

**COURSE SYLLABUS**

**VNSG 1402.501  
(4:2:7)**

**APPLIED NURSING SKILLS I**

**Vocational Nursing**

**Health Occupations**

**Health Sciences Division**

**Plainview Center**

**SOUTH PLAINS COLLEGE**

**Fall - 2021**

**PLAINVIEW**

**COURSE SYLLABUS**

**COURSE TITLE:** VNSG 1402.501 – APPLIED NURSING SKILLS I  
**INSTRUCTOR:** Tina Lopez-Wilsey, MSN, RN  
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**OFFICE HOURS:** M 1:00 PM – 4:00 PM  
T 8:00 AM – 9:00 AM and 1:00 PM - 4:00 PM  
W 8:00 AM- 9:00 AM  
TR By appointment  
F By appointment

***SOUTH PLAINS COLLEGE IMPROVES EACH STUDENT’S LIFE***

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**FACE COVERING COURSE SYLLABUS STATEMENT:**

In compliance with GA-38, SPC will not require any person to wear a face covering. However, we support anyone who chooses to wear a face covering to maintain safety as greater numbers of students, employees, and visitors come to our different campuses. This policy is subject to change.

If you are experiencing any of the following symptoms, please do not attend class and either seek medical attention or get tested for COVID-19. • Cough, shortness of breath, difficulty breathing • Fever or chills • Muscles or body aches • Vomiting or diarrhea • New loss of taste and smell

Please also notify DeEtte Edens, BSN, RN, Associate Director of Health & Wellness, at [dedens@southplainscollege.edu](mailto:dedens@southplainscollege.edu) or 806-716-2376.

**COURSE DESCRIPTION:**

This course is an introduction to an application of primary nursing skills. Emphasis is given to the utilization of the nursing process and related scientific principles and rationales.

**STUDENT LEARNING OUTCOMES:**

The student will describe the underlying principles and rationales of selected nursing skills and their relationship to client health status; demonstrate satisfactory performance of selected nursing skills utilizing principles of safety; and identifying the nursing process used to solve basic client care problems across the life span utilizing appropriate medical terminology.

## **COURSE COMPETENCIES:**

The student must complete this course with a grade of 77% or above based on the following objectives:

1. Explain the underlining principles and rationales of each specific skill in a given module of instruction.
2. Demonstrate an understanding of underlying scientific principles by satisfying performance of each identified skill.
3. Implement the nursing process (assessment, nursing diagnosis, planning, implementation with scientific rationales, and evaluation) to solve simple patient care problems.
4. Apply the concepts of medical terminology and accurate documentation for the use in communicating within the health care system.

## **ACADEMIC INTEGRITY:**

Refer to Plainview Student Handbook and the SPC catalog.

## **SCANS AND FOUNDATION SKILLS:**

C – 1, 3, 5, 6, 7, 9, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20.  
F – 1, 2, 5, 6, 7, 8, 9, 10, 11, 12.

## **VERIFICATION OF WORKPLACE COMPETENCIES:**

NCLEX – PN Licensure Exam eligibility following successful completion of the one-year vocational nursing program.

## **TEXTBOOK:**

Burton, M., Smith, D. W., & May, L. L. J. (2019). *Fundamentals of nursing care: Concepts, connections & skills* (3rd ed.). F.A. Davis Company.

Burton, M., Smith, D. W., & Burton, M. (2019). *Study guide for fundamentals of nursing care: Concepts, connections, & skills* (3rd ed.). F.A. Davis Company.

Alfaro-LeFevre, R. (2014). *Applying nursing process: The foundation for clinical reasoning* (8th ed.). Wolters Kluwer Health/Lippincott Williams & Wilkins.

ATI Content Mastery Series Review Module PN Fundamentals for Nursing

Tabors Medical Dictionary

## **CELL PHONE POLICY/ EMERGENCY MESSAGES:**

Cells phones must be placed on silent mode. The student should notify his/her family that in case of an emergency during normal class schedule, they should call the Plainview Vocational Nursing Office at (806) 716-4406. 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.

## ATTENDANCE POLICY:

Refer to SPC Catalog and Plainview Student Handbook. This course is a 4-semester hour course with **8 hours allowable absence**. Daily attendance will be taken. Three tardies will be equivalent to one absence. A single tardy is 15 minutes or later to class or leaving 15 minutes or more before class ends. A one-hour absence is given for missing more than 15 minutes of a one-hour length of lecture.

### 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](mailto: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.

For additional information regarding schedule changes, drops and withdrawals, [click here](#).

## COURSE REQUIREMENTS:

1. Participation in class and lab discussion exploring the basic principles and underlying scientific principles and rationales of nursing skills.
2. Viewing of audiovisual materials presented with lecture and /or lab. [ATI Support Materials](#) – any review or testing assigned will be included in class Participation grade.
3. Demonstrated competency in skill procedures for both non-sterile and sterile procedures with a minimum competency of 77%. The student will be allowed **three** opportunities to meet competency level on all critical skills and the initial score obtained will be the recorded score for that skill performance. The first skill performance will be on scheduled dates, and if subsequent attempts are needed an appointment should be made with the instructor at that time in order for skill performance completion. Should the subsequent attempt appointment not be completed within this time frame, a zero will be recorded for that skill performance – and the student will need to prove competency in the skill upon the instructor’s request. Demonstrated competency in knowledge of abbreviations, skill rationales, and medical terminology.
4. Intermittent review quizzes, unit exams, and a comprehensive final exam will be given.
5. Written assignments and discussion boards must be submitted following the “[Documentation Guidelines and APA Formatting \(7<sup>th</sup> ed.\)](#)” (See below).
6. Nursing skills videos for LPM/LVN may be acquired for additional cost at student’s request but is not mandatory.

- Acknowledge and demonstrate understanding the SPC Nursing Department Honesty Policy and Plagiarism Declaration. Please complete Declaration form at end of syllabus and submit to the nursing office no later than by the end of the third-class day.

**Documentation Guidelines and APA Formatting (7<sup>th</sup> ed.):**

Information to be reviewed in a class session at the beginning of the semester. Details of presentations, discussions, or handouts to be provided.

**GRADING:**

UNIT EXAMS	30%	A	93 – 100	
FINAL EXAM	20%	B	84 - 92	
SKILL PROCEDURES	30%	C	77* - 83	<b>*Passing</b>
CLASS PARTICIPATION (Includes Daily Question/ ATI)	10%	D	70- 76	
DISCUSSION BOARDS	10%	F	69 or below	

**The syllabus, including all assignments, lectures, or exams, are subject to change per instructor’s discretion. The use of index cards for testing will be determined by instructor. All index cards will be checked prior to Exam.**

**Due dates for assignments and exams will be listed in the syllabus schedule.**

**LATE WORK:**

Requests to submit assignments late must be submitted **prior** to the assignments due date.

Due dates for assignments and activities are listed in the course syllabus. **Students are expected to submit all assignments on or before 11:59 PM on the scheduled due dates.** Assignments submitted after the scheduled due date and time will receive a 10-point deduction per 24 hours and a zero after 72 hours (i.e. 72 hours and 1 minute).

**EXPECTATIONS FOR COMMUNICATION WITH COURSE FACILITATORS**

Contact your course faculty as soon as possible by the Remind app or Blackboard email for urgent issues such as absences, emergencies, or difficulties with projects or assignments. All non-urgent messages must be sent via Blackboard emails. Faculty will check the course email daily. All faculty responses (urgent and non-urgent) will be responded to during working hours (8:00 AM- 4:00 PM). Please check course email and announcements at least once daily for important information and updates.

**SCHEDULE OF CLASSES:**

**WEEK 1**

8 – 30 - 21

Course Introduction  
Syllabus Review  
Text Review  
Laboratory Tour / Supply Bag Check / Team Divisions  
ATI

9 – 1 - 21

Unit I Introduction to Nursing  
Chapter 4 The Nursing Process and Decision Making  
Chapter 5 Documentation  
Skill Performance Prep  
ATI: Chapt 2,3,4

9 – 3 - 21

Chapter 13 Safety  
Chapter 14 Medical Asepsis and Infection Control  
Skill Performance Prep #1 Handwashing  
#2 Standard Precautions  
ATI: Chapt 5-7

**WEEK 2**

9 – 6 – 21

**LABOR DAY HOLIDAY**

9 – 8- 21

Skill Performance Prep  
# 3 Medical Isolation Techniques  
# 4 Restraints  
ATI: 10-12

9- 10- 21

Skill Performance Prep  
ATI: Chapt. 14-16  
**Discussion #1 due**

**WEEK 3**

9 – 13- 21

**UNIT I EXAM (Chapters 4, 5, 13, 14)**

9 – 15- 21

Unit II Nursing Basics  
Chapter 15 Personal Care  
Skill Performance Prep # 5 Bed bath  
# 6 Skin Care & Back Massage  
#7 Bedmaking (Unoccupied, Occupied,  
Surgical)  
ATI: Chapt. 37-39

9 – 17- 21

Skill Performance Prep  
**Discussion #2 due**

**WEEK 4**

9 – 20 - 21

Chapter 16 Moving and Positioning Patients  
Skill Performance Prep # 8 Range of Motion  
# 9 Positioning, Transfers, & Ambulation/  
Body Mechanics

9 – 22 - 21

Skill Performance Prep

9 – 24 - 21

Chapter 20 Admission, Transfer, Discharge  
Skill Performance Prep # 10 Admission, Transfer, Discharge  
ATI: Chapt. 9  
**Discussion #3 due**

**WEEK 5**

9 – 27 - 21

Skill Performance Prep

**\*\*\* SIGN-UP FOR SKILL PERFORMANCE COMPLETION:  
NON-STERILE PROCEDURES  
SEE INSTRUCTOR FOR POSTING \*\*\***

9 – 29 - 21

Chapter 17 Vital Signs  
Skill Performance Prep # 11 Vital Signs  
ATI: Chapt. 26-27

10 – 1 - 21

Chapter 21 Physical Assessment  
Skill Performance Prep # 12 Health Assessment  
/ATI: Chapt. 28-31  
**Discussion #4 due**

**WEEK 6**

10 – 4 - 21 Chapter 18 Applying Heat & Cold  
Chapter 19 Pain Management, Rest, & Restorative Sleep  
Skill Performance Prep # 13 Applying Heat & Cold  
# 14 Non-Pharmacological  
Pain Management  
  
ATI: Chapt. 40-42

10- 6- 21 Chapter 22 Surgical Asepsis  
Skill Performance Prep #15 Basic Surgical Asepsis

10 – 8 - 21 Covenant Hospital Plainview Surgery Department (date subject to change)  
Intraoperative Techniques – Use chart in text to determine appropriate glove size  
Skill Performance Prep #16 OR Scrubbing, Gowning, & Gloving  
**Discussion #5 due**

**WEEK 7**

10 – 11 - 21 **UNIT II EXAM (Chapters 15 – 22)**

10 – 13 - 21 Unit III Clinical Skills and Care  
Chapter 24 Nutritional Care and Support #17 Intake & Output/Feeding the Adult  
Skill Performance Prep #18 Enteral Feeding  
#19 NG Intubation  
  
ATI: Chapt. 54, 57-58

10 – 15 – 21 **\*\*\*FALL BREAK\*\*\***

**WEEK 8**

10 – 18 – 21 Chapter 25 Diagnostic Tests

10 – 20 - 21 **SKILL PERFROMANCE COMPLETION**  
**NON-STERILE PROCEDURES**

10 – 22 - 21 Chapter 26 Wound Care  
Skill Performance Prep #20 Dressing Change &  
Documentation of Wound Care  
  
ATI: Chapt. 55-56



**WEEK 9**

10 – 25 - 21

Skill Performance Prep

10 – 27 - 21

Chapter 27 Musculoskeletal Care  
Skill Performance Prep

# 21 Bandages & Binders  
# 22 Ambulation Aids

**\*\*\* CLINICALS BEGIN \*\*\***

**WEEK 10**

11 – 01 – 21

Chapter 28 Respiratory Care  
Skill Performance Prep

# 23 Oxygen Therapy  
# 24 Throat Culture  
# 25 Incentive Spirometry

ATI: Chapt 53

**\*\*\* SIGN UP FOR SKILL PERFORMANCE COMPLETION:**

**STERILE PROCEDURES**

**SEE INSTRUCTOR FOR POSTING \*\*\***

11 – 03 - 21

**UNIT III EXAM (Chapters 24-28)**

Skill Performance Prep

# 26 Suctioning Techniques  
# 27 Tracheostomy Care

**WEEK 11**

11 – 08 – 21

Unit IV Clinical Skills and Care (Continued)

Chapter 30 Bowel Elimination and Care

Skill Performance Prep

# 28 Cleansing Enema  
# 29 Colostomy Care & Irrigation  
# 30 Elimination Aids

ATI: Chapt. 43

11 – 10 - 21

Skill Performance Prep

**WEEK 12**

11 – 15 - 21

Chapter 31 Urinary Elimination and Care  
Skill Performance Prep

# 31 Specimen from Catheter  
# 32 Urine Clinitest & Acetest (C & A)  
# 33 Catheterization

ATI: Chapt. 44

11 – 17 - 21

Skill Performance Prep

**WEEK 13**

11 – 22 - 21

Chapter 33 Care of the Surgical Patient  
Skill Performance Prep

11 – 24 – 21

**\*\*\*THANKSGIVING BREAK\*\*\***

**WEEK 14**

11- 29- 21

Chapter 34 Phlebotomy and Blood Specimens #34 FSBG (Finger Stick Blood Glucose)  
Skill Performance Prep  
ATI: 52

12 – 01 – 21

**UNIT IV EXAM (Chapters 30, 31, 33, 34)**  
Skill Performance Prep

12 – 3 - 21

*Skill review and performance as needed*

**WEEK 15**

12- 6- 21

\*Final Exam Study Guide\* Q & A

12 – 8 - 21

**SKILL PERFORMANCE COMPLETION**  
**STERILE PROCEDURES**

12 – 10 – 21

*Skill Review and Completion of Skill Performance*

**WEEK 16**

12 – 13 - 20

**FINAL EXAM**

## 4.1 COURSE OUTLINE AND OBJECTIVES

### *UNIT I INTRODUCTION TO NURSING*

Chapter 4            The Nursing Process and Decision Making

Objectives:        Upon completion, 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. Enumerate 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. Describe how Maslow's hierarchy of human needs is used to prioritize nursing diagnoses.
8. Explain how NANDA-1 nursing diagnoses are listed.
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. Enumerate initial intervention steps.
14. List types of nursing care plans.
15. Discuss the use of concept maps to plan care.

- I.        Decision Making in Nursing
- II.       The Nursing Process
- III.      Nursing Care Plans
- IV.      Concept Maps

Chapter 5            Documentation

Objectives:        Upon completion, 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 PIE charting and SOAPIER charting formats.
6. Contrast charting by exception and focus charting.
7. Explain how narrative charting is different from all other formats.
8. Enumerate the advantages and disadvantages of computerized charting.

- I.        Purposes of Documentation
- II.       Confidentiality of Documentation
- III.      Forms of Documentation
- IV.      Guidelines for Documentation
- V.       Documentation Systems
- VI.      Data to Document
- VII.     Methods of Charting
- VIII.    Computerized Charting
- IX.      Five Documentation Mistakes that Carry Increased Risks
- X.

**UNIT II        NURSING BASICS**

Chapter 13        Safety

Objectives:        Upon completion, the student should be able to:

1. Explain areas addressed by the national Patient Safety Goals.
2. Describe six factors that contribute to an unsafe patient environment.
3. Discuss the use of fall assessment rating scales and restraint alternatives in preventing falls.
4. Describe a situation in which restraints would be necessary.
5. Identify requirements for use of restraints and release of restraints.
6. Explain the acronyms RACE and PASS.
7. Describe three types of fires and extinguishers.
8. Determine actions to take when a patient is unresponsive.
9. Discuss the role of nurses in a mass casualty event.
10. Identify ways to use body mechanics to prevent injury when caring for patients.
11. Explain how lack of rest and substance use or abuse can contribute to unsafe patient care.
12. Describe ways to protect yourself from radiation hazards.
13. Discuss safe handling of chemicals and gases.
14. Identify the purpose of a material safety data sheet.
15. Explain ways to protect yourself from biological hazards.

- I.        Safe Environment for Patients
- II.       Safe Environment for Nursing Staff

Chapter 14        Medical Asepsis and Infection Control

Objectives:        Upon completion, the student should be able to:

1. Define key terms related to asepsis and infection control.
2. Describe five types of pathogens.
3. Identify selected common illnesses caused by microbes.
4. Illustrate the chain of infection.
5. Differentiate types of infections.
6. Compare primary, secondary, and tertiary defenses against infection.
7. Explain factors that decrease the body's defenses.
8. Differentiate between the use of standard precautions and transmission-based precautions.
9. Compare medical and surgical asepsis.
10. Describe when and how to use hand hygiene.
11. Detail the use of standard precautions.
12. Compare the purposes and types of transmission-based precautions.
13. Explain ways to meet needs of patients who are isolated due to communicable disease.

- I.        Causes of Infection
- II.       Chain of Infection
- III.      Types of Infection
- IV.      Defenses Against Infection
- V.       Preventing Infection

Chapter 15 Personal Care

Objectives: Upon completion, 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. Enumerate 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. Explain how to remove jewelry from piercings and circumstances that could make removal necessary.
11. Discuss how to remove contact lenses, artificial eyes, and hearing aids.
12. Explain how to clean and insert an ocular prosthesis and hearing aid.
13. Identify ways to minimize noise, odors, and clutter in the patient's environment.
14. Differentiate between open, closed, and surgical beds.
15. Describe nursing responsibilities when making occupied and unoccupied beds.

- I. Routinely Scheduled Care
- II. Bathing
- III. Grooming
- IV. Managing the Environment

Chapter 16 Moving and Positioning Patients

Objectives: Upon completion, 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. Enumerate nursing measures to prevent complications of immobility for these body systems.
4. Describe the psychological effects of immobility and nursing measures to prevent psychological complications.
5. Discuss the importance of positioning patients correctly and performing frequent position changes.
6. Identify commonly used patient positions.
7. Explain the purpose of the "Handle With Care" campaign established by the American Nurses Association.
8. Describe devices available to increase safety and ease of transferring patients.
9. Enumerate guidelines for performing a manual patient transfer.
10. Contrast types of specialty beds and their purposes.
11. Summarize the importance of assisting a patient to dangle prior to transfer or ambulation.

- I. Effects of Immobility
- II. Positioning Patients
- III. Moving and Lifting Patients

Chapter 17 Vital Signs

Objectives: Upon completion, 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.

- I. The Six Vital Signs
- II. Blood Pressure
- III. Body Temperature
- IV. Pulse
- V. Respiration
- VI. Oxygen Saturation
- VII. Pain Assessment

Chapter 18 Applying Heat and Cold

Objectives: Upon completion, 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 applications.
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.

- I. Heat Therapy
- II. Cold Therapy

Chapter 19 Pain Management, Rest, and Restorative Sleep

Objectives: Upon completion, the student should be able to:

1. Define key terms to pain management, rest, and restorative sleep.
2. Identify the expert regarding the level of a patient's pain.
3. Outline the factors that affect pain and pain perception.
4. Paraphrase how to thoroughly assess pain.
5. Correlate acknowledgment and acceptance of pain to treatment of pain.
6. Name six specific factors that affect sleep.
7. Describe interventions you might use to promote sleep.

- I. Pain
- II. Rest and Restorative Sleep

Chapter 20 Admission, Transfer, and Discharge

Objectives: Upon completion, the student should be able to:

1. Identify four common patient reactions to admission.
2. Describe nursing interventions for common reactions to admission.
3. Explain the importance of making the patient feel welcome during the admission process.

4. Identify techniques used to enhance communication in a culturally diverse population.
5. List the nurse's responsibilities during patient admission.
6. Discuss the importance of completing an admission orientation checklist.
7. Describe the information that should be included in a discharge summary.
8. Outline the nursing responsibilities during the patient discharge process.
9. Compare the transfer of a patient to another facility to a transfer within the same facility.

- I. Admission
- II. Admitting Procedure
- III. Discharge
- IV. Patient Transfer

Chapter 21 Physical Assessment

Objectives: Upon completion, 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 an initial head-to-toe assessment.

- I. What is Physical Assessment?
- II. Assessment Components Related to Each Body System
- III. Performing an Initial Head-To-Toe Shift Assessment
- IV. Documentation of Assessment Findings

Chapter 22 Surgical Asepsis

Objectives: Upon completion, the student should be able to:

1. Define key terms associated with surgical asepsis.
2. Differentiate between medical asepsis and surgical asepsis.
3. Describe five methods of sterilization.
4. Explain how to tell if supplies are sterile.
5. Enumerate restricted settings in the hospital where aseptic surroundings are maintained.
6. Explain the necessity of developing a sterile conscience.
7. Identify guidelines for using sterile technique while opening sterile supplies, setting up and adding items to the sterile field, opening sterile packs, and working with a sterile field.
8. Determine when to use sterile technique.

- I. Disinfection and Sterilization
- II. Principles of Sterile Technique



**UNIT III**            **CLINICAL SKILLS AND CARE**  
Chapter 24            Nutritional Care and Support

Objectives:            Upon completion, the student should be able to:

1. Define key terms related to the nutritional care of patients.
2. Discuss methods to assist with meals and improve the patient eating experience in the hospital.
3. Describe how to monitor intake and output and why it is important.
4. Discuss the various types of therapeutic diets and modifications.
5. Describe the nurse's responsibilities associated with mealtimes and therapeutic diets.
6. Explain how the glycosylated hemoglobin test is useful in treating patients with diabetes.
7. List at least six guidelines to employ in teaching patients with diabetes.
8. Contrast anorexia nervosa and bulimia nervosa.
9. Discuss the various effects drugs may have on food intake.
10. Identify the indications for use of enteral and parenteral nutrition.
11. Compare the various nasogastric and nasointestinal tubes and their use.
12. Explain what is meant by gastric decompression.
13. Identify risk factors for aspiration and interventions to prevent it.
14. Differentiate between partial and total parenteral nutrition.
15. Identify specific diagnostic tests and monitoring that are used to assess a patient's response to supplemental nutrition therapy.
16. Describe potential complications associated with tube feedings.
17. Review nursing responsibilities in the management of patients receiving therapeutic diets, enteral nutrition, and parenteral nutrition.

- I.            Supporting Nutritional Intake
- II.           Therapeutic Diets
- III.          Eating Disorders
- IV.          Food-Drug Interactions
- V.            Enteral Tubes
- VI.          Gastric Decompression
- VII.        Enteral Nutrition
- VIII.        Complications Associated With Tube Feedings
- IX.         Parenteral Nutrition

Chapter 25            Diagnostic Tests

Objectives:            Upon completion, 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 count, including a white count differential.
4. Contrast the functions of the five types of white blood cells.
5. Relate the normal adult ranges of complete blood cell count components.
6. Identify the normal findings of a urinalysis.
7. Discuss aspects of diagnostic tests and procedures that the nurse should teach the patient.
8. Name at least two tests that evaluate renal function.
9. Identify three diagnostic tests that would provide you information relating to nutrition.
10. Name three diagnostic tests that would be useful in evaluating liver function.
11. Identify allergies for which the nurse should assess prior to procedures and tests requiring use of contrast medium.
12. Differentiate between esophagogastroduodenoscopy, barium enema, and colonoscopy, and between magnetic resonance imaging and computed tomography, including purposes and preparations for each.

13. Explain the purpose of a lumbar puncture and how to position a patient for the procedure.
14. Prioritize the postprocedure nursing actions to be performed after a femoral arteriogram.
15. Relate the purposes of a glucose tolerance test, intravenous pyelogram, and bone marrow aspiration.

- I. Nursing's Role in Diagnostic Testing
- II. Categories of Diagnostic Tests

Chapter 26 Wound Care

Objectives: Upon completion, the student should be able to:

1. Define key terms related to wound care.
2. Contrast contusion, abrasion, puncture, penetrating, and laceration wounds.
3. Differentiate between clean, clean-contaminated, contaminated, infected, colonized, open, and closed wounds.
4. Identify risk factors for pressure ulcers.
5. Correctly stage pressure ulcers.
6. Outline nursing interventions to prevent pressure ulcers.
7. Describe other types of wounds: stasis ulcers, sinus tracts, and surgical incisions.
8. Explain the three phases of healing.
9. Compare first, second, and third intention wound closure.
10. Explain how different factors affect wound healing.
11. Describe possible complications of wound healing and appropriate nursing care for each.
12. Discuss wound treatments and the nursing responsibilities for each.
13. Accurately assess a wound and wound drainage.
14. Describe types of dressings and their uses.
15. Relate low serum protein levels to wound healing.
16. Identify information to document concerning wounds.
17. Develop a care plan for a patient with a pressure ulcer.

- I. Types of Wounds
- II. Contamination of Wounds
- III. Pressure Ulcers
- IV. Other Wounds Found in Hospital Patients
- V. Wound Healing
- VI. Wound Treatment
- VII. Measurement of Wounds and Observation of Drainage
- VIII. Cleaning Wounds
- IX. Dressings
- X. Documenting Wound Care

Chapter 27 Musculoskeletal Care

Objectives: Upon completion, the student should be able to:

1. Define key terms associated with musculoskeletal care.
2. Describe common musculoskeletal conditions that result in limited mobility.
3. Discuss the role of the physical therapist in the health care team.
4. Differentiate between indications for use of x-rays, CT scans, and MRI's to diagnose musculoskeletal conditions.
5. Enumerate six types of immobilizing devices used for musculoskeletal disorders.
6. Describe nursing care of patients with musculoskeletal conditions, including casts, traction, joint replacement, and amputation.
7. Discuss guidelines for patients using assistive devices for ambulation.

8. Describe the steps necessary to develop a plan of care for a patient with impaired mobility related to a musculoskeletal condition.
  - I. Musculoskeletal Conditions Resulting in Limited Mobility
  - II. Types of Immobilization
  - III. Caring for Patients With Musculoskeletal Immobilization
  - IV. Assistive Devices for Ambulation

Chapter 28      Respiratory Care

Objectives:      Upon completion, the student should be able to:

1. Define key terms associated with respiratory care.
2. Explain the mechanics of inhalation and exhalation.
3. Describe chemical and nervous regulation of respiration.
4. Explain the changes in physiological regulation of respiration in patients with chronic lung disease.
5. Differentiate between internal and external respiration.
6. Describe the role of the pleural membrane in respiration.
7. Contrast hypoxia and hypoxemia.
8. Identify causes of impaired oxygenation.
9. List inspection points in the assessment of a patient with impaired oxygenation.
10. Describe palpation, auscultation, and other assessment findings that could indicate impaired oxygenation.
11. Discuss the significance of selected diagnostic tests when caring for patients with impaired oxygenation.
12. Explain nursing interventions to use for patients with impaired oxygenation.
13. Discuss safety measures to enforce when the patient is receiving supplemental oxygen.
14. Identify types of oxygen sources and delivery devices used for supplemental oxygen.
15. List tips for conservation of energy for patients with chronic lung disease.
16. Describe various artificial airways and how to suction the patient with the airway in place.
17. Describe the tracheostomy tube and the nursing care needed to keep it patent.
18. Illustrate chest tube placement and how the chest drainage system works.
19. Discuss nursing care of patients with chest tubes.
20. Plan care for a patient with a respiratory disorder.
  - I. Normal Oxygenation
  - II. Impaired Oxygenation

**UNIT IV      CLINICAL SKILLS AND CARE (Continued)**

Chapter 30      Bowel Elimination and Care

Objectives:      Upon completion, the student should be able to:

1. Define key terms related to bowel elimination and care.
2. Explain the digestion, absorption, and metabolism of nutrients.
3. Differentiate between normal and abnormal function in digestion and bowel elimination.
4. Differentiate between normal and abnormal characteristics of feces.
5. Explain how different factors affect bowel elimination.
6. Enumerate independent nursing interventions to promote bowel elimination.
7. Accurately assess bowel elimination problems.
8. Describe interventions that help to prevent and treat bowel elimination problems.
9. Contrast different types of enemas.
10. Describe the possible complications of bowel elimination and treatment of problems.
11. List signs and symptoms of vagal stimulation.

12. Prioritize nursing actions to perform when vagal stimulation is suspected.
13. Explain how to obtain stool specimens for culture and sensitivity and for ova and parasites, and how to test for occult blood.
14. Compare the different types of bowel diversions.
15. Discuss ostomy care and patient teaching regarding care.
16. Describe the steps necessary to develop a care plan for a patient with a bowel diversion.

- I. Bowel Elimination
- II. Alterations in Bowel Elimination
- III. Promotion of Bowel Elimination
- IV. Management of Alterations in Elimination
- V. Alternative Bowel Elimination

Chapter 31 Urinary Elimination and Care

Objectives; upon completion, 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. Describe the treatment for urinary retention and residual urine.
6. Enumerate types of urinary incontinence.
7. Describe nursing interventions to help manage incontinence.
8. Identify steps in bladder training.
9. Discuss methods of assessing urine.
10. List the steps for collecting a 24-hour urine sample.
11. Explain ways to assist patients with toileting.
12. Identify purposes, types, and sizes of urinary catheters.
13. Discuss the care of patients with an indwelling urinary catheter.
14. Identify types of urinary diversions.
15. Describe the occurrence, risk factors for, and prevention of UTI's.
16. Plan care for a patient with urinary incontinence.

- I. Assessing Urine and Urinary Output
- II. Alterations in Urinary Function
- III. Caring for Patients With Altered Urinary Function

Chapter 33 Care of the Surgical Patient

Objectives: Upon completion, 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. Differentiate between the different types of anesthesia and rationales for selection.
11. Explain nursing procedures that may take place in the operating room and their rationales.
12. Prioritize nursing care during immediate postoperative and postanesthesia care.
13. Describe the admission process of a postsurgical patient to the hospital unit.

14. Accurately describe the assessment of the postsurgical patient on the hospital unit.
15. Identify potential postsurgical complications, with emphasis on prevention and intervention.
16. Develop a care plan for a patient who has had abdominal surgery.

- I. Purposes of Surgery
- II. Degrees of Urgency
- III. Various Surgical Settings
- IV. Preoperative Care of the Surgical Patient
- V. Intraoperative Care of the Surgical Patient
- VI. Postoperative Care of the Surgical Patient

Chapter 34 Phlebotomy and Blood Specimens

Objectives: Upon completion, the student should be able to:

1. Define key terms associated with phlebotomy and blood specimens.
2. Explain how to safely perform a skin puncture for specimen collection.
  - I. Phlebotomy
  - II. Complications of Phlebotomy
  - III. Skin Punctures

## **LABORATORY SYLLABUS AND EVALUATION**

### **PURPOSE:**

To familiarize the student with equipment and procedural steps and rationales prior to actual client contact. Each student will perform procedures, which have been demonstrated by an instructor. The majority of the return demonstrations will be on a training mannequin. In addition, the student on occasion will portray a client and/or member of the health care team in a simulated nurse/client relationship to assist the student in developing skills in communication and interpersonal relationships.

### **CRITERIA:**

Provided with Fundamentals of Nursing Care – Concepts, Connections, and Skills and utilizing the textbook Skill Performance Checklist, a client (student/mannequin), equipment and supplies; the student should be able to perform the tasks applicable to the given performance objectives using methods appropriate to the client's age, physical condition, and level of understanding.

### **SKILL PERFORMANCE OBJECTIVES:**

Upon completion of VNSG 1402 Applied Nursing Skills I, the student should be able to:

1. Employ correct handwashing techniques to maintain standards of cleanliness that minimize the risk of contracting or transmitting contagious organisms. F – 8, 9,12,13,16 / C – 5,6,7,15,16,18,19,20.
2. Carry out the practices of Standard Precautions. F – 8, 9,12,13,16 / C – 5,6,7,15,16,18,19,20.
3. Demonstrate the ability to meet the client's needs in the medical isolation unit using medical asepsis. F – 1,5,6,7,8,9,10,11,12,13,14,15 / C – 1,3,5,6,7,11,15,16,17,18,19.
4. Apply various types of restraints to achieve the purpose for which the physician orders them. F – 1, 5, 8,9,10,11,12,17 / C – 5,6,7,15,16,17,18,19.
5. Demonstrate the ability to meet the client's needs by giving a complete bedbath. F – 1,5,8,9,11,12,13,16 / C – 5,6,7,18,19,20.
6. Demonstrate the ability to meet the client's needs by giving /assisting with AM care, oral hygiene, hair and skin care, back rub, and dressing and undressing the client with and without an intravenous infusion. F – 1,5,6,7,8,9,10,11,12,16 / C – 3,5,6,7,9,10,11,18,19,20.
7. Prepare an unoccupied, occupied, and surgical bed in the appropriate manner to provide a neat, clean, comfortable, and safe environment for the client. F – 1,5,8,10,11, / C – 6,18,19,20.
8. Demonstrate the ability to meet the client's needs by performing safe range of motion exercises. F – 1,5,6,7,8,9,10,11,12,16 / C – 3,5,6,7,9,10,11,18,19,20.
9. Demonstrate knowledge and use of proper body alignment, balance, and movement with the patient who is at rest and ambulatory as well as demonstrating proper lifting, turning, and the four basic bed positions of the patient with the use of supportive aids. F – 1,5,8,9,10,11,12,13,16 / C – 6,18, 19, 20.
10. Demonstrate the preparation for and the procedure for admission, transfer, and discharge of a client. F – 1,5,6,8,9,10,11,12,13,17 / C – 1,3,5,6,7,9,10,11,14,15,16,17.
11. Obtain an accurate set of vital signs to include temperature, pulse, respirations, blood pressure, oxygen saturation, and pain assessment of a client. (Method of obtaining temperature and pulse to be determined by instructor.) F – 1,3,5,6,8,10,11,12,13,17 / C – 5,6,7,11,18,19,20.
12. Demonstrate the ability to perform a general health assessment and a focused assessment on a client with predictable health care needs. F – 1,2, 3, 6,7,8,9,10,11,12,13,14,15,16,17 / C - 1,3,4,5,6,7,8,9,10,11,12,13,14,16, 18,19,20.
13. Contrast the physiological effects of local heat and cold applications, detail the nursing assessments to make prior to, during, and after the application of heat and cold, follow through with appropriate nursing interventions including patient teaching regarding the application of heat and cold to a patient with specified health conditions. F – 1,2,3,4,6,8,9,10,11,12 / C – 1,3,4,5,6,7,8,10,11,14,15,16,18,19,20.
14. Correlate acknowledgment and acceptance of pain to treatment of pain, identify non-pharmacological methods of pain relief and describe nursing interventions the nurse might use to promote non-pharmacological pain management, rest, and restorative sleep. F – 1,2,3,6,7,8,9,10,11,12,13,15,16,17 / C – 1,3,4,5,6,7,8,9,10,11,12,14,18,19,20.
15. Demonstrate the ability to don sterile gloves without contamination of the gloves and demonstrate preparing a sterile field using aseptic techniques to protect the patient, self, and others from infection. F – 1,5,6,7,8,9,10,11,12,13,16,17 / C – 3,5,6,7,11,15,16,1,8,19.
16. Demonstrate the ability to perform the surgical scrub, self-gowning and gloving (closed method), and gowning and gloving another person. F – 1,5,8,9,10,11,12,16,17 / C – 1,9,18,19,20.

17. Demonstrate the ability to accurately calculate the client's intake and output and meet the client's needs by feeding the dependent client. F – 1,3,5,6,7,8,9,10,11,12,13,16,17 / C – 1,3,5,6,7,10,11,16,18,19,20.
18. Demonstrate the ability to tube feed the client. F – 1,5,7,8,9,10,11,12,13 / C – 1,5,6,7,18,19,20.
19. Demonstrate the ability to safely assist with and/or insert, irrigate, and discontinue a nasogastric tube. F – 1,5,7,8,9,10,11,12,15 / C – 5, 6,7,11,18,19,20.
20. Demonstrate the ability to change a dressing using aseptic technique and document findings of observations of simulated wound healing. F – 1,2,8,9,10,11,12,13,17 / C – 5,6,7.
21. Apply bandages and binders to achieve the purpose for which the physician orders them. F – 1,5,6,7,8,9,10,11,12,16 / C – 3,5,6,7,9,10,11,18,19,20.
22. Demonstrate the ability in the use of mechanical aids for ambulation and movement (cane, crutches, wheelchair, and walker). F – 1,5,8,9,10,11,12 / C – 5, 6, 7,18,19,20.
23. Demonstrate the knowledge in caring for a client receiving oxygen therapy. F – 1,5,8,9,10,11,12 / C – 5, 6, 7,18,19,20.
24. Demonstrate the ability to perform a throat culture. F – 1,5,8,9,10,11,12 / C – 5, 6, 7,18,19,20.
25. Demonstrate the ability to teach and assist the patient in using an incentive spirometry unit. F – 1,2,3,5,6,8,9,11,13,16,17 / C – 1,3,4,5,6,7,10,11,12,14,20.
26. Demonstrate the proper technique in oral, nasopharyngeal, and tracheal suctioning using required asepsis. F – 1.5.8.9.10.11.12 / C – 5, 6, 7,18,19,20.
27. Demonstrate proper technique in tracheostomy care and dressing change using required asepsis. F – 1,5,8,9,10,12 / C – 5,6,7,18,19,20.
28. Demonstrate the preparation of and the procedure for administering a cleansing enema. F – 1,5,8,9,10,11,12 / C – 1,5,6,7,18,19,20.
29. Demonstrate the procedure for colostomy care and irrigation. F – 1,5,6,7,8,9,10,11,12,14,15,16,17 / C – 1,3,4,5,6,7,10,11,14,18,19,20.
30. Assist the client in using the designated equipment for bowel and urine elimination. F – 1,5,6,8,9,10,11,12,13,17 / C – 5,6,7,11,15,16,18,19.
31. Obtain a specimen of urine from a retention catheter, using aseptic technique. F – 1, 5,8,9,10,11,12,16,17 / C – 3,5,6,7,18,19,20.
32. Demonstrate the ability to accurately perform a clinitest and acetone test on a urine sample. F – 1,5,8,9,10,11,12 / C – 5, 6, 7,18,19,20.
33. Demonstrate the ability to catheterize a client maintaining strict asepsis. F – 1,5,7,8,9,10,11,12,14,15,16,17 / C – 3, 5, 6,7,11,18,19,20.
34. Using aseptic technique and a glucometer unit, perform a finger stick and accurately obtain the client's blood glucose. F – 1,2,5,6,8,9,10,11,12,13,14,15,16,17 / C – 1,3,5,6,7,9,10,11,12,14,15,16,19,20.



35. Use appropriate medical terminology and approved abbreviations and utilize the nursing process to enter a written account on the client's health problems, therapy given, nursing care administered, and observations made. F – 1,2,5,6,7,8,9,10,11,12,13,17 / C – 5,6,7,11,15,16,17.
36. Demonstrate knowledge of appropriate personal hygiene and grooming which is consistent with college policy. F – 1,5,6,8,13,14,15,16,17 / C – 5,6,7.
37. Exhibit professionalism at all times. F – 1,5,6,8,11,12,13,14,15,16,17 / C – 5,6,7,9.

**LABORATORY PRACTICE TEAMS  
FALL 2021**

**TEAM EAGER (“Characterized by or showing keenness of desire or strength of feeling”)**

Desiree Alaniz, Selena Diaz, Tiffani Gonzales

**TEAM EARNEST (“Strong and firm in purpose; serious”)**

Bianca Sanchez, Sarah, Bribiesca, Esperanza Garcia, Jasmin Martinez

**TEAM EFFICIENT (“Able to produce the effect wanted without waste of time and energy”)**

Ryan Headlee, Leia Zambrano, Jenny Bush, Brittany Garza

<b>SCANS COMPETENCIES</b>
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- C-1 **TIME** – Selects goals – 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 & FACILITIES** – Acquires, stores, allocates and uses materials or space efficiently.
- C-4 **HUMAN RESOURCES** – Assess 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 Exercise Leadership – Communicates ideas to justify position, persuades and convinces others responsibility 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 operate effectively with them.
- C-16 Monitors and Corrects Performance – Distinguishes trends, predicts impacts in system operations.
- C-17 Improves 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.

<b>FOUNDATION SKILLS</b>
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**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 numerical concepts such as whole numbers, etc.
- F-4 Mathematics – Approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- 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 toward 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 accuracy, sets personal goals, monitors progress and exhibits self control.
- F-17 Integrity / Honesty – Chooses ethical courses of action.

**SCANS FOUNDATION AND COMPETENCY SKILLS (by course)**

<b><u>Foundations: (F)</u></b>		<b><u>Competencies: (C)</u></b>
ECON 230:	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 17	2, 15
ENGL 1301	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7, 8
1302	1, 2, 5, 7, 8, 9, 11, 12, 13, 15, 16, 17	5, 6, 7
GOVT 2301	1, 2, 10, 11, 12, 17	15
HIST 1302	1, 2, 5, 10, 11, 12, 17	15
MATH 1314	3, 4, 9, 10, 11, 12	–
PSYC 2301	1, 2, 10, 11, 12, 15, 16, 17	4, 14
READ 1314	1, 2, 5, 7, 8, 9, 10, 11, 12, 15, 17	1, 5, 6, 7, 8, 9, 10, 12,
13, 14, 15		
SPCH 1321	2, 4, 5, 6, 7, 8, 9, 10, 13, 14	1, 5, 6, 7, 14
SOC 1301	1, 2, 5, 8, 9, 10, 11, 12, 15, 16, 17	4, 14
PHYS 1315	1, 2, 4, 10, 11, 12	–

**Example for PSYC: Scans:** Foundation Skills: 1, 2, 10, 11  
Competencies: 4, 13

## **4.11 Syllabus Statements:**

### **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.

### **4.1.1.4 Title IX Pregnancy Accommodations Statement**

If you are pregnant, or have given birth within six months, Under Title IX you have a right to reasonable accommodations to help continue your education. To activate accommodations you must submit a Title IX pregnancy accommodations request, along with specific medical documentation, to the Director of Health and Wellness. Once approved, notification will be sent to the student and instructors. It is the student's responsibility to work with the instructor to arrange accommodations. Contact the Director of Health and Wellness at 806-716-2362 or email [cgilster@southplainscollege.edu](mailto:cgilster@southplainscollege.edu) for assistance.

### **4.1.1.5- Campus Concealed Carry Statement (Rev. 7/28/2021)**

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>

Report violations to the College Police Department at 806-716-2396 or 9-1-1.

**Student is responsible in following all clinical affiliate facility policies and procedures.**

**Syllabus Acknowledgement and Plagiarism Declaration**  
**Department of Nursing**  
**South Plains College**  
**(VNSG 1402)**

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

Examples of student plagiarism<sup>1</sup>

- 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

1. Smith, L. Conquering plagiarism in nursing education. *Nursing 2016*. 2016; 46(7):17-19.