

**COURSE SYLLABUS**

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

**APPLIED NURSING SKILLS I**

**Vocational Nursing**

**Health Occupations**

**Technical Education Division**

**Plainview Center**

**SOUTH PLAINS COLLEGE**

**Fall - 2016**

**PLAINVIEW**

**COURSE SYLLABUS**

**COURSE TITLE:** VNSG 1402 – APPLIED NURSING SKILLS I  
**INSTRUCTOR:** SUZANNE GRIFFIN, AAS, ADN, RN  
**OFFICE LOCATION** PLAINVIEW CENTER – PC 104F  
**& PHONE / E-MAIL:** 806-296-9611 ext. 4405 / sgriffin@southplainscollege.edu  
**OFFICE HOURS:** M .....8:00 AM – 9:00 AM and 1:00 PM – 4:00 PM  
T .....8:00 AM – 9:00 AM and 1:00 PM - 4:00 PM  
W, TR, F.....BY APPOINTMENT

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

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**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, Marti A., R.N., B.S. and Ludwig, Linda J. May, R.N., B.S., MEd (2015). Fundamentals of Nursing Care – Concepts, Connections, and Skills, 2<sup>nd</sup> Edition F. A. Davis Company, Philadelphia

Study Guide to accompany textbook

Skills Videos to accompany textbook

Alfaro-LeFevre, Rosalinda, RN, MSN, ANEF (2014). Applying Nursing Process – The Foundation for Clinical Reasoning, 8<sup>th</sup> Edition, Lippincott Williams & Wilkins Publishers, Philadelphia

Tabors Medical Dictionary

ATI Support Materials

### **ATTENDANCE POLICY:**

Refer to SPC Catalog and Plainview Student Handbook. This course is a 4 semester hour course with 8 hours allowable absence.

### **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 and the student must attempt until a passing grade is achieved.
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 done on the student's selected date, 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. Practice laboratory hours outside of scheduled class time (PM Lab Hours) are set for Tuesdays from 1200 – 1800 hours beginning Tuesday, 9-6-16. The week clinical rotations begin, PM Lab Hours will be set for Tuesdays from 1600 – 1800. All students are required to have one hour of practice each week utilizing PM Lab Hours. A sign-in/sign-out book for these PM Lab Hours will be available in the nursing department and/or through the instructor. It is the student's responsibility to log their own hours in and out of the skills lab. Documentation requirements for the PM Lab Hours will be distributed the first day of class.

4. Demonstrated competency in knowledge of abbreviations, skill rationales, and medical terminology.
5. Intermittent review quizzes, unit exams, and a comprehensive final exam will be given. The ATI Benchmark Exam (Fundamentals Proctored Assessment) will be completed before the final exam and will be recorded as a unit exam. ATI "Topics for Review" will be required for the student to complete. Due dates will be announced.
6. Written assignments must be submitted following the "General Rubric for Formal Assignments" (See below)
7. Computer assisted instruction (CAI) programs may be assigned for corresponding units of study. Due dates for these program assignments will be announced by instructor.
8. 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.

### General Rubric for Formal Assignments

Please use these SPC Handbook / APA format guidelines given to you.

1. Use 1" margins on paper throughout.
2. All papers are to have a "Running head" with title of paper (30 character max). This will continue through entire paper on the top, left hand page. This video may be beneficial: <https://www.youtube.com/watch?v=Krwf3TDD1vU>
3. Last name and page number are to be flush in right top corner. With students that share a last name with other classmates, it is acceptable to use first initial and last name with page number. This will continue through entire paper.
4. Type is in 12 point font and Times New Roman, entire typed paper is to be double spaced.
5. All papers are to be typed, and at least 6 pages (including cover and reference; There should be a minimum of 4 pages of paragraphed or otherwise displayed content as assigned). Be sure to not leave out important content, but also do not be too wordy or repetitive with content in paper.
6. Create title page with centered in page- information in order as follows: Title of paper, Course/ class, Instructors name and credentials, your name, school/ college, and last the date.
7. Abstract follows title page. This is a summary of the whole paper in a single paragraph. A paragraph is 3-5 full sentences or a word count between 150-250 words. \*\*It is usually easier to write after the final draft is completed so information is not missed in summary.
8. There needs to be an introduction and conclusion (introduction is different than abstract). Use heading titles for each part of the body of your paper except introduction.
9. Cite your sources in the body of the paper (also known as in text citations). This type of citation is found in parenthesis within the length of the paper often crediting information to source by listed author(s) and year.
10. Your references must be on a combined reference page in alphabetized order (refer to APA PowerPoint handouts that will be given to you). References and alternate sources for information cannot be outdated past 5 years from date (nothing past August 2011) There needs to be at least 3 sources additional from

your book(s) (Minimal limit of 4) in the paper and 1 can not be an internet source Do not plagiarize and steal credit for information that is not yours (refer to handbooks/ policies as needed). At the instructor’s request with giving an assignment, you may be asked to submit it on Blackboard with the ‘Turn It In’ service.

11. You may use credible internet resources to assist with your paper and APA format. Some computer programs may have APA built in. Just make sure that paper is in specified format of APA requirements listed here. All outside internet resources need to be instructor approved, please follow posted office hours for appointments.
12. Spell out all numbers, don’t use contractions or abbreviations/ acronyms.

Websites with credibility to assist you with your APA/ Formal Assignment Guidelines are:

<https://owl.english.purdue.edu/owl/resource/560/01/>  
<http://www.citefast.com/>

Follow directions and do not procrastinate until last minute. Start now and give yourself time. Use rough drafts (final draft only is submitted), and take pride in your work. Breathe and do not stress. Other handouts given will be resourceful with setting up appropriate format for your formal papers. Mrs. Edmunds has an APA Manual for formal assignments to assist you by appointment in her office.

When hesitant on what is expected of you, please keep open communications with the instructor assigning the assignment.

**GRADING:**

UNIT EXAMS/FINAL EXAM	50%	A	93 - 100
SKILL PROCEDURES	30%	B	84 - 92
CLASS PARTICIPATION	20%	C	77 - 83
		D	70 - 76
		F	69 or below

## SCHEDULE OF CLASSES:

### WEEK 1

- 8 – 29 -16 Course Introduction  
Syllabus Review  
Text Review
- 8 – 31 - 16 Laboratory Tour / Supply Bag Check / Team Divisions  
Unit I Introduction to Nursing  
Chapter 4 The Nursing Process and Decision Making  
Chapter 5 Documentation  
Skill Performance Prep  
ATI Skill Module Review
- 9 – 2 - 16 Unit III Nursing Basics  
Chapter 13 Safety  
Chapter 14 Medical Asepsis and Infection Control  
Skill Performance Prep  
ATI Skill Module Review

### WEEK 2

- 9 – 5 – 16 \*\*\* LABOR DAY HOLIDAY \*\*\*
- 9 – 7 - 16 Skill Performance Prep # 1 Handwashing  
ATI Skill Module Review # 2 Standard Precautions  
# 3 Medical Isolation Techniques  
# 4 Restraints
- 9 – 9 - 16 Skill Performance Prep continued  
ATI Skill Module Review

### WEEK 3

- 9 – 12 – 16 **UNIT EXAM # 1 (Chapters 4, 5, 13, 14)**
- 9 – 14 - 16 Unit III Nursing Basics (continued)  
Chapter 15 Personal Care # 5 Bedbath  
Skill Performance Prep # 6 Skin Care & Back Massage  
ATI Skill Module Review #7 Bedmaking (Unoccupied, Occupied,  
Surgical)
- 9 – 16 - 16 Chapter 16 Moving and Positioning Patients  
Skill Performance Prep # 8 Range of Motion  
ATI Skill Module Review # 9 Positioning, Transfers, & Ambulation

### WEEK 4

- 9 – 19 – 16 Skill Performance Prep  
ATI Skill Module Review
- 9 – 21 – 16 Skill Performance Prep continued

ATI Skill Module Review

9 – 23 – 16 Chapter 20 Admission, Transfer, Discharge  
Skill Performance Prep # 10 Admission, Transfer, Discharge  
ATI Skill Module Review

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

**WEEK 5**

9 – 26 – 16 Chapter 17 Vital Signs  
Skill Performance Prep # 11 Vital Signs

9 – 28 - 16 Chapter 21 Physical Assessment  
Skill Performance Prep # 12 Health Assessment  
ATI Skill Module Review  
icareaboutnursing.org “Health Assessment” video presentation

9 – 30 - 16 Chapter 18 Applying Heat & Cold  
Chapter 19 Pain Management, Rest, & Restorative Sleep  
Skill Performance Prep # 13 Applying Heat & Cold  
ATI Skill Performance Prep # 14 Non-Pharmacological  
Pain Management

**WEEK 6**

10 – 3 – 16 Chapter 22 Surgical Asepsis  
Skill Performance Prep #15 Basic Surgical Asepsis  
ATI Skill Module Review

10 – 5 – 16 Skill Performance Prep continued  
ATI Skill Module Review

10 – 7 - 16 Covenant Hospital Plainview Surgery Department  
Intraoperative Techniques – Use chart in text to determine appropriate glove size  
Skill Performance Prep #16 OR Scrubbing, Gowning, & Gloving  
ATI Skill Module Review

**WEEK 7**

10 – 10 – 16 **UNIT EXAM # 2 (Chapters 15 – 22)**

10 – 12 - 16 Unit IV Clinical Skills and Care  
Chapter 24 Nutritional Care and Support #17 Intake & Output/Feeding the Adult  
Skill Performance Prep #18 Enteral Feeding  
ATI Skill Module Review #19 NG Intubation

10 – 14 - 16 **\*\*\* FALL BREAK \*\*\***

**WEEK 8**

10 – 17 - 16 Skill Performance Prep continued  
ATI Skill Module Review

10 – 19 – 16 Skill Performance Prep continued  
ATI Skill Module Review

10 – 21 - 16 Chapter 25 Diagnostic Tests  
ATI Skill Module Review

**WEEK 9**

10 – 24 – 16 Chapter 26 Wound Care  
Skill Performance Prep #20 Dressing Change &  
ATI Skill Module Review Documentation of Wound Care

10 – 26 - 16 Skill Performance Prep continued

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

**WEEK 10**

10 – 31 – 16 Chapter 27 Musculoskeletal Care  
Skill Performance Prep # 21 Bandages & Binders  
ATI Skill Module Review # 22 Ambulation Aids

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

11 – 02 – 16 Skill Performance Prep continued

**WEEK 11**

11 – 7 – 16 Chapter 28 Respiratory Care  
Skill Performance Prep # 23 Oxygen Therapy  
ATI Skills Modules Review # 24 Throat Culture  
# 25 Incentive Spirometry

11 – 9 - 16 Skill Performance Prep continued # 26 Suctioning Techniques  
ATI Skill Module Review # 27 Tracheostomy Care

**WEEK 12**

11 – 14 - 16 Chapter 30 Bowel Elimination and Care  
Skill Performance Prep # 28 Cleansing Enema  
ATI Skill Module Review # 29 Colostomy Care & Irrigation  
# 30 Elimination Aids



11 – 16 - 16 Chapter 31 Urinary Elimination and Care  
Skill Performance Prep # 31 Specimen from Catheter  
ATI Skill Module Review # 32 Urine Clinitest & Acetone (C & A)  
# 33 Catheterization

**WEEK 13**

11 – 21 - 16 Chapter 33 Care of the Surgical Patient  
Skill Performance Prep continued  
ATI Skill Module Review

**11 / 23 – 25 / 16 \*\*\*\*\* THANKSGIVING HOLIDAY \*\*\*\*\***

**WEEK 14**

11 – 28 – 16 Chapter 34 Phlebotomy and Blood Specimens  
Skill Performance Prep # 34 FSBG (Finger Stick Blood Glucose)  
ATI Skill Module Review

11- 30 -16 Skill Performance Prep continued ALL SKILLS  
ATI Skill Module Review

12 - 1 – 16 SKILL PERFORMANCE COMPLETION  
STERILE PROCEDURES  
ATI Skill Module Review  
ATI Practice Assessment - Fundamentals

12 – 2 – 16 SKILL PERFORMANCE COMPLETION  
STERILE PROCEDURES  
ATI Skill Module Review  
ATI Practice Assessment - Fundamentals

**WEEK 15**

12 – 5 - 16 **UNIT EXAM # 3 (Chapters 24 – 28 and 30, 31, 33, 34)**  
\*Final Exam Study Guide\*

12 – 7 – 16 Completion of Skill Performances  
ATI Skill Module Review  
ATI Practice Assessment - Fundamentals  
Final Exam Prep

**WEEK 16**

12 –14 – 16 **FINAL EXAM**

## **COURSE OUTLINE:**

### ***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

**UNIT II                    COMMUNICATING AND UNDERSTANDING (COVERED IN VNSG 1122)**  
**UNIT III                    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 IV            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

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 Universal/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 2016**

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

Rosalinda Castillo, Amanda Zavala, Jayme Perez

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

Keila Crawford, Sarah Woods, Crystal Perez, Toni Cordova

**TEAM EFFECTIVE (“Equipped and ready to produce a striking impression”)**

Christina Garcia, Kyra Valles, Ayesha, Mojica, Mariah Chavez-Hipolito,

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

Stacey Griggs, Crystal Soliz, Amy Minyard, Maria Lucio

**TEAM ENERGETIC (“Vigorous to work”)**

Courtney Jimenez, Jaime Sanchez, Odaliz, Mendoza, Peggy McDonald

**TEAM EXUBERANT (“Overflowing; Profuse in knowledge growth”)**

Megan Moore, Francis Salinas, Deborah McMahan, Robert Finch



## SCANS COMPETENCIES

- 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.

## 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 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

## **Syllabus Statements:**

### **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.

### **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 S. College Avenue, Box 5, Levelland, TX 79336  
806-894-9611

**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 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.