Course Syllabus

COURSE: VNSG 1323 Basic Nursing Skills
SEMESTER: Fall 2023
CLASS DAYS: Th/Friday **
CLASS TIMES: 8:00 am – 12:00 pm

Name	Phone Numbers	Email	Office	Office Hours
Audrey Trull, RN	806.716.4680 (o)	atrull@southplainscollege.edu	826 B	Tues. 8-12 Thurs. 1-3 Fri. 9-11

*Please note office hours above. If you need to meet with me, you may stop by my office during office hours and if I am available at that time, I will be happy to meet with you. The best way to meet with me is to email me for an appointment that will be verified/accepted via email.
** Some Fridays will be scheduled for skills checkoffs and Benchmark exams. These are required as part of this course. Please see course schedule for details.

Please Note: **The COVID 19 crisis may change the lecture format / lab demonstration and this syllabus. Please refer to the 2022 Student Handbook for the complete COVID POLICY.**

"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

It is the responsibility of each student to be familiar with the content and requirements listed in the course syllabus.

COURSE DESCRIPTION

This course is an introduction to and application of primary nursing skills. The focus will be a mastery of basic nursing skills and competencies for a variety of health care settings using the nursing process as the foundation for all nursing interventions.

STUDENT LEARNING OUTCOMES

At the completion of the semester students will:
1. Be able describe the underlying principles of selected nursing skills and their relationship to client health status
2. Be able to demonstrate satisfactory performance of selected nursing skills utilizing principles of safety
3. Be able identify the nursing process used to solve basic client care problems across the life span using appropriate medical terminology
4. Demonstrate safe and competent basic nursing skills; describe how each step of the nursing process relates to nursing care; and discuss the implementation of basic nursing skills in a variety of health care settings.

At the completion of this course the student will:

1. Relate current knowledge into advanced nursing studies
2. Use basic nursing skills and knowledge to meet individualized patient needs
3. Employ plans for intelligent safe nursing care of the patient within the Holistic Nursing concept
4. Identify the patient as a unique individual who needs assistance during illness regardless of age or degree of infirmity
5. Display good interpersonal relationships and communication skills between nurse and patient; nurse and co-workers, nurse and family nurse and interdisciplinary team in a timely manner, including technology to support decision making to improve patient care
6. Consider the common needs of the patient and the Vocational Nurse's responsibility for the patient's environment, safety and well-being based on the vocational program of study and evidence-based practice
7. Recognize the importance of observation and communication regarding patient and co-worker interactions and charting. Assemble information using the Nursing Process as a nursing assessment of each patient
8. Demonstrate principles of asepsis, communicable disease prevention and health care/community readiness for disrupting events
9. Demonstrate knowledge of basic interventions to support the patient and family during life stages, including death and dying and potential care needs of vulnerable patient
10. Demonstrate methods for promoting safety in the work environment, including facility policies and procedures
11. Utilize terminology and rationale for performing basic nursing skills
12. Identify appropriate equipment needed for each nursing skill performed
13. Identify, assess, and evaluate the patient's response to the procedure
14. Discuss the necessity for the patient/family education regarding the specific skill
15. Correctly use abbreviations, definitions, prefixes, suffixes, verbs, adjectives, and words in the nursing profession
16. Break down a list of medical words and identify the meaning of each word in the list through structural analysis

EVALUATION METHODS

Computer-based exams, written exams, written assignments, quizzes, skills check-offs, and other projects as assigned. In addition, methods of instruction may include but are not limited to lecture, discussion, required reading, charts/posters, Power Point, lab demonstration/return demos and audio/visual presentation

ACADEMIC INTEGRITY

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating - Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as final examinations, to daily reports and to term papers.

Plagiarism - Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

VERIFICATION OF WORKPLACE COMPETENCIES
There will be external clinical and simulation learning experiences provided in this course, as well as learning experiences in the lab which provides the setting in which the student applies workplace competencies. Successful completion of the designated course outcomes will allow the student to continue to advance within the program. Successful completion of VNSG 1323 meets the requirements as stated in the Differentiated Essential Competencies (DECS) of Graduates of Texas Nursing Program as:
1. Member of a Profession
2. Provider of Patient Centered Care
3. Patient Safety Advocate
4. Member of the Health Care Team

BLACKBOARD
Blackboard is an e-Education platform designed to enable educational innovations everywhere by connecting people and technology. This educational tool will be used in this course throughout the semester.

SCANS and FOUNDATION SKILLS
Refer also to Course Objectives. Scans and Foundation Skills attached

SPECIFIC COURSE INFORMATION

TEXT AND MATERIALS

TEXTBOOK	Publisher	ISBN#
*Fundamentals of Nursing Care, Concepts, Connections & Skills 3rd Edition **With Access code to Davis Edge - REQUIRED**	F. A. Davis	978-0-8036-6906-2
*Fundamentals of Nursing Care, Concepts, Connections & Skills Study Guide **3rd Edition**	F. A. Davis	978-0-8036-6907-9

*Blackboard
*Exam Soft

ADDITIONAL CLASSROOM ITEMS

Students should come to class prepared with pens, pencils, and a spiral notebook for taking notes or completed quizzes or assignments in class. Students should be prepared to take notes over lecture material if they choose. You may use your computer for this course content only in the classroom. Follow student conduct guidelines for appropriate use of electronics in the classroom. Due to COVID we may have to meet virtually at some point. Please have a plan prepared as to how to meet via computer for this course. **You will need to have access to a computer and it will need to have a camera and a microphone.** When we meet virtually it will be Microsoft Teams, Blackboard Collaborate or Zoom. In the event that we must meet in the virtual setting please notify me if you do not have a computer to use.

ATTENDANCE POLICY (*READ CAREFULLY)

Students are expected to attend all classes in order to be successful in a course. The student may be administratively withdrawn from the course when absences become excessive as defined in the course syllabus.

 Roll is taken for each class by signature page; it may be taken several times during a class period. A student who is not present when roll is taken is "absent." A student is not allowed to disrupt the class for tardiness. A student who is late may come into the classroom after a break to hear the lecture, BUT the student will still be marked as "absent." Learning is fostered in the classroom environment. Missing even one lecture/class activity can negatively impact student performance; therefore, classroom attendance is mandatory and students are accountable to attend and be on time for class.

Students are expected to do all classwork at the time scheduled, whether the class is "live," per pre-corded lecture or via Zoom—this means the students should be "in class" during this time, not working, driving, shopping or doing some other activity.

A student who exceeds more than 3 absences in this course will be withdrawn from the program with an "F".

<u>LIVE classroom</u>: students must be in their seat ready for class at the scheduled time. Classes will be held on scheduled exam days with lectures to immediately follow the exam. Students who leave after the exam are counted as "absent." Students who are late for the exam, will not be allowed to take the exam.

Roll may be taken at any time during the class. Anytime the student is not present, the student is counted as a full absence. Breaks are given during the lecture time. Because we must closely monitor student movement in the building, you may only have a break when one is given. If you leave the classroom for any reason, you may not return and are counted absent. Students should use break times wisely—going to the bathroom, getting refreshment, etc. rather than spending time on cell phones and then wanting to go to the bathroom when class starts.

ZOOM classes/meetings: Zoom meetings are considered formal classes. Therefore, the student must be present in stationary environment—not working, driving, shopping or engaged in some other activity. There should be no TV, cell phones or other distractors during the meeting. **The student's camera must be on for the entire time of the class/meeting.** The microphone should be muted unless the student is answering a question, presenting information, or otherwise engaged in the course discussion. **If the student does not follow zoom etiquette as outlined in the VN handbook, the student will be removed from the zoom meeting and given an absence. The student MUST BE ON TIME for the zoom meeting; once the course instructor has started the lecture/meeting, the late student WILL NOT be allowed in and will be counted as absent.**

Students must attend all live classroom presentations and all Zoom meetings. A student who exceeds the allowable absences in any one class will be withdrawn from the program except in the case of a Covid exposure (see handbook for policy).

COVID policy: See VN Student Handbook

- In keeping with CDC guidelines, anyone with a known exposure should wear a mask for 10 days and should seek a COVID-19 test <u>on day five</u> after exposure. You may continue to class/clinicals as long as you are asymptomatic.
- If you test positive or develop symptoms, you should immediately self-isolate and seek a COVID-19 test.
- Anyone who tests positive is required to self-isolate for five days. Following the five-day isolation period, if you are asymptomatic or your symptoms are resolving, you may return to clinical or class but should wear a mask for five additional days.
- If you are still symptomatic, please contact DeEtte Edens, Associate Director of Health and Wellness, prior to your return date at dedens@southplainscollege.edu or 806-716-2376.

Please immediately notify your instructor and program director, and DeEtte Edens (Associate Director of Health and Wellness) any time you test positive for COVID-19.

Students should take an absence when they are truly ill (running fever, nausea/vomiting not due to pregnancy, diarrhea or some other communicable disease). A physician's release should be submitted when the student is treated by a physician.
Students who attend class exposing classmates to disease will receive a 10 point deduction on the next (or current) examination!

Students who exceed the allowable absence no longer meet the course criteria and must withdraw.
Absences are recorded for the whole day if a class is scheduled for the whole day. If a student leaves before the end of the class period, the student is marked "absent" for the day. There are no "half-day" absences. If the student is asked to leave the classroom for any reason (sleeping, talking or other inappropriate behavior), the student is given an absence and the subsequent point deduction.
Attendance is most often taken by a sign in sheet. Students who "forget" to sign in are counted as absent.

As a matter of courtesy and professional behavior, a student who is going to be absent should email or call the course instructor and inform the instructor of the pending absence.

4.1-B Tardy: Tardiness is not accepted in the Vocational Nursing Program. Students are either present on time or they are absent.

4.1-C. ATTENDANCE RECORDS: Because the student is an adult learner, each student should keep his/her own record of absence. Faculty is under NO obligation to inform a student of absences; the student will be notified when he/she no longer meets program objectives because of excessive absences and the student is being withdrawn. *Should the student believe a discrepancy exists, the student should submit the notice in writing to the Program Director within 24 hours of notification.*

4.1-D. RELIGIOUS HOLY DAYS ABSENCES: In accordance with Section 51.911, Texas Education Code, SPC will allow a student who is absent from class for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within seven calendar days after the absence.

Students are required to file a written notification of absence with each instructor within the first fifteen (15) days of the beginning of the semester in which the absence will occur. Forms for this purpose are available in the office of the Director of Special Services along with instructions and procedures. "Religious holy days" means a holy day observed by a religion whose place of worship is exempt from property taxation under Section 11.20, Tax Code.

Assignments/Quizzes may be given as a "Ticket to Class" or to enhance learning of the course material. These activities will count toward 10% of the total course grade.

Students will have F. A. Davis Edge quizzes that will be completed outside of class time and have a time scheduled to complete them. You only have one attempt on these quizzes and the honor code is in place as this is not a group assignment. Class ID: E2F40EE115. **The class ID is required to enter the course and complete any assignments.** Davis Edge Quizzes will be **due before 8 am on the due date**. The quiz will be closed at 8 and will not accept any late work.

If it is a "Ticket to Class", it will be required to enter the class period. If the "Ticket to class" is not complete, the student will not be allowed to enter class until it is finished.

All required work must be in on time in order that the student may benefit from the corrections and study for future examinations. Assigned outside work is due on the dates specified by the instructor. No late work is accepted. All work is submitted via F. A. Davis or Blackboard.

Students should retain a photocopy or computer-accessible file of all assignments turned in. Always have a backup copy. All work is submitted via F.A. Davis Course or in the Blackboard classroom.

Assignments are not accepted by email. You must submit via F.A. Davis course or via Blackboard depending upon the assignment **and it is your responsibility** to make sure that you do not upload blank documents and that your document **can be opened on a PC, because not all Mac files are able to convert.** If you submit a blank document or a file that cannot be opened, it will not be accepted, unless informing instructor a minimum of **two hours** prior to deadline. If within this timeframe, instructor can clear the previous attempt and allow student to resubmit before the deadline. Again, it is your responsibility to make sure it is compatible and not blank.

Skills Lab:
When participating in a skills check off lab, you must adhere to the clinical dress code. **If you have long hair, it must be pulled back or put up in a ponytail, that does not hang over your shoulders**. Your fingernails must be cut short and without polish. You cannot wear jewelry, such as earrings, tongue bars, nose rings, brow rings, or necklaces. (You may wear a flat band wedding ring only).

Skills Lab (absence):   In the event an absence should occur during a skills check off lab, the student is required to make the lab up. The student must make an appointment with the instructor via email to make up the missed skills check off.

Skills Check Offs: Each skill must be accurate before the student can perform the skill in the clinical setting. Therefore, the student will be checked off on each skill. Some skills are checked off by students, others are checked off by an instructor. **The skills check off labs are assigned labs and will be on Friday mornings per your course schedule**. These are required skills check-offs. Student must score an 85 or higher on each skill, or remediation will be required. All remediation must be complete before student can perform the skill in the clinical setting. Grades for skills check-offs (except for BSCCL check-off) will not be recorded as part of the

grade average, but will only be recorded for remediation purposes. If an 85 or above is not obtained, remediation will occur until a grade of 85 or better is reached. **Remediation will be done by appointment with an instructor only and will be outside of normal course hours.** Each skill must have been passed with an 85 or better in order for the student to take the BSCCL (Basic Skills Critical Competency Lab) prior to course exit. **Grading Skills Check Offs:** Each skill has its own procedural objective, with some steps on the procedure having an asterisk, meaning it is a required step. The first missed asterisk will have a value of -5; all other asterisk steps will have a value of -10. Three (3) non-asterisk items will count as one asterisk. There may be opportunities during class to practice, but most of the practice for the student will come during the required Friday lab hours or on your own time outside of class. If a student misses a check off day, they will need to email the skills instructor within 48 hours to reschedule a time.

BSCCL: This is a Basic Skills Clinical Competency Lab and is performed **BEFORE** the Final Exam.   The student should be able to demonstrate all skills taught in this course. Each student will be required to perform Physical Assessment and 1 randomly chosen skill on the day of BSCCL. Student must score a grade of 85 or higher on each skill, or remediation will be required. The score or grade the student will receive will be calculated based on the number of asterisk items missed. The first missed asterisk will have a value of -5 points and each additional missed asterisk will have a value of -10 points. Three (3) non-asterisk items will count as one asterisk and be valued at -10 points.

For example:
First asterisk missed = 95
Second asterisk missed =85
Third asterisk missed =75
Fourth asterisk (or equivalent) missed = 65 and so on until skill is completed

The student will complete the skill for a grade that counts for a total of **20%** of the final course grade. Should the student have to remediate the skill, the **remediation will not alter the original grade**, however, the student will have to score at least an 85 on remediation to move on and attend clinical rotations. For remediation, the student must obtain a remediation form from the director and schedule an appointment ahead of time with an available instructor. All remediation for BSCCL skills must be complete by **the final course day**, or the student will receive and "Incomplete" for their grade and will not be allowed to attend their assigned clinical rotation until all remediation is complete.   All remediation must be complete by the following week after the final exam unless a different date is stated by instructor. If not complete, the student will not have met the course exit goals and will be given a course grade of "F", regardless of other course grades, and withdrawn from the vocational nursing program.

Lab Practice
At times, videos may be available for skill practice and review. Other times, only a demonstration will be given by the instructor. It is the responsibility of the student to set aside time to practice skills in the nursing lab, at the CCE or at home, outside of normal class time.

At times there will be instructor or instructors who can assist in lab during the students practice times. <u>This is why it is important for the student to come to class prepared for the lecture and part of being prepared is to review the skills for that particular procedure discussed.</u>

The nursing skills lab is open during the week from 9-4 and you may come and practice your skills at your convenience if the lab is not scheduled for use with another course. You can check the lab schedule to make sure of the times it will be available. It is very important that you take advantage of lab days during the week.

Basic Skills Objectives -   skills will be checked on the day assigned and given a grade by an instructor. It is

important for the student to follow the objectives that are located under **Nursing Skills Manual** on Blackboard. If an 85 or above is not obtained, remediation will be required. (See Grading Skills Check-Off section above)

COMPUTER USAGE
Students will be expected to utilize computers to access assignments, classroom resources and for exams. All registered students are supplied with a working email account from South Plains College. In order to take exams, students must have their username and password.
ALL STUDENTS ARE EXPECTED TO KNOW THEIR SPC STUDENT USERNAME AND PASSWORD.

COMPUTER LAB USAGE
The computer lab in building 8 may be used by students during scheduled open hours or as assigned by an instructor. Printer paper will not be provided for students to print materials but students may seek assistance from faculty or staff to request lab paper from the college if needed. Lack of computer lab paper is not an excuse for not having homework assignments, skills lab sheets, or any other required documents. Students should come prepared for class.

EXAMS
- See Lecture/Exam Schedule.
    - Presentation of material includes class lectures, discussion, handouts, videos, and power point.
    - Exams are administered in a campus computer lab using ExamSoft and the lab must be reserved by the instructor in advance. Students are expected to arrive on time to exams and complete the exams within the time frame allowed as other classes may be booked behind our scheduled time and you will not be permitted to take your exam past the scheduled time unless arrangements are made in advance for extenuating circumstances. Due to the ever changing COVID conditions it is possible that you may take exams on Exam Soft and have it proctored or on Blackboard with Proctorio**. It is your responsibility to make sure that you have working computers with a web cam and a microphone and reliable internet.**
    - In addition to the course unit exams, students will be required to take Exam Soft Benchmark Exams. Students will take 1 practice/mock exam, 1 open check benchmark exam and 2 benchmark proctored exams. The purpose of these exams is to evaluate the competency of the student's knowledge of critical concepts for entry into professional nursing. Students will receive a grade out of 100 Exam Soft and the grade will be calculated accordingly. The highest of the two benchmark exam scores will be recorded as an exam grade
    - The Benchmark Exams will be scheduled by your instructor and will possibly be scheduled outside of your regular course time. Please watch for these dates to be added to your schedule if they are not already present.
    - Following Benchmark 1 Exam, the student will have a remediation plan including CJsims and concepts maps. Then about 2 weeks later the student will take Benchmark 2. These two benchmarks give the student analytics to let them know what they are strong in and what they are weak in and compares them on a national level to their peers.
    - Grades will be recorded on Blackboard for the student to view. The student will also be provided a grade sheet on Blackboard for all grades to be recorded by the student after reviewing their exams. It is up to the student to keep up with their grade sheet and grades.
    - Students will have the opportunity to review each exam taken as scheduled by the instructor. After viewing the exam, if the student has further questions, the student will need to email the instructor for an appointment to review the exam for further explanation. The student must discuss this with the instructor within 48 hours of viewing their grade. Once the 48 hours has passed without the student questioning the grade or question, **the assigned grade is final and may not be challenged at the end of**

the course. Grades will not be emailed or given out by phone.

- Medical Terminology: Abbreviations & Definitions will be included in the unit exams.
- Abbreviations & Definition Exam (100 questions) **fill-in-the-blanks with correct spelling**. (This is located on Blackboard). This exam counts toward 10% of the student's total grade.
- Assignments/ Quizzes/ Davis Edge Quizzes may be given as a "Ticket to Class" or to enhance your learning of the course material and will count toward 10% of total course grade.
- Final Exam also includes Abbreviations and Definitions.
- All BSCCL skills must be completed with a grade of 85 or better, or the student must remediate those skills (see section on BSCCL for details).
- Students must earn a "76" or better in this class and meet all criteria as discussed above for progression.

Course Grade is determined by:

Unit Exams/Highest Benchmark Exam	**30%**
Abbrev./Def. exam/Quizzes/Assignments	**10%**
Final Exam	**40%**
BSCCL	**20%**
	100%

Please refer to your SVN handbook for additional comments about grades.

MISSED EXAMS/MAKEUP WORK:

Students are expected to take all examinations for each nursing course. There are NO makeup exams for this course. Since the final exam is comprehensive (meaning that it covers the entire course), the final exam grade will be substituted **FOR THE MISSED EXAM GRADE ONLY**. If any additional exams are missed, a grade of "0" will be recorded. There is no make-up exam for the Final Exam

NO exams will be given prior to the originally scheduled exam. Please do not ask.

Any action interpreted as cheating by facilitating instructor may result in immediate removal from the testing area, a zero recorded for the test grade and possible removal from SPC nursing program.

GRADING POLICY

The grade for this course will be determined upon completion of the following components:

Unit Exams/ Highest Benchmark Exam	30%
Abbreviation/Definition Exam/Quizzes/Assignments	10%
BSCCL	20%
Final Exam	40%
	100%

Course grades are based on the following scale:

A = 90-100%

B = 80-89.99%

C = 76-79.99%

D = 70-75.99%

F = 69.9% and below

Grades will not be rounded up or down i.e., 79.4 = 79

The final letter grade will be posted to Blackboard and Campus Connect.

ADDITIONAL INFORMATION:

ATTENTION: CELL PHONES ARE NOT ALLOWED DURING CLASS. The following penalties apply to students who choose to sneak in their phones: (1) If a cell phone rings during an exam, that student's exam will end immediately with a "50" recorded for the exam grade, even if the student was answering the last question. There is no makeup for this grade. (2) If a cell phone goes off during lecture, the cell phone will be taken up and left in the Director's office till 4:00 p.m.

The student is allowed to use the cell phone only during breaks, please keep cell phones in your car.

For Test Security, no hats, caps, backpacks or purses are permitted in the classroom during exams. No drinks or food may be brought into the classroom during an exam.

Bottled drinks with a screw top lid may be brought into the classroom during lecture **only**.

Competencies are defined as effective demonstration of basic nursing skills, knowledge, and judgment as taught and demonstrated in the nursing lab and classroom.

The student's performance of the competencies will demonstrate and describe the desired outcome of learning at the conclusion of the nursing skills course.

Excessive talking in class will not be allowed; the student may be asked to leave, with an absence given for the day.

The Nursing Laboratory is provided to enhance the learning experience. It is the student's responsibility to keep the lab clean and tidy at all times. If it is necessary to utilize the lab after hours, arrangements must be made with the faculty.

Classroom rules also apply to the laboratory classes.

Radios will not be allowed in the classroom at any time.

Recording (Voice or Video) is not allowed unless the student receives written permission by the instructor.

COURSE EXIT GOALS:

For the student to exit this course, the student must do the all of the following:
1. **Remediate BSCCL if an 85 or less is made on any skill by assigned date. If BSCCL remediation is not complete by that date, a course grade of "F" will be given regardless of other grades.**
2. **Have no more than 3 absences**
3. **Must pass the course with a 76 average**

If ALL course exit goals are not met, student will be given an "F" for the course grade and will be withdrawn from the vocational nursing program.

COURSE SCHEDULE POSTED ON BLACKBOARD

DROPPING A CLASS
Students should submit a **Student Initiated Drop Form** online**.**

Students will not be required to obtain an instructor signature to drop, however, we do encourage students to communicate with instructors or advisors prior to dropping a course when they are able. **There will be no charge for drops for the fall or spring semesters**.

WITHDRAWING FROM ALL CLASSES
If a student wishes to withdraw from all courses, they should initiate that process with the Advising Office. They can schedule an appointment with an advisor by visiting http://www.southplainscollege.edu/admission-aid/advising/spcadvisors.php or by calling 806-716-2366.

SCHEDULE CHANGE (after late registration and before census date)
To make a schedule change after late registration (August 28) and before the census date (September 9), students should submit a **Schedule Change Form.**
After late registration, adding a class requires instructor approval. If a student is requesting to be added to one of your courses and you approve, please email registrar@southplainscollege.edu with your approval. This can take the place of signature on the Schedule Change Form that we have required in the past.

COMMUNICATION POLICY
Electronic communication between instructor and students in this course will utilize the South Plains College "My SPC" and email systems. Students are encouraged to check SPC email on a daily basis. Students will also have access to assignments, web-links, handouts, and other vital material which will be delivered via Blackboard. Any student having difficulty accessing Blackboard or their email should immediately contact their instructor for direction. The instructor will work with any student to ensure the student has access to a computer on campus and can obtain the needed class content that is located on the course website.

Email Policy:
- Students are expected to read and, if needed, respond in a timely manner to college e-mails. It is suggested that students check college e-mail daily to avoid missing time-sensitive or important college messages. Students may forward college e-mails to alternate e-mail addresses; however, SPC will not be held responsible for e-mails forwarded to alternate addresses.
- A student's failure to receive or read official communications sent to the student's assigned e-mail address in a timely manner does not absolve the student from knowing and complying with the content of the official communication.
- The official college e-mail address assigned to students can be revoked if it is determined the student is utilizing it inappropriately. College e-mail must not be used to send offensive or disruptive messages nor to display messages that violate state or federal law
- Instructors make every attempt to respond to student emails *during regular college business hours* when faculty are on campus. Instructors *are not* required to answer emails after hours or on weekends.
- Students who use email inappropriately to faculty, students, staff or others will be placed on probation for the first offense; dismissed from the program for a second offense.

Texting Faculty: Students should *not* text faculty via the faculty cell phone. Written communication should be by email or the student may call the office phone. The faculty cell phone is for contact during the clinical hours ONLY and should not be used outside the clinical experience. Students who text faculty will be placed on probation for the first offense and dismissed from the program for the second offense.

Mrs. Trull will answer all emails in a timely manner. If a student emails the instructor prior to 4:00 pm Monday- Friday, the student can expect to receive a response via email the same day. If email is sent after 4:00 pm, the student can expect to receive a response the next business day. Emails will not be checked or answered on the weekend. Any email sent after 4:00 pm on Friday will be answered the following Monday.

CAMPUS CARRY

4.1.1.5 OPTIONAL STATEMENT - Campus Concealed Carry Statement

Texas Government Code 411.2031 et al. authorizes the carrying of a concealed handgun in South Plains College buildings by individuals and in accordance with Texas Government Code 411.209 (a). **All holders of a valid Texas License to Carry may carry on their person a handgun that is concealed in accordance with Texas Penal Code 46.03 (a-2).**

Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy. Individuals may not carry a concealed handgun in restricted locations.

For a list of locations and Frequently Asked Questions, please refer to the Campus Carry page at: http://www.southplainscollege.edu/campuscarry.php

STUDENT CONDUCT

Rules and regulations relating to the students at South Plains College are made with the view of protecting the best interests of the individual, the general welfare of the entire student body and the educational objectives of the college. As in any segment of society, a college community must be guided by standards that are stringent enough to prevent disorder, yet moderate enough to provide an atmosphere conducive to intellectual and personal development.

A high standard of conduct is expected of all students. When a student enrolls at South Plains College, it is assumed that the student accepts the obligations of performance and behavior imposed by the college relevant to its lawful missions, processes, and functions. Obedience to the law, respect for properly constituted authority, personal honor, integrity, and common sense guide the actions of each member of the college community both in and out of the classroom.

Students are subject to federal, state, and local laws, as well as South Plains College rules and regulations. A student is not entitled to greater immunities or privileges before the law than those enjoyed by other citizens. Students are subject to such reasonable disciplinary action as the administration of the college may consider appropriate, including suspension and expulsion in appropriate cases for breach of federal, state, or local laws, or college rules and regulations. This principle extends to conduct off-campus which is likely to have adverse effects on the college or on the educational process which identifies the offender as an unfit associate for fellow students.

Any student who fails to perform according to expected standards may be asked to withdraw.

Rules and regulations regarding student conduct appear in the current Student Guide.

EMERGENCY MESSAGES

The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Nursing Office at (806)716-4626 or (806)716-4623. Class will not be interrupted unless it is an emergency, so they must identify themselves and say it is an emergency to get immediate action.

The student should notify his/her family that in the case of an emergency during clinical rotations, they should call and leave a message or text (who they are and who they need to get in touch with for an emergency) to the number or numbers provided to them in the clinical course syllabus and/or on the clinical course schedule.

ACCOMMODATIONS

4.1.1.1. Diversity Statement In this class, the teacher will establish and support an environment that values and nurtures individual and group differences and encourages engagement and interaction. Understanding and respecting multiple experiences and perspectives will serve to challenge and stimulate all of us to learn about others, about the larger world and about ourselves. By promoting diversity and intellectual exchange, we will not only mirror society as it is, but also model society as it should and can be.

4.1.1.2. Disabilities Statement Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability to the Disability Services Office. For more information, call or visit the Disability Services Office at Levelland (Student Health & Wellness Office) 806-716-2577, Reese Center (Building 8) 806-716-4675, or Plainview Center (Main Office) 806-716-4302 or 806-296-9611.

4.1.1.3 Non-Discrimination Statement South Plains College does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Vice President for Student Affairs, South Plains College, 1401 College Avenue, Box 5, Levelland, TX 79336. Phone number 806-716-2360.

FOUNDATION SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading–locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing–communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic–performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics–approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening–receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking–organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn and Reason

F-7 Creative Thinking–generates new ideas.

F-8 Decision-Making–specifies goals and constraints, generates alternatives, considers risks, evaluates and chooses best alternative.

F-9 Problem Solving–recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye–organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn–uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning–discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility–exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem–believes in own self-worth and maintains a positive view of self.

F-15 Sociability–demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management–assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty–chooses ethical courses of action.

SCANS COMPETENCIES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.
C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.
C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.
C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information
C-5 Acquires and evaluates information.
C-6 Organizes and maintains information.
C-7 Interprets and communicates information.
C-8 Uses computers to process information.

INTERPERSONAL–Works With Others
C-9 Participates as a member of a team and contributes to group effort.
C-10 Teaches others new skills.
C-11 Serves Clients/Customers–works to satisfy customer's expectations.
C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.
C-14 Works With Diversity–works well with men and women from diverse backgrounds.

SYSTEMS–Understands Complex Interrelationships
C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.
C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.
C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY–Works with a Variety of Technologies
C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.
C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.
C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

NURSING BASICS
UNIT 3

The Nursing Process and Decision Making

Following completion of this chapter, the student should be able to:

1. Define key terms associated with the nursing process and decision making.
2. Discuss ways in which critical thinking is used in nursing.
3. List the steps of the nursing process.
4. Contrast subjective and objective data.
5. Explain how to conduct a nursing interview.
6. List techniques used to gather data during a physical assessment.
7. Explain how NANDA-1 nursing diagnoses are listed.
8. Compare one-part, two-part, and three-part nursing diagnoses.
9. Differentiate between long-term and short-term goals.
10. Explain how to write correct outcomes statements.
11. Compare types of nursing interventions.
12. Explain the importance of individualized nursing interventions.
13. List initial intervention steps.
14. List types of nursing care plans.
15. Explain the process for writing a student care plan.
16. Discuss the use of concept maps to plan care.

Documentation

Following completion of this chapter, the student should be able to:

1. Define key terms associated with documentation.
2. Explain four purposes of written documentation.
3. Discuss confidentiality of patient records.
4. Summarize 12 guidelines for documentation.
5. Compare source-oriented and problem-oriented documentation systems.
6. List the common sections of a source-oriented documentation system.
7. Compare PIE charting and SOAPIER charting formats.
8. Contrast charting by exception and focus charting.
9. Explain how narrative charting is different from all other formats.
10. List the advantages and disadvantages of computerized charting.

Loss, Grief, and Dying

Following completion of this chapter, the student should be able to:

1. Define key terms related to loss, death, and grief.
2. Explain the differences between curative care, palliative care, and hospice care.
3. Describe the function of each of the following documents: durable power of attorney, living will, do-not-resuscitate order.
4. Explain the traditional five stages of grief.
5. List at least five symptoms indicating end-stage disease.
6. Describe at least four beneficial effects of dehydration at the end of life.
7. Identify comments the patient might make indicating that he/she desires to discuss a terminal condition.

Safety

Following completion of this chapter, the student should be able to:

1. Describe six factors that contribute to an unsafe patient environment.
2. Identify requirements for use of restraints and release of restraints.
3. Explain the acronyms RACE and PASS.
4. Determine actions to take when a patient is unresponsive.
5. Explain how lack of rest and substance use or abuse can contribute to unsafe patient care.
6. Describe ways to protect yourself from radiation hazards.
7. Discuss safe handling of chemicals and gases.
8. Explain ways to protect yourself from biological hazards.

Medical Asepsis and Infection Control

Following completion of this chapter, the student should be able to:

1. Define key terms related to medical asepsis and infection control.
2. Illustrate the chain of infection.
3. Explain factors that decrease the body's defenses.
4. Differentiate between the use of standard precautions and transmission-based precautions.
5. Compare medical and surgical asepsis.
6. Detail the use of standard precautions.
7. Compare the purposes and types of transmission-based precautions.
8. Explain ways to meet the emotional needs of patients who are isolated due to communicable disease.

Personal Care

Following completion of this chapter, the student should be able to:

1. Define key terms associated with personal care.
2. Categorize personal care tasks performed at particular times during the day.
3. Describe the benefits of bathing patients, both for the patient and for the nurse.
4. Explain factors to consider when planning patient care and bathing.
5. List three categories of personal care.
6. Identify types of baths and their purposes.
7. Contrast back massage with applying lotion to the back.
8. Discuss key aspects of providing oral care to unconscious and conscious patients.
9. Describe assessments to make during oral care, hair care, and nail care.
10. Identify ways to minimize noise, odors, and clutter in the patient's environment.
11. Differentiate between open, closed, and surgical beds.
12. Describe nursing responsibilities when making occupied and unoccupied beds.

Moving and Positioning Patients

Following completion of this chapter, the student should be able to:

1.   Define key terms associated with moving and positioning patients.
2.   Describe the effects of immobility on seven body systems.
3.   List nursing measures to prevent complications of immobility for these body systems.
4.   Discuss the importance of positioning patients correctly and performing frequent position changes.
5.   Describe devices available to increase safety and ease of transferring patients.
6.   List guidelines for performing a manual patient transfer.
7.   Summarize the importance of assisting a patient to dangle prior to transfer or ambulation.

Vital Signs

Following completion of this chapter, the student should be able to:

1.   Define key terms associated with assessment of the six vital signs.
2.   Describe the six vital signs, their significance, and their normal ranges.
3.   Identify times when vital signs should be assessed.
4.   Summarize the guidelines for vital sign assessment.
5.   Outline the four circulatory qualities and how they determine blood pressure.
6.   Relate at least six factors that affect blood pressure, temperature, pulse, and respiration.
7.   Contrast the effects of hypertension and hypotension on the body.
8.   Describe how and where to assess peripheral pulses.
9.   Distinguish how the body regulates each vital sign.
10.   Describe how to assess pain.

Applying Heat and Cold

Following completion of this chapter, the student should be able to:

1.   Define key terms related to applying heat and cold.
2.   Contrast the physiological effects of local heat and cold applications.
3.   Identify at least four uses for heat therapy.
4.   Explain how application of heat can support healing.
5.   Detail the nursing assessments to make prior to, during, and after application of heat therapy.
6.   Describe three uses for cold therapy.
7.   Compare the methods of heat and cold application.
8.   Summarize the nursing assessments pertinent to cold applications.
9.   Teach a patient how to make a simple cold pack using only a washcloth and a zip-type plastic bag.

Physical Assessment

Following completion of this chapter, the student should be able to:

1.   Define key terms associated with physical assessment.
2.   Describe three purposes of physical assessment.
3.   Differentiate between a comprehensive health assessment, a focused assessment, and an initial head-to-toe shift assessment.
4.   Summarize the six techniques used for physical assessment.
5.   Distinguish the different components to be examined during an initial head-to-toe shift assessment.

6.   Relate each component of assessment to its associated body system(s).
7.   Explain the significance of abnormal assessment findings.
8.   Describe adaptations in assessment techniques that are necessary due to the age of the patient.
9.   Perform an initial head-to-toe shift assessment.
10.   Document the results of any initial head-to-toe assessment.

Surgical Asepsis

Following completion of this chapter, the student should be able to:

1.   Define key terms associated with surgical asepsis.
2.   Differentiate between medical asepsis and surgical asepsis.

Diagnostic Tests

Following completion of this chapter, the student should be able to:

1.   Correctly use key terms associated with diagnostic tests.
2.   Explain the nurse's role and responsibilities in relation to diagnostic tests.
3.   Explain all the components of a complete blood cell count, including a white count differential.
4.   Relate the normal adult ranges of complete blood cell count components.
5.   Identify the normal findings of a urinalysis.
6.   Name at least two tests that evaluate renal function.
7.   Name three diagnostic tests that would be useful in evaluating liver function.
8.   Differentiate between esophagogastroduodenoscopy, barium enema, and colonoscopy, and between magnetic resonance imaging and computed tomography, including purposes and preparations for each.
9.   Explain the purpose of a lumbar puncture and how to position a patient for the procedure.
10.   Prioritize the post procedure nursing actions to be performed after a femoral arteriogram.
11.   Relate the purposes of a glucose tolerance test, intravenous pyelogram, and bone marrow aspiration.

Musculoskeletal Care

Following completion of this chapter, the student should be able to:

1.   Describe common musculoskeletal conditions that result in limited mobility.
2.   Differentiate between indications for use of x-rays, CT scans, and MRIs to diagnose musculoskeletal conditions.
3.   List six types of immobilizing devices used for musculoskeletal disorders.
4.   Describe nursing care of patients with musculoskeletal conditions, including casts, traction, joint replacement, and amputation.
5.   Discuss guidelines for patients using assistive devices for ambulation.
6.   Describe the steps necessary to develop a plan of care for a patient with impaired mobility related to a musculoskeletal condition.

Respiratory Care

Following completion of this chapter, the student should be able to:

1.   Define key terms associated with respiratory care.
2.   Explain the mechanics of inhalation and exhalation.
3.   Explain the changes in physiological regulation of respiration in patients with chronic lung disease.
4.   Explain nursing interventions to use for patients with impaired oxygenation.
5.   Discuss safety measures to enforce when the patient is receiving supplemental oxygen.
6.   Identify types of oxygen sources and delivery devices used for supplemental oxygen.
7.   List tips for conservation of energy for patients with chronic lung disease.

Bowel Elimination and Care

Following completion of this chapter, the student should be able to:

1.   Explain how different factors affect bowel elimination.
2.   List independent nursing interventions to promote bowel elimination.
3.   Accurately assess bowel elimination problems.
4.   Contrast different types of enemas.
5.   List signs and symptoms of vagal stimulation.
6.   Prioritize nursing actions to perform when vagal stimulation is suspected.
7.   Explain how to obtain stool specimens for culture and sensitivity and for ova and parasites, and how to test for occult blood.
8.   Discuss ostomy care and patient teaching regarding care.

Urinary Elimination and Care

Following completion of this chapter, the student should be able to:

1.   Define key terms related to urinary elimination.
2.   Describe normal and abnormal urine output.
3.   Discuss characteristics of normal urine and the significance of abnormal characteristics.
4.   Explain the causes and complications of urinary retention.
5.   List the types of urinary incontinence.
6.   Describe nursing interventions to help manage incontinence.
7.   Discuss methods of assessing urine.
8.   List the steps for collecting a 24-hour urine sample.
9.   Identify purposes, types, and sizes of urinary catheters.
10.   Discuss the care of patients with an indwelling urinary catheter.

Care of the Surgical Patient

Following completion of this chapter, the student should be able to:

1.   Define key terms related to care of the surgical patient.
2.   Differentiate between types of surgery by purpose, degree of urgency, and degree of risk.
3.   Identify factors that increase the risks of surgery and anesthesia.
4.   Describe the process of informed consent.
5.   Explain the purpose of various preoperative laboratory tests.

6. Specify the important components of preoperative patient teaching.
7. Explain the various purposes of preoperative medications.
8. Explain the purpose for and the various data included on a preoperative checklist.
9. Compare the various roles and responsibilities of operative personnel.
10. Explain nursing procedures that may take place in the operating room and their rationales.
11. Prioritize nursing care during immediate postoperative and post anesthesia care.
12. Describe the admission process of a postsurgical patient on the hospital unit.
13. Accurately describe the assessment of the postsurgical patient on the hospital unit.
14. Identify potential postsurgical complications, with emphasis on prevention and intervention.

VNSG 1323 Basic Nursing Skills Syllabus Contract

Print Name: _____

I have read and understand the SKILLS Syllabus and schedule. I have had the opportunity to ask questions.
I also understand to exit this course I must meet All Objectives Listed in the course Syllabus as stated below:

COURSE EXIT GOALS:

   For the student to exit this course, the student must do the ALL of the following:

1. **Remediate BSCCL if an 85 or less is made on any skill. If BSCCL remediation is not complete by date given by instructors, a course grade of "F" will be given regardless of other grades.**
2. **Have no more than 3 absences**
3. **Must pass the course with a 76 average**

Signed: _____ Date: _____