



**VNSG 2331 – Advanced Nursing Skills**  
**Summer 2021 – 10 Weeks**  
**Tuesdays 08:00 am to 12:15 Noon & 1:15pm to 5:15pm**  
**Lecture and Lab**  
**Location: 237 Vocational Nursing CR/Lab**  
**Course Facilitator: Ute Holch RN MHA BSN**  
**[uholch@com.edu](mailto:uholch@com.edu) / TVB 225-14 / 409-933-8715**

**Required Textbooks/Software**

Tamara Dahlkemper (2016), *Caring for Older Adults Holistically* (7<sup>th</sup> ed). Philadelphia: FA Davis Company. ISBN 9780803645493

Patricia Williams, (2018), *deWit's Fundamental Concepts and Skills for Nursing*, (5<sup>th</sup> ed.). St. Louis: Elsevier. ISBN9780323396219

Patricia Williams, (2018), *deWit's Fundamental Concepts and Skills for Nursing Study Guide*, (5<sup>th</sup> ed.). St. Louis: Elsevier. ISBN 9780323483261

Patricia Williams, *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

Betty Ackley, (2017), *Nursing Diagnosis Handbook: An Evidence-based Guide to Planning Care*, St. Louis: Elsevier. ISBN 9780323322249

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>

E. Tinal Cuellar. (2021). *NCLEX-PN Examination* (6<sup>th</sup> ed.). HESI. ISBN 9780323653480 (**Used throughout the VN program**)

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

**Recommended Textbooks**

LA Silvestri, (2016). *Saunders's Comprehensive Review for NCLEX-PN*. (7<sup>th</sup>ed.). St. Louis: Elsevier.  
ISBN 9780323484886

Adrienne Linton (2020). *Medical Surgical Nursing*. (7<sup>th</sup> ed.). St. Louis: Elsevier.  
ISBN 9780323554596

**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.*

**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 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:

1. Identify advanced medical terminology and abbreviations used in health care.
2. Apply the steps of the nursing process across the lifespan during interactions in the advanced simulated laboratory setting.
3. Demonstrate therapeutic communication techniques and data collection across the lifespan during physical assessment in the advanced simulated laboratory setting.
4. Demonstrate correct use of advanced principles of medical and surgical asepsis during performance in the simulated laboratory setting.
5. Provide competent direct nursing care to selected adult and older patients based on interpretation of health-related data collected in the advanced simulated laboratory setting.
6. Apply of the nursing process to performance of advanced vocational nursing skills while delivering competent care across the lifespan in a simulated laboratory setting.
7. Identify origin of disease and risk factors for disease development to exposure to possible sources of infectious organisms and environmental hazards during evidence-based practice in the advanced simulated laboratory setting, including legal, ethical issues to exposure.
8. Demonstrate decision-making skills during problem-solving and clinical reasoning activities in adult and older adult in the advanced simulated laboratory setting.
9. Apply advanced principles underlying nursing skills procedures during performance on adult patient and older adult patients in the simulated laboratory setting.

10. Demonstrate evaluation of the effects of evidence-based vocational nursing care in the adult and older adult patient by documenting the patient's response following nursing interventions in the advanced simulated laboratory setting.
11. Demonstrate use of problem-solving techniques, which facilitate coordination of human and material resources for compassionate, patient-centered care across the lifespan in the simulated laboratory setting.
12. Collaborate with classmates and instructors in the simulated laboratory setting to develop advanced skills needed to facilitate effective patient-centered care across the lifespan.
13. Identify safety standards that promote a healthy, safe, and comfortable work environment.
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.
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.

**WECM End-of-course Outcomes:**

Demonstrate safe and competent advanced nursing skills; implement the steps in the nursing process and describe how each step relates to nursing care; and discuss the implementation of advanced nursing skills in a variety of health care settings.

**Attendance:**

See the Attendance policy in the Nursing Student Handbook.

**Tardiness:**

See Attendance policy in the Nursing Student Handbook.

**Withdrawal:**

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

**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](mailto:hbankston@com.edu). The Office of Services for Students with Disabilities is located in the Student Success Center. Disability services will be provided virtually during the summer program.

**Early Academic Alert Program:**

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a

meeting with you to see what assistance they can offer in order for you to meet your academic goals.

### **Classroom Conduct Policy/Student Conduct:**

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>). Nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 ([http://bon.texas.gov/rr\\_current/213-27.asp](http://bon.texas.gov/rr_current/213-27.asp)). See Behavior/Conduct in the Nursing Student Handbook.

### **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/>

### **Make-Up Policy/Late Assignments**

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

### **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.

### **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.

4. Discussion Post Participation (5): Meaningful and substantive posts have to be presented on the course content as per assignment. A participation post should average 150-200 words in length. The post should include appropriate knowledge, be factual, and include support from scholarly literature, and should include citations according to the APA guidelines.

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 (3): All skills must be passed to move onto the next part of the program.

### 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.

<b>Computation of Grades</b>		<b>%</b>
Exam 1*	<b>1</b>	<b>10</b>
Exam 2*	<b>1</b>	<b>10</b>
Exam 3*	<b>1</b>	<b>10</b>
Final Exam*	<b>1</b>	<b>20</b>
EAQ Quizzes**	<b>6</b>	<b>30</b>
Discussion Participation***	<b>5</b>	<b>10</b>
Student Presentation****	<b>1</b>	<b>10</b>
Skills Validation*****	<b>8</b>	<b>Pass/Fail</b>
Total		<b>100%</b>
<p>* ≥ 75% exam average required to pass the course  **Weighted assignments calculated only after 75% exam average met  ***Discussion Participation minimum 150 words  ****Student Presentation Power Points  *****Students must “pass” all skills proficiency check-offs to advance</p>		

### Methods of Instruction

- Lecture and discussion via classroom, virtual and online classroom
- Small group discussion and presentations
- Audiovisual instructional aids
- Critical thinking exercises
- Computer-assisted instruction

- Simulations and case Scenarios
- Skills relating to unit content

**COVID-19 Statement:** All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland’s Coronavirus Information site at [www.com.edu/coronavirus](http://www.com.edu/coronavirus). In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit [com.edu/coronavirus](http://com.edu/coronavirus) for future updates.

**Alternative Online Classroom requirements if necessary:**

Due to the classroom restrictions as a result of COVID19 pandemic precautions enacted by the Governor of the State of Texas and College of the Mainland administration, the following are required.

- A desktop or laptop computer with the following specifications (PC or MAC)
- 2 GB Free HDD space
- 4 GB RAM required; 8 GB recommended
- CPU equivalent to Intel i3 2+GHz
- Operating System: MAC OS 10.13.10.14. or 10.15 ONLY, or Windows 10 (version 1809 or 1903) only
- Webcam required
- Microphone required (cannot be headset)

**Students are expected to participate in the online/virtual classroom by being visible and present via computer applied cameras in a meaningful and participative manner.**

**Methods of Evaluation**

Skills Performance Checklists and instructions are found in the text. Each student is required to accurately return all demonstrations according to the Skills Performance Checklist, as specified by the instructor. Prior to successful demonstration, the student must answer all questions related to his/her skill performances. The Skills Performance Check-off form may be graded electronically by faculty or lab instructor and is available on the nursing online portal.

Students are expected to practice all skills procedures before asking to be checked off. If a student attempts to be checked-off and fails to do so at the first attempt, that student must practice that procedure a second time. After practicing, the student may return to check off on that procedure or another practice procedure within the same procedural skills group.

**If the student fails to show competency of the skill on the second attempt, the student must practice that procedure again and review any information given by the instructor. The student will have a third and final attempt to show competency for that skill. If the student fails to show competency on the third and final attempt, and it occurs prior to the “W” day, the student will receive an instructor-initiated drop from the course. This drop grade will be considered as a “Withdraw Failing” grade by the Nursing Program. If it occurs after the “W” day, the student will be dismissed from the course failing.**

**A student must complete and check-off on all skills before being allowed to progress to the next group of skills and must complete all skills by the end of the semester in order to pass this course. All students are expected to practice each skill in the skills lab in preparation for successful demonstration of the skill. Skill labs are available for students to practice, and availability for practice will be provided by the skills lab personnel. Students must sign in to the lab for each practice time.**

**Procedure Check-Off:** There will be no help or guidance from anyone during the return procedure and the student will answer all questions given by the instructor relating to that procedure. The student will be allowed time during lab hours to practice skills. Lab instructors are available to assist with check-off demonstrations per faculty instruction. All students must answer all questions and complete all Advanced Skills competencies with 100% accuracy.

**Advanced Skills Competencies in Lab:**

Successful completion of Advanced Skills shall be evidenced by student performance with 100% proficiency in the presence of an instructor in the simulated skills laboratory using Skills Performance Checklist and aid of mannequins and classmates, and/or in the virtual classroom.

Due to the online stipulation, the student shall be able to perform the following competencies during the **Summer Program**:

- Airway management/Tracheal suctioning
- Documentation
- Special procedures/Diagnostic tests
- Phlebotomy
- Specimen Collection
- Fecal Occult Blood Testing
- Midstream Urine Collection
- Foley Specimen Collection
- Wound Culture Specimen Collection
- Measure I&O
- Ensuring Oxygen Safety
- Setting Oxygen Flow Rates
- Foley catheterization, insertion, and Foley removal – male and female
- Catheter Care
- Intermittent Straight Catheterization
- Irrigation of Urinary Catheter
- Assisting w Bedpan/Urinal
- Applying Condom Catheter
- Suprapubic Catheter Care
- Pouching a Urostomy
- Enemas/Ostomy care
- Closed Drain System
- TED hose, Applying Elastic Stockings
- Wound care:
- Dressing changes/Wound management

Hydrocolloid Dressing  
Removing Sutures/Staples  
Cast care, traction, bandages  
Using a Hydraulic Life

**Concerns/Questions Statement:**

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 the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email [nursing@com.edu](mailto: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.

See the Student Concerns Policy in the Nursing Student Handbook.

**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](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/txtrdg.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](#)

**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](http://com.mywconline.com), or by clicking the SRWC icon on the COM website.

## **Surviving Active Shooter Event Reference and Training Videos**

Run, Hide, Fight \* **(Mandatory)**

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tIeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the Call \* **(Mandatory)** <https://www.youtube.com/watch?v=AWaPp-8k2p0>

### **Discussion Questions:**

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?

a. **COM Police Emergency number (409-933-8599)**

b. **COM Police Non-Emergency number (409-933-8403)**

7. When the police arrive why would you have your hands up and follow all commands?

8. Why is it important to make the call to report any suspicious person or activity to campus police?

### **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:*

[https://www.bon.texas.gov/licensure\\_eligibility.asp](https://www.bon.texas.gov/licensure_eligibility.asp).

Should you wish to request a review of the impact of criminal history on your potential Vocational Nurse License prior to or during your quest for a degree, you can visit this link and request a "Criminal History Evaluation": [https://www.bon.texas.gov/licensure\\_endorsement.asp](https://www.bon.texas.gov/licensure_endorsement.asp).

***This information is being provided to all persons who apply or enroll in the program, with notice of the requirements as described above, regardless of whether or not the person has been convicted of a criminal offense. Additionally, HB 1508 authorizes licensing agencies to require reimbursements when a student fails to receive the required notice.***

## Learning Modules

### Week 1: Diagnostic Tests, Specimen Collection, Special Examinations and Tests

#### 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. Describe the seven categories of tests that are commonly performed.
2. Differentiate between an examination and a test
3. List 10 general nursing responsibilities related to assisting with special examinations and test.
4. Name five positions commonly used during tests or examinations.
5. Explain what is involved in a pelvic examination and Pap test.
6. List six commonly performed categories of tests or examinations.
7. Identify four-word endings and their meanings that provide clues as to how test or examinations are performed.
8. Discuss appropriate psychosocial care and teaching for patients undergoing diagnostic tests or procedures.
9. Prepare to perform a capillary hemoglobin test, a venipuncture, a throat culture, and electrocardiogram, a urine dipstick test, and a stool for occult blood test, sigmoidoscopy, paracentesis, lumbar puncture, throat culture, and measurement of capillary blood glucose.
10. Explain factors to be considered when an older adult is to undergo diagnostic testing.

#### Learning Content

- I. Special Examinations and Tests
  - A. Examinations and Tests
    1. General Nursing Responsibilities
      - a) Pre-procedural Care
      - b) Pre-procedural Responsibilities
      - c) Post-procedural Care
    2. Common Diagnostic Examinations
      - a) Pelvic Examination
      - b) Radiography
      - c) Endoscopic Examination
      - d) Radionuclide Imaging

- e) Ultrasonography
- f) Electrical Graphic Recordings
- 3. Diagnostic Laboratory Tests
  - a) Assisting with a Paracentesis
  - b) Assisting with a Lumbar Puncture
  - c) Collecting a Specimen for a Throat Culture
  - d) Measuring Capillary Blood Glucose
  - e) Venipuncture for Obtaining a Blood Specimen

#### B. 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. Phlebotomy
2. Glucometer
3. Documentation

### **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**

- II. Composition of Body Fluids

- A. Water
  - B. Electrolytes
  - C. Non-electrolytes
  - D. Blood
- III. Distribution
- A. Movement of Fluid and Electrolytes
    - 1. Passive Transport
    - 2. Active Transport
- IV. Fluid and Electrolyte Imbalances
- A. Deficient fluid volume
  - B. Excessive Fluid Volume
  - C. Electrolyte Imbalances
- V. Acid Base Balance
- A. pH
  - B. Bicarb
  - C. Control Mechanisms
- VI. 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

Documentation

## **Week 3: Respirations 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 4: 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 5: 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 6: 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.

**Learning Content**

- I. Preoperative Period
  - A. Inpatient Surgery
  - B. Outpatient Surgery
    - i. Laser 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. Intraoperative Period
  - A. Receiving Room
  - B. Operating Room
  - C. Anesthesia
    - i. General Anesthesia
    - ii. Regional Anesthesia
    - iii. Conscious Sedation
  - D. Surgical Waiting Area
- III. 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
- IV. 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

## **Week 7: 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 8: 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

### **Week 9: Putting It All Together - Student Presentations**

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