.
12. Describe two additional therapeutic techniques that relate to oxygenation.
13. Discuss at least two facts concerning oxygenation that affect the care of older adults.
14. List normal ranges of ABG's.

Theory (Airway Management)

15. Discuss four natural mechanisms that protect the airway.
16. Explain methods nurses use to help to maintain the natural airway.
17. Name several techniques for liquefying respiratory secretions.
18. Explain several techniques of chest physiotherapy.
19. Describe several suctioning techniques used to clear secretions from the airway.
20. List two indications for inserting an artificial airway.
21. Name two examples of artificial airways.
22. Identify three components of tracheostomy care.

Learning Content

- I. Oxygenation
 - A. Anatomy and Physiology of Breathing
 - B. Assessing Oxygenation
 - A. Physical Assessment

- B. Arterial Blood Gases
 - C. Pulse Oximetry
 - C. Promoting Oxygenation
 - A. Positioning
 - B. Breathing Techniques
 - a) Deep Breathing
 - b) Pursed-Lip Breathing
 - c) Diaphragmatic Breathing
 - d) Nasal Strips
 - D. Oxygen Therapy
 - A. Oxygen Sources
 - a) Wall Outlet
 - b) Portable Tanks
 - c) Liquid Oxygen Unit
 - d) Oxygen Concentrator
 - B. Equipment Used in Oxygen Administration
 - a) Flowmeter
 - b) Oxygen Analyzer
 - c) Humidifier
 - C. Common Delivery Devices
 - a) Nasal Cannula
 - b) Masks
 - c) Face Tent
 - d) Tracheotomy Collar
 - e) T-Piece
 - D. Additional Delivery Devices
 - a) Nasal Catheter
 - b) Oxygen Tent
 - c) CPAP Mask
 - d) Transtracheal Oxygen
 - E. Oxygen Hazards
 - a) Fire Potential
 - b) Oxygen Toxicity
- II. Related Oxygenation Techniques
 - A. Water-Seal Chest Tube Drainage
 - B. Hyperbaric Oxygen Therapy
- III. Nursing implications
- IV. Airway Management
 - A. The Airway
 - B. Natural Airway Management
 - (1) Liquefying Secretions
 - (2) Mobilizing Secretions
 - (3) Suctioning Secretions
 - C. Artificial Airway Management

- a) Oral Airway
- b) Tracheostomy
 - (1) Tracheostomy tube
 - (2) Tracheostomy Suctioning
 - (3) Tracheostomy Care

V. Nursing Implications

Learning Activities

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Skills:

1. Pulse Oximetry Use
2. Oxygen Administration
3. Suction Airway/Tracheostomy
4. Tracheostomy Care
5. Documentation

Week 5: Check offs for Respiratory and Wound Care

Review for Exam 2. No lecture.

Skills check off on Trach Care and Trach suction

Skills check off on Wound Care

Week 6: Urinary Elimination

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

Theory

1. Describe the structure and functions of the urinary system.

2. Identify abnormal findings on a urinalysis report.
3. Describe three nursing measures to assist patients to urinate normally.
4. Name four types of urine specimens that nurses commonly collect.
5. List six abnormal urinary elimination patterns.
6. List the purposes and principles of indwelling and intermittent catheterization.
7. Explain the rationale for using a continuous bladder irrigation system.
8. Define urinary diversion.
9. Discuss factors that contribute to impaired skin integrity in patients with a urostomy.
10. Discuss ways to manage urinary incontinence.
11. Describe two age-related changes in older adults that may affect urinary elimination.

Learning Content

- I. Overview of Urinary Elimination
- II. Characteristics of Urine
 - A. Urine Specimen Collection
 1. Voided Specimens
 2. Clean-Catch Specimens
 3. Catheter Specimens
 4. 24-Hour Specimens
 - B. Abnormal Urine Characteristics
- III. Abnormal Urinary Elimination Patterns
 - A. Anuria
 - B. Oliguria
 - C. Polyuria
 - D. Nocturia
 - E. Dysuria
 - F. Incontinence
- IV. Assisting Patients with Urinary Elimination
 - A. Commode
 - B. Urinal
 - C. Using a Bedpan
- V. Managing Incontinence
- VI. Catheterization
 - A. Types of Catheters
 1. External Catheters
 2. Straight Catheters
 3. Retention Catheters
 - B. Inserting a Catheter
 - C. Connecting a Closed Drainage System
 - D. Providing Catheter Care
 - E. Catheter Irrigation
 1. Using an Open System
 2. Using a Closed System
 3. Continuous Irrigation

- F. Indwelling Catheter Removal
- VII. Urinary Diversions
- VIII. Nursing Implications
 - A. Assessment
 - B. Nursing Diagnosis
 - C. Planning
 - D. Implementation
 - E. Evaluation

Learning Activities

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion

Clinical Reasoning Questions

Study Questions

Workbook exercises

Skills:

1. Bed Pan
2. Condom Catheter Placement
3. Female Catheter Insertion/Removal
4. Male Catheter Insertion/Removal
5. Documentation

Week 7: Bowel Elimination

Student Learning Outcomes

Upon completion of this unit, the student will be expected to utilize beginning critical thinking/clinical reasoning skills in implementing the nursing roles of Provider of Patient Centered Care, Member of the Healthcare Team, Patient Safety Advocate, and Member of the Profession to:

Theory

1. Describe the process of normal bowel elimination.
2. Identify abnormal characteristics of stool
3. Name two components of a bowel elimination assessment.
4. List five common alterations in bowel elimination.
5. Name four types of constipation
6. Identify measures within the scope of nursing evidence-based practice for treating constipation.

7. Identify two interventions that promote bowel elimination when it does not occur naturally
8. Discuss the physiologic effects of hypoactive bowel and nursing interventions to assist patients with constipation.
9. Name two categories of enema administration.
10. List at least three common solutions used in a cleansing enema.
11. Explain the purpose of an oil retention enema.
12. List safety considerations related to giving a patient an enema.
13. Describe three types of intestinal diversions.
14. Discuss the stoma and peristomal assessment and skin care.
15. Discuss the psychosocial implications for a patient who has an ostomy.

Learning Content

- I. Bowel Elimination
 - A. Defecation
 - B. Assessment of Bowel Elimination
 1. Elimination Patterns
 2. Stool Characteristics
 - C. Common Alterations in Bowel Elimination
 1. Constipation
 - a) Primary Constipation
 - b) Secondary Constipation
 - c) Iatrogenic Constipation
 - d) Pseudo constipation
 2. Fecal Impaction
 3. Flatulence
 4. Diarrhea
 5. Fecal Incontinence
 - D. Measures to Promote Bowel Elimination
 1. Inserting a Rectal Suppository
 2. Administering an Enema
 - a) Cleansing Enemas
 - b) Retention Enemas
 - E. Ostomy care
 1. Providing Peristomal Care
 2. Applying an Ostomy Appliance
 3. Draining a Continent Ileostomy
 4. Irrigating a Colostomy
 - F. Nursing Implications

Learning Activities

Readings from required and recommended texts.

Related topics and open skills labs to review system and the nursing process.

Case study reviews.

Critical thinking activities.

Lecture/Discussion
Clinical Reasoning Questions
Study Questions
Workbook exercises

Skills:

1. Enema
2. Changing an Ostomy Appliance
3. Irrigating a Colostomy
4. Documentation

Week 8: Check offs for Urinary system and Bowel Elimination

Student Learner Objectives

Students will use this week to check off on 3 skills learned. Review over any material for Final exam.

Review for Exam 3. No lecture.

Skills to check off:

1. Foley insertion and DC
2. Changing an Ostomy Appliance
3. Documentation

Week 9: Putting It All Together - Student Presentations

Student Learner Objectives

Review over any material for Final exam.

Review for Final exam. No lecture

Groups for project

Group I: Diagnostic Tests, Specimen Collection
Group II: Fluid, Electrolytes, Acid Base Balance
Group III: Respirations, Oxygen Therapy
Group IV: Urinary Elimination, Bowel Elimination
Group V: Wound Care, Pressure Injury Care

Week 10: Comprehensive Final Exam

No further class for final exam week