

COURSE SYLLABUS

RNSG 1144 (1:0:4)

NURSING SKILLS II

**

ASSOCIATE DEGREE NURSING PROGRAM

DEPARTMENT OF NURSING

HEALTH OCCUPATION DIVISION

LEVELLAND CAMPUS

SOUTH PLAINS COLLEGE

SCANS COMPETENCIES

RESOURCES: Identifies, organizes, plans and allocates resources

- C-1 **TIME**--Selects goal--relevant activities, ranks them, allocates time, and prepares and follows schedules.
- C-2 **MONEY**--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives
- C-3 **MATERIALS & 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 members 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 Correct 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.

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, and evaluates and chooses best alternative.
- F-9 Problem Solving--Recognizes problems and 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 preservers 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.

SOUTH PLAINS COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM

NURSING SKILLS II

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ACCOMODATIONS

Campus: Levelland

COURSE SYLLABUS

COURSE TITLE: RNSG 1144 Nursing Skills II

INSTRUCTORS: Jan Buxkemper, MSN, RN-Level I Semester I Coordinator,
Course Leader, Assistant Professor
Dawn Kineman, MSN, RN, CPN, Instructor
Connie Wilde, MSN, RN, Instructor
Delia Gonzales, MSN, RN, Instructor

OFFICE LOCATION, PHONE/ E-MAIL:

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OFFICE HOURS: Posted on each instructor's door.

SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT'S LIFE

I. GENERAL COURSE INFORMATION:

A. COURSE DESCRIPTION:

Study of the concepts and principles necessary to perform intermediate or advanced nursing skills for the adult patient; and demonstrate competence in the performance of nursing procedures. Content includes knowledge, judgment, skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

Overview of nursing and the role of the Associate Degree Nurse as described by the Texas Board of Nursing in the Differentiated Essential Competencies (DECS) which are (1) Member of the Profession, (2) Provider of Patient-Centered Care, (3) Patient Safety Advocate, & (4) Member of Health Care Team.

The student will identify concepts for the provision of nursing care; describe the roles of the nurse in the delivery of comprehensive care; describe the use of a systematic problem-solving process; and utilize critical thinking skills. Lab is required.

This course is designed to provide the learner with basic knowledge and skills to function within the four roles of nursing (provider of patient-centered care, patient safety advocate, member of health care team, member of the profession). RNSG 1144 involves the development of basic nursing skills essentials in caring for the

individual who is influenced by genetic inheritance, life experiences, and cultural background and is a part of a larger community. The learner will develop observational, communicative, and technical skills.

This course allows for basic safe and effective nursing principles and skills to be demonstrated in practical applications in a variety of settings to the adult client experiencing stressors of illness.

1. Placement: Level I Semester I
2. Time Allotment:
Eight (8) weeks. The course allows one (1) semester hour credit including didactic and laboratory instruction.
3. Teaching Strategies:
Team teaching, demonstrations, independent assignments, Nursing Resource Learning Laboratory, Center for Clinical Excellence, audiovisual media, group presentations, and discussions.
4. Teaching Personnel:
Associate Degree Nursing faculty and guest speakers.

C. COURSE LEARNING OUTCOMES

1. Upon successful completion of this course the student will meet the following:
 - a. The SCANS (Secretary's Commission on Attaining Necessary Skills) Competencies Foundations Skills found within this course are: C1, C2, C3, C5, C8, C9, C10, C11, C14, C15, C16, C18, C19, C20, F1, F2, F3, F4, F5, F6, F7, F8, F9, F11, F12, F13, F16 & F17.
 - b. SPC ADNP Graduate Outcomes: 1, 2, 3, 4, & 5
 - c. DEC's (Differentiated Essential Competencies) are listed in each unit.

D. COURSE COMPETENCIES

Successful completion of this course requires:

- a. A minimal average grade of "77" on examinations
- b. Satisfactory achievement of unit and clinical outcomes
- c. Regular classroom/laboratory attendance
- d. Successful completion of all assigned skills
- e. Assigned ATI Assessments must be completed by date assigned.
- f. The Course Point Assignment must be completed by date assigned.

D. ACADEMIC INTEGRITY

1. Refer to the SPC Catalog and the SPC ADNP Nursing Student Handbook for policies related to academic integrity.
2. Specific examples related to this course of academic integrity violations may include, but are not limited to the following:

- a. Student coaching during the validation of skills competency [this includes ANY communication (verbal or nonverbal) from the “patient” to the SN that is not necessary for the completion of the actual skill].
- b. Presenting work as your own when you have worked in pairs or groups to complete it. All work in this course is intended to be completed on your own unless it is specified by the instructor as group work.
- c. Professional Standards: Students are expected to adhere to the professional standards set forth in the Associate Degree Nursing Program School of Nursing Student Handbook, as well as the American Nurses Association Code of Ethics for Nurses (<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html>). Nurses are held to an extremely high standard of professional and academic conduct. It is the responsibility of the School of Nursing to teach and model professional behaviors, and it is the responsibility of the student to demonstrate professional and academic integrity. The student is representing the School of Nursing any time they are in the student role, in any location, and are expected to maintain the highest standards. Any point deductions will be taken from the final course average.

Professional Standards	<i>Point deduction from final course grade</i>
Professional Integrity	
Applies legal and ethical standards	- 1 point per variance
Maintains patient confidentiality	- 1 point per variance
Professional Behaviors	
Exhibits professional attitude	- 0.5 points per variance
Accountable for learning	- 0.5 points per variance
Responds to SON faculty/staff contact within 24 hours	- 0.5 points per variance
Attends all appointments, including appointments with faculty and retention counselors	- 0.5 points per variance
Adheres to dress code	- 0.5 points per variance
Scheduling and Attendance	
Adheres to institutional policies and procedures related to scheduling	- 0.5 points per variance
Accountable for developing and adhering to schedule	- 0.5 points per variance

d. Plagiarism Declaration

**Plagiarism Declaration
Department of Nursing
South Plains College**

By signing this plagiarism declaration I acknowledge that I have received a copy of the honesty policy and been made aware that the penalty for plagiarism is dismissal from the program.

Examples of student plagiarism¹

- Copying material without quotes, in-text citations, and/or referencing
- Paraphrasing content without in-text citation and/or referencing
- Copying ideas, words, answers, exams, or shared work from others when individual work is required
- Using another's paper in whole or in part
- Allowing another student to use one's work
- Claiming someone else's work is one's own
- Resubmitting one's own coursework, when original work is required (self-plagiarism)
- Falsifying references or bibliographies
- Getting help from another person without faculty knowledge or approval
- Purchasing, borrowing, or selling content with the intent of meeting an academic requirement for oneself or others

Printed Name

Signature

Date

E. VERIFICATION OF WORKPLACE COMPETENCIES:

No external learning experiences are provided in this course but learning experiences in the lab provides the setting in which the student applies workplace competencies. Successful completion of the designated Level 1 Semester 1 course outcomes will allow the student to continue to advance within the program. Successful completion of RNSG 1144 meets the requirements as stated in the Differentiated Essential Competencies of Graduates of Texas Nursing Program.

II. SPECIFIC COURSE/INSTRUCTOR REQUIREMENTS:

A. ATTENDANCE POLICY

1. The SPC ADNP policy must be followed. Refer to the SPC ADNP Nursing Student Handbook to review this policy. In addition, refer to the attendance policy found in the South Plains College Catalog.
2. Punctual and regular class and lab attendance, as stated in the SPC Student Handbook, is required of all students attending South Plains College. According to the SPC Student Handbook there are no excused absences. The instructor/course leader has the prerogative of dropping the student from the course for any absences.
3. Skills lecture attendance is mandatory. The instructor will initiate a student's withdrawal if a student misses 3 hours or more of class. Reinstatement is handled on an individual basis by the course leader. ***Do not be tardy for lecture it is cumulative.** If lecture has begun before you enter the classroom, you must wait until the break period to enter the classroom. Pagers and cellular phones **must be turned off** during the lecture period. Cell phones found to be turned on during the lecture period or while in the NLRL will be confiscated and given to the Health Occupation Dean.
4. **Skill/Computer Lab**
 - a. Students are expected to attend all scheduled days of skills/lab experience. In the event of illness, it is the student's responsibility to notify his/her instructor. Should the student miss two skill/lab hours, a Formal Learning Contract Record will be completed. This contract will become a part of the student's permanent record.
 - b. The student is responsible for coordinating with the lab director for skills practice, checking off and/or recording of the skill. The student must notify the lab director prior to the scheduled check off time/recording session prior to scheduled time if unable to keep the appointment. Failure to cancel a skill check off/recording session prior to scheduled time will constitute as a recording/check off session. Thus the student's missed recording session/check off time will be counted as one of their three recording /check off sessions.

- c. If the student misses 3 hours of skills/lab, the instructor/course leader has the prerogative of dropping the student from the course. The student may be referred to the Health Occupation Dean. If the student is in good standing, has properly notified the instructor when absent, and resolved the problem causing the absence, the course leader has the option to allow the student to continue in the course.

B. GRADING POLICY: Refer to SPC ADNP Nursing Student Handbook Grading System.

1. There will be three (3) preliminary tests.
2. The final exam will be administered at the end of the semester.
3. Assigned ATI Assessments by assigned date
4. The Course Point Assignment must be completed by date assigned.
5. A student course grade worksheet can be found on the following page.
6. A student must receive a minimum course grade of C to progress.
7. Grading Scale: A = 90% - 100%
B = 80% - 89.99%
C = 77% - 79.99%
D = 60% - 76.99%
F = below 60%
8. Student must pass the didactic component and all skills to pass RNSG 1144. If a student fails didactically or fails a skill, the student may not drop the course and will be assigned a grade in this course.
9. Failure of either RNSG 1413, 1160, 1144, 1105, and/or 1115 will necessitate repeating Level I Semester I Courses. When repeating any course, the students required to complete all aspects of the course including the required written work.

**SOUTH PLAINS COLLEGE ASSOCIATE
DEGREE NURSING PROGRAM**

**COURSE GRADE WORKSHEET
FOR
NURSING SKILLS II**

Student's Name: _____

1. Prelims:

- 1. _____ X 0.25 = _
- 2. _____ X 0.25 = _
- 3. _____ X 0.25 = _

2. Final Exam Grade x 0.25 = _____

3. Professional Standard Deductions _____

4. Final Grade (add all the above) _____

5. Assigned ATI Assessments _____

6. The Course Point Assignments _____

- | | |
|--------------------------|-------|
| 7. Skills Passed | Date: |
| a. Asepsis | _____ |
| b. Oxygenation | _____ |
| c. Urinary Elimination | _____ |
| d. Bowel Elimination | _____ |
| e. Nutrition | _____ |
| f. Mobility | _____ |
| g. Skin care/Wounds | _____ |
| h. Hygiene | _____ |

C. EXAMINATION POLICY

1. **Exams will not be retained by the student.**
2. A student must communicate with the course leader if unable to take an exam on a scheduled day. If there is no communication prior to the time the exam is administered, a “0” will be given.
3. Alternate exams may be given as make up exams.
4. Name badge must be worn when testing in the computer lab.

D. ASSIGNMENT POLICY

1. 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. Assignments turned in later than the due date will not be accepted unless the student clears the circumstances with the instructor. Late work will be assessed penalty points by the instructor. The assignment will be docked five (5) points per day for each late day. Students should keep a copy of all assignments turned in.
2. Laboratory Component
 - a. All skills lab experiences must be passed by the assigned date. Failure to successfully pass the skill by the assigned date will result in course failure.
 - b. The skill laboratory component serves the following functions:
 - 1) Provides the opportunity for students to practice their skills prior to clinical performance of those skills. The nursing faculty expects the nursing student to develop a safe beginning level of proficiency with procedures by utilizing the Nursing Learning Resource Lab. This will maximize positive productive outcomes for both the client and the nursing student.
 - 2) Provide the opportunity for students to be evaluated according to the criteria of adequacy.
 - c. Required skills will be demonstrated during class time. Students must arrange to be checked off on all required skills prior to performing these skills in clinical. Students must validate practice time with learning lab faculty before arrangement for skill competency validation can be made. Skills competency validation must be completed successfully by the assigned date. Failure to validate skill competency by the assigned date will result in failure of RNSG 1144.
 - d. The student will have no more than, two recording sessions prior to submitting the skill for grading.
 - e. If the skill submitted for grading is failed, a second opportunity will be allowed following documented lab practice as determined by the instructor. A Skills Enhancement Record will be made and completed before the student is allowed to schedule a second appointment. The student will have no more than two recording sessions prior to submitting the skill for the second grading.

- f. If the skill is failed on the second attempt, a third opportunity will be allowed following completion of a second Skills Enhancement Record. The student will have no more than two recording sessions prior to submitting the skill for the third and final grading.
- g. The skill must be passed by the assigned date. Therefore, the three opportunities to validate the skill must be used before the assigned date scheduled. Failure of the third attempt of validation of skill competency will result in the student's failure of the course.
- h. Questions and/or assistance regarding the skill needs to be addressed to the instructor demonstrating the skill.
- i. The student is responsible to view and watch the recording prior to submission. The student is also responsible for indicating the place where the instructor is to begin grading. If the student indicates the wrong time and/or date for the instructor to start grading and the student fails, the instructor is not obligated to watch a corrected time and/or date of the recording.
- j. The instructor grading a skill recording may stop the grading process at the point of the first failure and is not obligated to continue grading. Any additional infractions of the recorded skill are the responsibility of the student to identify.
- k. Laboratory experience will be graded on a Pass/Fail (P/F) basis. The student must pass all skills and have a minimum grade of 77% in the didactic component to pass the course. If a student fails didactically or fails a skill, the student may not drop the course and will be assigned a grade in this course.
- l. Lab/clinical evaluation session will be scheduled based on student/instructor identified need and/or at the end of semester.
- m. The student must wear the SPC ADNP lab coat or SPC ADNP uniform while in the skills lab. Long hair and bangs must be contained. Failure to comply with the lab dress code will result in the student being required to leave the NLRL and will result in a failed recording. The student is expected to be in total compliance with the uniform dress code at any time the SPC uniform is worn.

E. GRIEVANCE POLICY

The student is responsible for scheduling an appointment with the instructor/course leader to discuss the final grade or discipline action. If the student is not satisfied, he/she should schedule an appointment with the Level I Semester I Coordinator. The next chain of command is to make an appointment with the Health Occupation Dean. The procedure will follow the same as found in the student handbook.

F. COURSE REQUIREMENTS

1. Prerequisites: Psychology 2314, Biology 2401 & 2420, and English 1301. Concurrent enrollment in RNSG 1413, RNSG 1160, and RNSG 1115. If RNSG 1115 has been successfully completed it is not required for concurrent enrollment.

2. Meet all requirements for admission into the Associate Degree Nursing Program.
3. Completion of student contract for Level I Semester I.
4. Regular classroom/skills laboratory attendance.
5. Satisfactory grade average on written examinations (77 or above).
6. Satisfactory achievement of behavioral course outcomes (see unit outcomes) and all skills.

III. COURSE OUTLINE

Unit I	Skin Integrity & Wound Care
Unit II	Oxygenation & Perfusion
Unit III	Urinary Elimination
Unit IV	Bowel Elimination
Unit V	Nutrition

IV. ACCOMMODATIONS

Diversity Statement

In this class, the instructor 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.

ADA 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.

OXYGEN ADMINISTRATION DEVICES

Oxygen Delivery Device	Required Liter flow (l/min)	Approximate Percent Oxygen	Advantages &/or Disadvantage
Nasal Cannula	1-2L/min	24-28	Simple, comfortable, flow rates >4L/min generally not used due to drying of nasal mucosa, can eat & move around
	3-4L/min	32-36	
	5-6L/min	40-44	
Simple face mask	5-6L/min	40	Short term O ₂ therapy, contraindicated for clients with CO ₂ retention, must remove to eat
	6-7L/min	50	
	7-8L/min	60	
Venturi mask	2	24	Provide low levels of supplemental O ₂ , precise FiO ₂ , must remove to eat
	3	28	
	4	30	
	6	35	
	8	40	
	10	50	
Mask with reservoir bag – Rebreather	10L/min	70%	High concentration of O ₂ supply in the reservoir bag. Inspect bag to make sure it is not deflated – pt breathing large amts of exhaled CO ₂ , must remove to eat
Face Tent	8-10L/min	30-100%	Good humidity, fairly accurate FiO ₂ , bulky & cumbersome
Incentive Spirometer	Inhale slowly, deeply & as long as possible 10 x at the top of every hour. Take regular breaths between. Pt looks at indicator for good, better & best. Nurse marks inspired volume inhaled		Purpose – open the alveoli in lung lobes, prevent atelectasis & initiate a cough. Who – post operative patient, bed rest, Pneumonia, etc.

Unit I: Skin Integrity & Wound Care

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
I. Skin Integrity & Wound Care A. Normal Integument 1. Epidermis 2. Dermis B. Wound Classifications 1. Status of skin integrity 2. Cause of wound 3. Severity of wound 4. Cleanliness of wound 5. Descriptive qualities of wound C. Wound Healing 1. Primary intention 2. Secondary intention 3. Complications a) Hemorrhage b) Infection c) Dehiscence d) Evisceration e) Fistulas 4. Factors influencing wound healing D. Nursing Process Application	1. Discuss the processes involved in wound healing. 2. Identify factors that affect wound healing. 3. Identify patients at risk for pressure ulcer development. 4. Describe the method of staging of pressure ulcers. 5. Accurately assess and document the condition of wounds. 6. Provide nursing interventions to prevent pressure ulcers. 7. Implement appropriate dressing changes for different kinds of wounds. 8. Provide information to patients and caregivers for self-care of wounds at home. 9. Apply hot and cold therapy effectively and safely.	Group 1. Lecture 2. Discussion 3. Demonstration Assignments 1. Taylor, Lillis, Lynn Chapter 31 2. Define key terms 3. The Course Point Evaluation 1. Return Demonstration 2. Pen & Paper or Computer Test	A2	B1	A2	B1
			A4	B2	A4	C4
			B8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	C2	
				B8	D1	
				B11	E2	
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E12		
				F1		
				F2		
				G3		

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
E. Procedures Related to Wound Care 1. Dressing changes 2. Wound cleaning 3. Irrigations 4. Suture care 5. Drainage evacuation 6. Bandages and Binders 7. Hot and Cold Applications F. Nutritional Support						

Unit II: Oxygenation & Perfusion

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
<p>1. Oxygenation & Perfusion</p> <p>A. Respiratory Physiology</p> <ol style="list-style-type: none"> 1. Ventilation 2. Perfusion 3. Respiratory gas exchange 4. Regulation of respiration <p>B. Factors Affecting Oxygenation</p> <ol style="list-style-type: none"> 1. Level of health 2. Age 3. Life-cycle 4. Environmental exposure <p>C. Alterations in Respiratory Functioning</p> <ol style="list-style-type: none"> 1. Hypoventilation 2. Hyperventilation 3. Hypoxia <p>D. Nursing Process Application</p> <ol style="list-style-type: none"> 1. Assessment <ol style="list-style-type: none"> a) Nursing history b) Physical examination c) Review of diagnostics 2. Nursing history 3. Planning 4. Implementation 5. Evaluation 	<ol style="list-style-type: none"> 1. Describe the principles of respiratory and cardiovascular anatomy and physiology. 2. Describe the function and role of the respiratory and cardiovascular systems in oxygenation. 3. Describe age-related differences that influence the care of patients with oxygenation problems. 4. Identify factors that affect respiratory and cardiovascular function. 5. Perform a cardiopulmonary assessment using appropriate interview questions and physical assessment skills. 6. Develop nursing diagnoses that correctly identify problems that may be treated by independent nursing interventions. 7. Describe nursing strategies to promote adequate oxygenation and identify their rationale. 8. Plan, implement, and evaluate nursing care related to select nursing diagnoses involving oxygenation problems. 	<p>Group:</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Demonstrations 4. AV"s <p>Assignments</p> <ol style="list-style-type: none"> 1. Taylor, Lillis, Lynn Chapter 38 2. Define key terms 3. Review the Oxygen information accompanying this section 4. Abrams: Drugs Affecting the Respiratory System Section 7 5. The Course Point <p>Evaluation</p> <ol style="list-style-type: none"> 1. Return Demo 2. Pen & Paper or Computer Test 	A2	B1	A2	B1
			A4	B2	A4	C4
			B8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	C2	
				B8	D1	
				B11	E2	
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E12		
				F1		
				F2		
				G3		

Unit IV: Bowel Elimination

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
1. Bowel Elimination A. Physiology B. Influencing elimination C. Alterations in bowel elimination D. Using the Nursing Process 1. Assessment a) Nursing history b) Physical assessment c) Fecal assessment d) Review of diagnostics 2. Nursing Diagnosis 3. Planning 4. Implementation 5. Evaluation E. Enemas 1. Types 2. Procedure F. Fecal impaction	1. Describe the physiology of bowel elimination. 2. Identify variables that influence bowel elimination. 3. Assess bowel elimination using appropriate interview questions and physical assessment skills. 4. Assist with stool collection for laboratory analysis and direct and indirect visualization studies of the gastrointestinal tract. 5. Develop nursing diagnoses that identify bowel elimination problems amenable to nursing intervention. 6. Identify appropriate nursing interventions to promote regular bowel habits. 7. Identify appropriate nursing interventions when administering cathartics, laxatives, and antidiarrheals. 8. Identify appropriate nursing interventions when administering enemas, rectal suppositories, rectal catheters, and performing digital removal of stool. 9. Design and implement bowel-training programs. 10. Identify appropriate nursing interventions to use comfort measures to ease defecation. 11. Plan nursing care for a patient with an ostomy. 12. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve bowel problems.	Group	A2	B1	A2	B1
		1. Lecture	A4	B2	A4	C4
		2. Discussion	B8	B3	B1	D1
		3. Demonstrations		B4	B2	D3
				B6	B3	E1
		Assignments		B7	C2	
		1. Taylor, Lillis, Lynn: Chapter 37		B8	D1	
				B11	E2	
		2. Define key terms		C2		
				C3		
		3. Abrams: Drugs Affecting the Digestive System: Section 9		C5		
				D3		
				D5		
				E1		
		4. The Course Point		E2		
				E5		
				E12		
		Evaluations		F1		
		1. Return Demonstrations		F2		
				G3		
2. Pen & Paper or Computer Tests						

Unit V: Nutrition

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
<p>1. Nutrition</p> <p>A. The study of Nutrition</p> <ol style="list-style-type: none"> 1. Nutrition in the practice of health profession 2. Application of nutrition to human health worldwide 3. Relationship of nutrition to major U.S. health problems <p>B. Categories of Necessary Nutrients</p> <ol style="list-style-type: none"> 1. Water 2. Carbohydrates 3. Proteins 4. Lipids 5. Vitamins 6. Minerals <p>C. Basic Requirements for Adequate Diet</p> <ol style="list-style-type: none"> 1. Food groups 2. RD's 3. Other dietary guidelines 4. Alternative food patterns <p>D. Developmental Variables in Nutrition</p> <p>E. Cultural Variations</p>	<ol style="list-style-type: none"> 1. List the six classes of nutrients, explaining the significance of each. 2. Identify risk factors for poor nutritional status. 3. Describe how nutrition influences growth and development throughout the life cycle. 4. Discuss the components of a nutritional assessment. 5. Develop nursing diagnoses that correctly identify nutritional problems that may be treated by independent nursing interventions. 6. Describe nursing interventions to help patients achieve their nutritional goals. 7. Plan, implement, and evaluate nursing care related to select nursing diagnoses that involve nutritional problems. 8. Identify nursing interventions to safely deliver enteral nutrition. 9. Identify nursing interventions to safely deliver parenteral nutrition. 	<p>Group</p> <ol style="list-style-type: none"> 1. Lecture 2. Discussion 3. Demonstration <p>Assignments</p> <ol style="list-style-type: none"> 1. Taylor, Lillis, Lynn: Chapter 35 3. Abram: Chapters 57 & 58 4. The Course Point <p>Evaluation</p> <ol style="list-style-type: none"> 1. Pen & Paper or Computer Test 2. Return Demonstration 	A2	B1	A2	B1
			A4	B2	A4	C4
			B8	B3	B1	D1
				B4	B2	D3
				B6	B3	E1
				B7	C2	
				B8	D1	
				B11	E2	
				C2		
				C3		
				C5		
				D3		
				D5		
				E1		
				E2		
				E5		
				E12		
				F1		
				F2		
				G3		

CONTENT	OBJECTIVES	LEARNING ACTIVITIES/ EVALUATION	DECS (Knowledge)			
			1	2	3	4
II. Assessing the Client's Nutritional Status A. Data collection B. Nutritional history C. Psychosocial needs III. Assisting the Client to Obtain Nourishment A. Assisting motivation counseling B. Alternative feeding 1. Nasogastric 2. Gastrostomy IV. Malnutrition A. Incidence and Types B. Physiologic & causes C. Nursing Process in malnutrition						