



VNSG 2331
Advanced Skills for Nursing
Spring 2025
8 weeks
Tuesdays & Wednesdays 0800-1630

Instructor Information:

Course Facilitator –

Jalayne Henderson, MSN, RN

Jhenderson11@com.edu

409-933-8456

Adjunct Instructors:

Betty Winters, BSN

Jennifer Cowan, BSN

Student hours and location:

STEM 225-19. Please email me for appointments

Office hours: Monday: 11a-12noon, Thurs: 9a-2p, Fri 9a-12noon

Required Textbook/Materials:

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

2. Spring 2023 Elsevier 360 Bundle - Note: payment to bookstore by designated date in order to keep access to the bundle.

Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

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:

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Basic medical terminology, vocabulary, and abbreviations used in healthcare	Outcome #1 Demonstrate vocational student nurse responsibilities by following policies and procedures of the Vocational Nursing Program and the clinical facility practice guidelines	EAQ Exam Skills Demonstration Clinical evaluation
2. Identify the steps of the nursing process during interactions in the simulated laboratory setting.	Outcome #2 Assume responsibility and accountability for the quality of nursing care provided to patients across the lifespan and their families.	EAQ Exam Skills Demonstration Sim charting
3. Demonstrate therapeutic communication techniques and data collection during basic physical assessment in a laboratory setting	Outcome #3 Provide safe and compassionate nursing care to culturally, ethnically, and socially diverse patients across the lifespan and their families.	EAQ Exam Skills Demonstration Clinical evaluation
4. Demonstrate correct usage of basic principles of medical and surgical asepsis in simulated laboratory setting.	Outcome #3 Provide safe and compassionate nursing care to culturally, ethnically, and socially diverse patients across the lifespan and their families.	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	Outcome #1 Demonstrate vocational student nurse responsibilities by following policies and procedures of the Vocational Nursing Program and the clinical facility practice guidelines	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.	Outcome #2 Assume responsibility and accountability for the quality of nursing care provided to patients across the lifespan and their families.	EAQ Exam Skills Demonstration
7. Identify origin of disease and risk factors for disease	Outcome #5 Analyze focused assessment data to prioritize	EAQ Exam

development and exposure to possible sources of infectious organisms and environmental hazards during practice in the simulated laboratory setting.	problems that can be addressed by the nurse.	Skills Demonstration
8. Demonstrate decision-making skills across the lifespan during problem-solving and clinical reasoning activities in the simulated laboratory setting.	Outcome #2 Assume responsibility and accountability for the quality of nursing care provided to patients across the lifespan and their families.	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.	Outcome #2 Assume responsibility and accountability for the quality of nursing care provided to patients across the lifespan and their families.	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.	Outcome #3 Provide safe and compassionate nursing care to culturally, ethnically, and socially diverse patients across the lifespan and their families.	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.	Outcome #5 Analyze focused assessment data to prioritize problems that can be addressed by the nurse.	EAQ Exam Skills Demonstration
12. Collaborate with classmates and instructors	Outcome #6 Assist in the development of the plan of	EAQ Exam

in the simulated laboratory setting to develop skills needed to facilitated effective patient-centered care across the lifespan.	care that identifies patient goals/outcomes and nursing interventions utilizing evidence-based practice and in collaboration with patients, their families, and the health care team,	Skills Demonstration
13. Identify safety standards that promote a health, safe, and comfortable work environment.	Outcome #7 Implement the plan of care according to the scope of practice to provide safe, compassionate, ethical nursing care for patients with basic health needs across the lifespan and their families in a variety of healthcare settings.	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.	Outcome #9 Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.	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.	Outcome #9 Assist in the coordination of human, information, and material resources in providing care for assigned patients and their families.	EAQ Exam Skills Demonstration

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.

See Grade Determination & Calculation in the Nursing Student Handbook.

Computation of Grades		%
Group Project		10
EAQ/Lessons*(4)		5
Exam 1*	75% test average	16.67
Exam 2*		16.67
Exam 3*		16.67
Final Exam* (HESI standardized exam)		10
Quizzes (5)		15
Medication admin check off		10
Total		100%
* ≥ 75% exam average required to pass the course		
**Weighted assignments calculated only after 75% exam average met.		

Late Work, Make-Up, and Extra-Credit Policy: There are no late assignments accepted. Quizzes, lessons, or assignments turned in after the due date will be given a grade of zero.

Attendance Policy: An absence is defined as missing half or more of a class period. Three or more absences in nursing theory courses will result in written counseling. An instructor-initiated withdrawal may occur if a student continues to be absent after the counseling is given. See 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.

Academic Dishonesty: The Nursing Program follows the COM Student Handbook Standards of Student Conduct, Code of Ethics for Nurses (American Nurses Association (ANA) 2015), TBON, and affiliated clinical partner policies and procedures for impaired or disruptive behavior and discipline. The faculty reserves the right to ask a student who is disruptive and displays behavior inconsistent with professional standards to leave the classroom, lab, or clinical setting. See Nursing student handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me first using the contact information previously provided. If your concerns have not been resolved *after* meeting with me, you may contact the Dean of Instruction @ rmontz@com.edu

Course outline:

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 – standardized exam (1): Assess overall knowledge and understanding of complete course content. The exam will use multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-RN testing format.
3. EAQ and Lessons: Assess knowledge and understanding of weekly course contents. There will be 4 quizzes and 4 lessons, and the due dates will be provided in the course calendar. A zero will be recorded for assignments not submitted after the due date. Lessons and quizzes are open book. Students should not share answers and should be done on their own.
4. Skills Validation: Medication check off. Graded.
5. **Group project** – Assessment of knowledge, skills, critical thinking, and professionalism of nursing skills acquired over the course. The group project will include an activity component to do with the class such as role-playing, a game, or a hands-on activity for the whole class to participate in. The group will write a 1–2-page summary on their topic. Groups will be assigned by instructors. Groups will consist of 4 to 5 students each.

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 with 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 accommodation 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 5-week session is July 1. The last date to withdraw from the 10-week session is July 30. The last date to withdraw for the 2nd 5-week session is August 2.

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.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual based on race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.

Learning Modules

Orientation, Review of Basic Skills, and Parenteral Medication Administration Intravenous Medications, Intradermal, Subcutaneous, Intramuscular (Chapter 35)

Student Learner Objectives

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.

Theory

1. Describe the legal and professional responsibilities of the licensed practical nurse/licensed vocational nurse (LPN/LVN) related to medication administration.
2. Identify all of the parts of a complete medication order.
3. Compare and contrast the hard copy medication administration record (MAR) and the electronic medication administration record (eMAR).
4. Evaluate your responsibilities in the event of a medication error.
5. Identify the principles for safe and effective administration of intradermal, subcutaneous, and intramuscular injections.
6. List the routes used for administering parenteral medications and the advantages and disadvantages of each route for pediatric, adult, and older adults.

Clinical Practice

1. Recognize the different types of medication orders (e.g., scheduled or routine, PRN, stat, and one time).
2. Document medication administration and your patient's response to the therapy.
3. Using clinical judgment, choose the appropriate syringe and needle for the type of injection ordered.
4. Follow Standard Precautions when administering injections and disposing of used equipment.
5. Aseptically and accurately withdraw and measure the ordered dose of a medication from a vial or an ampule.
6. Demonstrate the correct method for drawing up two types of medications, including insulin, in one syringe.
7. Use the Six Rights of medication administration, including checking for patient drug allergies.
8. Prepare and administer an intradermal injection, using the Six Rights and aseptic technique.
9. Correctly prepare and administer a subcutaneous injection with 100% accuracy.
10. Correctly prepare and administer an intramuscular injection with 100% accuracy.
11. Locate the appropriate site on a patient to give an intradermal, subcutaneous, or intramuscular injection by identifying correct anatomic landmarks.
12. Evaluate your documentation of injections after administration.

Learning Content

Nursing Responsibilities Medication Administration

- Promotion of Safety - Six Rights

Principles of Parenteral Injections

Routes for Parenteral Medications

- Intradermal Route
- Subcutaneous Route
- Intramuscular Route

Injection Equipment

- Types of Syringes
- Measurement Scales
- Needle Gauge and Length
- Preventing Needle Sticks
- Syringes and Needle Selection - Preparing the Syringe for Use

Parenteral Solutions

- Using a Medication Ampule
- Using a Medication Vial
- Reconstitution of a Drug
- Compatibility of Medications
- Injection of Medications

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
- Study Questions
- NCLEX-Style chapter review question assignment

Skills

- Administering Intradermal Injection
- Administering Subcutaneous Injection
- Administering Intramuscular Injection
- Preparing a Syringe for Use
- Withdrawing Medication from a Vial
- Combining Insulins
- Giving a Z-Track Injections

Fluid and Electrolytes Concepts and intravenous catheters

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 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. 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 competencies:

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. IV insertion and DC

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

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 of 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 patients 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

Respiratory and Oxygen Therapy and Mid-term Exam

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

Bowel Elimination and Urinary Elimination

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

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

Pre/Post/Intra-Operative Concepts

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. 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:

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

3. Documentation

Student Learner Objectives

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

Chapter 40: Common Physical Care Problems of the Older Adult

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. Explain the effect of physical changes on the older adult's lifestyle.
2. Discuss five common age-related physical care problems of older adults.
3. Identify three ways to promote mobility in older adults.
4. List four ways for the older adult to prevent falls in the home.
5. Review the physical and psychological consequences of chronic incontinence.
6. Discuss how multiple factors affecting older adults may lead to an alteration in nutrition.
7. Explain techniques to facilitate communication and safety for the patient with a sensory deficit.
8. Recognize sexual concerns among the older adult population.
9. Identify five reasons why older adults are prone to the problem of polypharmacy.

Clinical Practice

1. Perform patient education regarding fall prevention.
2. Formulate a plan to assist an older adult in decreasing or preventing incontinence.
3. Teach specific ways to enhance nutritional status to an older adult.
4. Assist a patient in developing a self-medication reminder system.

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

Chapter 41: Common Psychosocial Care Problems of the Older Adult

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. Discuss general principles of care for older adults with altered cognitive functioning.
2. Assist with assessment of cognitive changes in the older adult.
3. Differentiate characteristics of delirium, dementia, and depression.
4. Identify options for keeping the cognitively impaired older adult safe.
5. Implement strategies to decrease agitation, wandering, sundowning, and eating problems in patients.
6. Discuss the interrelationship among alcohol use disorder, depression, and suicide in older adults.
7. Identify the five main categories of elder abuse.
8. List five crimes commonly perpetrated on older adults.
9. Discuss two future psychosocial issues for older adults.

Clinical Practice

1. Formulate a plan of care for the cognitively impaired older adult.
2. Demonstrate the ability to interact therapeutically with patients with depression and suicidal tendencies.
3. Teach crime prevention suggestions to a group of older adults.