Technical College of the Lowcountry
921 Ribaut Rd.
Beaufort, SC 29901

V. Amason
Building 4, Room 125
843-525-8327
vamason@tcl.edu

NUR 134
Beginning Nursing Skills
Spring 2016

Course Description
NUR 134 Beginning Nursing Skills
Lec. 2.5 Lab. 7.5 Cr. 5
This course includes a study of beginning nursing skills. The course prepares the student to assist in patient care and function as efficient member of the nursing team.

Prerequisite: NUR 102 and NUR 105
Corequisites: PSY 201, BIO 210,
5 Cr (1 lec/pres, 3 lab, clinical as assigned)

Course Focus
This course includes a study of beginning nursing skills. The course prepares the student to assist in patient care and function as efficient member of the nursing team.

Text and References
A recent (less than 3 years old) laboratory/diagnostic reference of student's choice.
A laboratory pack is required and is available at the bookstore.

Course Outcomes. Upon successful completion of the course a student will be able to
1. name major events in the evolution of the nursing profession (1) *
2. describe the five (5) interwoven phases of the nursing process (1,6)*
3. describe nursing interventions that promote homeostasis (1, 2, 3, 4, 5, 6)*
4. identify variables that affect the pain experience (2,3, 4,5,6)*
5. define factors that influence care of the surgical patient (1,2,3,4, 5,6)*
6. describe interventions used to interrupt the chain of infection (2,3,4,5,6)*

Clinical Outcomes. Upon successful completion of the course a student will be able to
1. demonstrate professional behavior (1,2, 3,4,5,6)*
2. deliver culturally competent care (5)*
3. deliver care using the nursing process as a foundation (1,2,3,4,5,6)*
4. demonstrate interventions that promote homeostasis (1,2, 3,4,5,6)*
5. provide interventions to the patient at risk for/or experiencing pain (1,2,3,4,5,6)*
6. demonstrate proper techniques of infection control and isolation procedures (2,3,6)*
7. demonstrate safe and effective administration of medications (6) *
8. use appropriate and effective communication (1, 2, 4) *
9. provide teaching based on identified needs in plan of care (2,3) *

Course Goals
The following list of course goals will be addressed in the course. (*designates a CRUCIAL goal) 
1. define keywords and terms
2. interpret major nursing history events
3. apply nursing process*
4. communicate professional qualities
5. describe nursing educational programs
6. discuss nursing history
7. display professional behavior
8. identify documentation guidelines
9. identify nursing interventions
10. weigh nursing roles
11. conduct nursing assessment*
12. explore nursing roles
13. use nursing process
14. communicate subjective and objective data*
15. formulate appropriate nursing diagnoses*
16. write nursing care plan
17. consider health concerns
18. identify client risk factors
19. assess pain experiences*
20. evaluate client outcomes
21. delegate client care activities
22. model nursing process
23. demonstrate medication administration rights*
24. develop nursing interventions*
25. illustrate care plan
26. demonstrate nursing interventions
27. evaluate nursing implications
28. illustrate nursing assessment steps
29. discuss key cardiac terms
30. interpret assessment findings
31. develop care plan*
32. explore common respiratory diagnostic procedures
33. explore cultural backgrounds
34. sequence evaluation process
35. determine clients progress
36. discuss pain experience
37. determine surgical patient factors
38. illustrate oxygen therapy
39. discuss pain process
40. express patient data
41. compare pain experiences
42. list basic wound care procedures
43. explain heart beat regulation
44. select appropriate interventions
45. express wound care options
46. discern pain treatments
47. examine skin care products
48. select nursing diagnoses
49. sequence head to toe assessment
50. weigh wound care measures
51. explain common diets
52. select nursing interventions
53. plan client care interventions
54. express cancer survivorship influences
55. discuss Foley catheter procedure*
56. imitate sterile procedure
57. plan pain management interventions
58. promote homeostasis
59. describe reverse isolation
60. state tube feeding procedure
61. develop cultural competence
62. explain postoperative complications
63. use tube feeding pump
64. recognize dietary needs
65. cite cancer risk factors
66. differentiate common cancer treatments
67. describe preoperative nursing care
68. clarify infection control
69. compare isolation procedures
70. control infection chain
71. depict cancer prevention strategies
72. modify care plan
73. list operative care guidelines
74. state illness behavior variables
75. state preventive care levels

**Student Contributions**
Classes are designed to employ a variety of teaching techniques. In order to maximize learning, required readings and Web enhanced sections should be done prior to class. If a student is falling behind in clinical performance and/or academic achievement, it is imperative to seek immediate assistance from the instructor.

In order to perform at a satisfactory level in the clinical area, students must be prepared, on a daily basis, to do the following:

1. demonstrate a thorough knowledge of patient’s condition and related nursing care;
2. complete clinical assignments (e.g. written assignments, care planning, patient care), on time and in the prescribed manner;
3. arrive on time and in proper uniform;
4. give a complete report on all assigned patients to the assigned nurse or charge nurse before leaving the clinical unit each day;
5. utilize the nursing process in the delivery of safe and competent patient care;
6. accurately perform nursing skills and procedures learned in campus lab;
7. correctly apply all previously mastered knowledge, skills, and abilities.

Students not prepared to care for his/her assigned patient(s) will be given an unsatisfactory for the day.

Achievement assessments are given to assist in the evaluation of individual student progress and to support student success. The dates for completion of these tests are posted on the course calendar. Students who do not achieve the required scores are encouraged to meet with the course coordinator and complete the prescribed remediation. The date for completion of remediation, completion of ATI tutorials, focused reviews, and practice assessments when required, are due prior to designated dates as determined by the course coordinator. Failure to complete ATI testing, tutorials, focused reviews, or required remediation by the dates indicated will result in a grade of Incomplete (“I”) for the course and non-progression in the nursing program. Students having difficulty with either the tests, tutorials, focused reviews, or remediation components of this course must speak personally with the course coordinator three (3) business days or more in advance of the published due dates.

Students must receive satisfactory on clinical and laboratory evaluations to pass the course.

Students must receive a “satisfactory” in all NUR 134 clinical outcomes in order to pass the course and progress in the nursing sequence. An “unsatisfactory” in NUR 134 clinical results in failure of the course.

**Nursing laboratory.** Learning experiences in the nursing laboratory provide an opportunity for the student to become familiar with equipment and techniques. The student utilizes the nursing laboratory to practice new skills. Skills must be practiced in the laboratory before being used in the clinical setting. Competence must be demonstrated in the nursing laboratory and clinical setting. Students are responsible for material covered in campus laboratory. In order to progress in the course and program, by the end of the course each student MUST achieve a satisfactory skill criterion and demonstrate competence in laboratory skills.

At the conclusion of each laboratory experience, the student’s performance is evaluated. The student is awarded 1 point for each satisfactory performance and 0 points if performance is unsatisfactory.
student’s performance is evaluated based on environmental contribution, attendance, and preparedness. Expectations include:

1. Contributing to a productive learning environment for self and others by
   a. being prepared for the lab activities by reading and watching DVD if applicable
   b. answering questions and identifying steps or processes about skill
   c. demonstrating mastery of skills
   d. remaining attentive
2. Arriving and departing on time. Attendance is expected for each scheduled laboratory experience.

See Course Evaluation for point requirements in this course.

Course Evaluation

Graded Activities
Exam 1 28%
Exam 2 28%
Writing Assignment 5%
Final Exam 39%
Total 100

Laboratory Must earn at least 4 points to be Satisfactory
Clinical experience Satisfactory
ATI Exam Score at least a level 2 or complete remediation

Please note, all items must be completed/be satisfactory or you do not fulfill the course requirements and do not pass the course

Course Schedule
Lecture: Tuesday and Wednesday, 2 hour lecture, as per the schedule and weekly one hour web lessons.
Clinical: Orientation & 8 clinical days (8 hours plus break time)
Labs: As assigned

Course website: http://tclbb.vmc3.com/ or www.tcl.edu

Clinical: Various clinical days and hours, scheduled complementary to NUR 162 Psychiatric and Mental Health Nursing clinicals***Clinical hours will vary based on the clinical facility’s census, requirements, and designated clinical outcomes within the course. Clinical dates are subject to change and the student may be required to attend during alternate days, nights, and/or weekends as assigned.***
ADA STATEMENT
The Technical College of the Lowcountry provides access, equal opportunity and reasonable accommodation in its services, programs, activities, education and employment for individuals with disabilities. To request disability accommodation, contact the counselor for students with disabilities at (843) 525-8219 or (843) 525-8242 during the first ten business days of the academic term.

ATTENDANCE
The College’s statement of policy indicates that students must attend ninety percent of total class hours or they will be in violation of the attendance policy.

1. Students not physically attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.

2. Students taking an online/internet class must sign in and communicate with the instructor within the first ten calendar days from the start of the semester to indicate attendance in the class. Students not attending class during the first ten calendar days from the start of the semester must be dropped from the class for NOT ATTENDING.

3. Reinstatement requires the signature of the division dean.
   a. In the event it becomes necessary for a student to withdraw from the course OR if a student stops attending class, it is the student's responsibility to initiate and complete the necessary paperwork. Withdrawing from class may have consequences associated with financial aid and time to completion.
   b. When a student exceeds the allowed absences, the student is in violation of the attendance policy. The instructor MUST withdrawal the student with a grade of “W”, “WP”, or “WF” depending on the date the student exceeded the allowed absences and the student’s progress up to the last date of attendance or
   c. under extenuating circumstances and at the discretion of the faculty member teaching the class, allow the student to continue in the class and make-up the work. This exception must be documented at the time the allowed absences are exceeded.
   d. Absences are counted from the first day of class. There are no "excused" absences. All absences are counted, regardless of the reason for the absence.

4. A student must take the final exam or be excused from the final exam in order to earn a non-withdrawal grade.

5. Students are expected to be in class on time. Arrival to class after the scheduled start time or leaving class prior to dismissal counts as a tardy. Three tardies and/or early departures are considered as one absence unless stated otherwise. Arrival to class, clinical, and lab by the published time is an expectation for all students. Class, clinical, and lab times are measured by the clock in these teaching areas. Failure to attend class, clinical, and lab on time as measured by the clock in these areas may result in point reductions.

6. It is the student’s responsibility to sign the roll/verify attendance with instructor upon entering the classroom. Failure to sign the roll/verify attendance results in a recorded absence. In the event of tardiness, it is the student’s responsibility to insure that attendance is marked.
7. **The student is responsible** for all material/announcements presented, whether present or absent.

8. Continuity of classroom and laboratory (which includes clinical experiences) is essential to the student’s progress in providing safe and competent patient care. Students are expected to use appropriate judgment for participating in clinical activities. To evaluate the student’s knowledge and skills, it is necessary for the student to be present for all clinical experiences. **If absence does occur, the clinical facility must be notified via phone message no later than 30 minutes prior to your clinical start time along with Division of Health Sciences Administrative Assistant also being notified by telephone no later than 30 minutes prior to the start of the clinical experience.** The Division of Health Sciences telephone number is (843-525-8267).

Absences from the clinical area are strongly discouraged. The attendance policy applies to clinical activities. **“NO CALL, NO SHOW” for clinical is unprofessional conduct and THE STUDENT WILL BE WITHDRAWN FROM THE PROGRAM.**

*Please refer to the Division Handbook for clarification of the No Call/No Show process.*

A copy of TCL’s STATEMENT OF POLICY NUMBER: 3-1-307 CLASS ATTENDANCE (WITHDRAWAL) is on file in the Division Office and in the Learning Resources Center.

HAZARDOUS WEATHER
In case weather conditions are so severe that operation of the College may clearly pose a hardship on students and staff traveling to the College, notification of closing will be made through the following radio and television stations: WYKZ 98.7, WGCO 98.3, WGZO 103.1, WFXH 106.1, WWVV 106.9, WLOW 107.9, WGZR 104.9, WFXH 1130 AM, WLVH 101.1, WSOK 1230 AM, WAEV 97.3, WTOC TV, WTGS TV, WJWJ TV, and WSAV TV. Students, faculty and staff are highly encouraged to opt in to the Emergency Text Message Alert System. [www.tcl.edu/textalert.asp](http://www.tcl.edu/textalert.asp)

ACADEMIC MISCONDUCT
There is no tolerance at TCL for academic dishonesty and misconduct. The College expects all students to conduct themselves with dignity and to maintain high standards of responsible citizenship.

It is the student’s responsibility to address any questions regarding what might constitute academic misconduct to the course instructor for further clarification.

The College adheres to the Student Code for the South Carolina Technical College System. Copies of the Student Code and Grievance Procedure are provided in the *TCL Student Handbook*, the Division Office, and the Learning Resources Center.

Health care professionals hold the public trust. Academic misconduct by health science students calls that trust into question and academic integrity is expected.

It is a fundamental requirement that any work presented by students will be their own. Examples of academic misconduct include (but are not limited to):
1. copying the work of another student or allowing another student to copy working papers, printed output, electronic files, quizzes, tests, or assignments.
2. completing the work of another student or allowing another student to complete or contribute to working papers, printed output, electronic files, quizzes, tests, or assignments.
3. viewing another student’s computer screen during a quiz or examinations.
4. talking or communicating with another student during a test.
5. violating procedures prescribed by the instructor to protect the integrity of a quiz, test, or assignment.
6. plagiarism in any form, including, but not limited to: copying/pasting from a website, textbook, previously submitted student work, or any instructor-prepared class material; obvious violation of any copyright-protected materials.
7. knowingly aiding a person involved in academic misconduct.
8. providing false information to staff and/or faculty.
9. entering an office unaccompanied by faculty or staff.
10. misuse of electronic devices.

**GRADING POLICY**

<table>
<thead>
<tr>
<th>Grading scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>90% - 100% A</td>
<td>W withdraw</td>
</tr>
<tr>
<td>82% - 89% B</td>
<td>WP withdraw with passing grade</td>
</tr>
<tr>
<td>75% - 81% C</td>
<td>WF withdraw with failing grade</td>
</tr>
<tr>
<td>70% - 74% D</td>
<td>I Incomplete</td>
</tr>
<tr>
<td>Below 70% F</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Methodology.** The final grade must be 75.000 or more in order to pass the course and progress in the program. Students absent from an examination or presentation will receive a “0” grade for the examination unless other arrangements are made with the individual instructor prior to the examination or presentation day or on the examination or presentation day before the test/presentation is scheduled to be given. Arrangements may be completed by telephone. If the instructor is not available, a message should be left on the instructor’s voice mail AND with another member of the faculty or administrative assistant. Messages sent by other students are unacceptable. The student is responsible for notifying the instructor for the reason of the absence. Students who are tardy for an examination will take the examination in the remaining allotted time. There is a 10 point penalty on the test for any noise emitting from an electronic device.

Make up quizzes and/or examinations may be offered, at the instructor’s discretion, during the final examination period. Additional options for make-up testing include reweighting the final examination. It is the responsibility of the student to contact the appropriate instructor to arrange to make up the examination. The instructor will decide the method of examination. Grades are posted on Blackboard within one week of administration of tests and examinations.
Course Instructor: Amanda Simmons, MSN, RN
OFFICE LOCATION: Building 4, Room 204
TELEPHONE NUMBER: 843-470-8410
E-MAIL: asimmons@tcl.edu
Office Hours: Vary and will be posted or email for an appointment

Course Instructor: Vandy Amason, MSN, RN
OFFICE LOCATION: Building 4, Room 125
TELEPHONE NUMBER: (843) 525-8327
Email: vamason@tcl.edu
Office Hours: By appointment
Conferences on clinical performance will be held in the middle of the clinical rotation and at the completion of the course. The midterm progress report is formative and the final evaluation is summative. Additional conferences are held as necessary. The final summative evaluation addresses completion of outcomes, identification of strengths and areas needing further development. At the final evaluation, all clinical outcomes must be rated as satisfactory in order to successfully fulfill the clinical component of the course.

**Formative evaluation will be rated:**

- **S** = Satisfactory
- **U** = Unsatisfactory
- **ND** = Needs development
- **NO** = Not observed

**Summative Evaluation will be rated:**

- **S** = Satisfactory
- **U** = Unsatisfactory

### The student will:

<table>
<thead>
<tr>
<th>The student will:</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate professional behavior.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Minimum expectations:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Pre clinical worksheets accurate and on time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Demonstrates responsibility for own actions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Dresses in accordance with uniform policy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Arrives and departs on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Practices within the appropriate scope.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Utilizes feedback to improve nursing practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Display a caring attitude during patient interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use appropriate and effective communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Minimum expectations:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Document findings accurately and in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Deliver appropriate report to the patient’s assigned nurse at the end of the clinical day</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Clinical paperwork is accurate and submitted as assigned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Use appropriate communication with patients, families, peers, instructor, and health care team.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Deliver culturally competent care</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Minimum expectations:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Demonstrates familiarity with cultures that are dominant within the clinical area</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Is nonjudgmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Respects the individual as a person</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Respects religious and cultural beliefs and values</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Considers patient’s cultural background and impact on care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Deliver care using the nursing process as a foundation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Minimum expectations:</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Data Collection is correct, thorough, and completed in a timely manner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Implements interventions that promote wellness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Evaluates outcomes of interventions that were implemented</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Demonstrate interventions that promote homeostasis.  
*Minimum expectations:*  
- a. Identify laboratory values that require intervention.  
- b. Reports promptly vital signs and blood glucose levels that are out of range.  
- c. Monitors nutritional status and fluid and electrolyte balance

6. Provide interventions to the patient at risk for/or experiencing pain  
*Minimum expectations:*  
- a. Performs accurate assessment of pain  
- b. Implements interventions to decrease or alleviate pain  
- c. Performs evaluation of pain

7. Demonstrate proper techniques of infection control and isolation procedures  
*Minimum expectations:*  
- a. Demonstrates proper handwashing  
- b. Implement correct isolation precautions when indicated

8. Demonstrate safe and effective administration of medications.  
*Minimum expectations:*  
- a. Correctly identifies patient before administering medications  
- b. Implement six rights of medication administration  
- c. Demonstrates knowledge about each medication  
- d. Accurately solves dosage calculation problems  
- e. Administer medication utilizing proper technique  
- f. Administers medications on time

9. Provide teaching based on identified needs in plan of care  
*Minimum expectations:*  
- a. Provide medication education to assigned patient(s).  
- b. Teach based on identified patient priorities.  
Formative Evaluation

Times tardy: ______  Clinical Absences: _________  Total time not available for clinical experience: 

Instructor comments:

Student comments:

Student __________________________  Date ________             Instructor _______________________  Date ________

Summative Evaluation

Total times tardy: ______  Clinical Absences: _________  Total time not available for clinical experience: 

Instructor comments:

Student comments:

Student __________________________  Date __________________

Instructor ___________________________  Date _______________  Final Grade _____________