Course Syllabus

RNSG 1205 – Nursing Skills

Revision Date: Fall 2013

Catalog Description: Study of the concepts and principles essential for demonstrating competence in the performance of nursing procedures. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework.

Lecture hours = 2, Lab hours = 3

Prerequisites: CHEM 1405, BIOL 2401, BIOL 2402, PSYC 2301. Students must be accepted into the nursing program in order to take this course.

Semester Credit Hours: 2
Lecture Hours per Week: 2
Lab Hours per Week: 3
Contact Hours per Semester: 80

State Approval Code: CIP 51.3801

Instructional Goals and Purposes: The purpose of this course is to enable the student to describe concepts and principles that are basic to the safe performance of nursing skills and demonstrate competence in the performance of nursing procedures. Concepts of nursing will be applied from a professional nursing view within the framework of member of the profession, provider of patient-centered care, patient safety advocate and member of the health care team. Because this course is predominantly skills-based, the prevailing of the four concepts is the nurse as provider of patient-centered care. The concepts of nurse as patient safety advocate, coordinator of care, and member of the profession are integrated throughout the theory and practice of the skills included in the course. Students will also apply the concepts of nursing, environment, person, education and health throughout the course.
CORE COMPETENCIES:
Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be active learning participants by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in the syllabus. Proficiency will be measured by clinical participation, skills assessment, documentation, and interaction as a team member.

COURSE REQUIREMENTS:
1. Maintain regular attendance within current attendance policies.
2. Achieve an average of at least 75% or better on coursework.
3. Complete outside readings and assignments PRIOR to class.
4. Actively participate in classroom/simulation learning activities.
5. Comply with all rules and regulations as outlined in the current Associate Degree Nursing Student Handbook and Panola College Catalog.

COURSE OUTCOMES:

THE NURSE AS A MEMBER OF THE PROFESSION:
At the end of the course using classroom application, the student will be able to:

1. Explain life-long learning of nursing to promote excellence in nursing practice (Scans IBi, ICi, ii, iv, IIbiv, IIciii) PO#2 DEC# I c,d

THE NURSE AS A PROVIDER OF PATIENT-CENTERED CARE
At the end of the course using classroom application, the student will be able to:

2. Select information regarding patient responses to altered health status to identify basic nursing care needs in a case study (Scans IAi, ii, iii, iv, IBi, ii, iii, iv, v, IIaI, iii, IIbii, IIcii, ii, iii, iv, IIeii, ii) PO#3 DEC# II a, b, c, d, e, f

3. Apply principles of patient education to teaching (Scans IAi, ii, iv, v, IIbii, iii, vi, IIcii, ii, iii) PO#4 DEC# II g

4. Explain rationale for nursing plan of care in an organized manner using current information, and other appropriate resources(Scans IAi, v, IBi, ii, iii, v, IIaI, iii, IIcii, ) PO# 5 DEC# II h

THE NURSE AS A PATIENT SAFETY ADVOCATE
At the end of the course using classroom application, the student will be able to:

5. Recognize mandatory safety measures for patients, staff, and visitors and identify standards and scope of nursing practice using a case study (Scans IAi; IBi, v) PO# 6 DEC# III b, d, e, f

6. Discuss measures to promote quality and a safe environment for patients, self, and others (Scans IAiv, v; IBi, ii, iii, v) PO# 7 DEC# III a, b, c
THE NURSE AS A MEMBER OF THE HEALTH CARE TEAM
At the end of the course using classroom application, the student will be able to:

7. Discuss roles and relationships within the Health Care Team that contribute to patient-centered care (Scans IAiv, v; ICi, ii, iii, iv, v; IIBi, iv, v, vi) PO# 8 DEC# IV a, d

8. Describe activities that promote health care advocacy (Scans IBi, ii, iii, iv, v) PO# 9 DEC# IV b, c

9. Give examples of the technological advances in nursing that have and will improve patient outcomes (Scans II CI, ii, iii, iv; I IDi, ii, iii) PO# 10 DEC# IV e

10. Identify within the Scope of Practice those nursing activities which can legally, ethically, and morally be delegated to non-professional personnel (Scans IBii, v; II Aiv; IIBi, iv, vi) PO# 11 DEC# IV f, g

TEXTBOOK/REFERENCES:


TEACHING/LEARNING STRATEGIES:
Clinical skills assignments; Student-Teacher conferences; Return demonstration; Videos; Computer Assisted Instruction; Observation; Group discussion; Simulation; Lecture.

GRADING:
The Associate Degree Nursing Program, in accordance with policy, uses the following numerical scale in computing final course grades:

\[
\begin{align*}
A & = 90-100 \\
B & = 80-89 \\
C & = 75-79 \\
F & = \text{below 75}
\end{align*}
\]

There will be no rounding of grades as per Policy 5.1 of the Student Handbook.
The average of exam grades must be 75% or above to pass the course. Weighted calculation will only be performed for students with an exam average of 75 or higher. Final grades will consist of the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>60%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>20%</td>
</tr>
<tr>
<td>Skills Evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>Assignments</td>
<td>5%</td>
</tr>
</tbody>
</table>

EXAMINATIONS:
Exams are constructed from a random sample of material from each unit. Exam questions are derived from the learning outcomes for the course. Students are advised to review applicable unit outcomes prior to studying for each exam. Test items will be in the form of multiple choice, fill-in-the-blank, point-and-click, drag-and-drop, and select-all-that-apply. The final examination is comprehensive and will include material covered in the course.

All examinations for this course are administered online in a proctored setting. Test review sessions will be conducted at the discretion of the instructor. Students who achieve less than 80% on the first exam are highly encouraged to meet with the instructor for remediation. Scheduling an appointment is the responsibility of the student. The instructor is willing to review exam questions with any student during a scheduled appointment. The test review must be conducted prior to the administration of subsequent exams.

Make-up examinations may be given at the discretion of the instruction IF prior arrangements have been made. The examination will be taken on the first day the student returns to class. The format of the make-up examination is subject to change.

ACHEIVEMENT EXAMINATION:
Achievement examinations will be administered throughout the nursing program. In addition to fulfilling the academic requirements of Panola College, all students must successfully pass a comprehensive achievement examination in the final semester of the nursing program in order to be eligible to graduate. This is the capstone experience. Please refer to Policy 6.6 in the Student Handbook for further information.

First semester students will take the Fundamentals HESI during the last month of the first semester. There is no HESI administered in RNSG 1205. However, RNSG 1205 course information will be on the Fundamentals HESI.

SKILLS EVALUATION:
Students will participate in skills training in the campus laboratory. Evaluation is based on observation of the student’s performance of Fundamental nursing skills.

COURSE WITHDRAWAL:
Withdrawing from this course will be the responsibility of the student. If the student withdraws after the drop date with a failing grade, it will count as one failure toward readmission.
FACULTY CONTACT INFORMATION:
Office hours are posted outside office door 112; Office: 903-694-4017; mwalters@panola.edu. All written communication will be conducted through the learning management system. Instructor checks the learning management system daily, Monday-Friday, and responds to emails from students within 24 hours. If an email is sent over the weekend, a response can be expected by 5PM the following Monday.

ELECTRONIC EQUIPMENT:
Cellular phones and pagers are to be off or on “silent” during class or lab. Cellular phone use is NOT ALLOWED in the class or lab. Recorders and laptops will be allowed in the classroom at the instructor’s discretion.

DISABILITIES SERVICES:
If any student in this class has special classroom or testing needs because of a physical, learning, or emotional condition, please contact ADA Counselor in the Administration Building, telephone 903-693-1123.

ACADEMIC DISHONESTY:
Academic dishonesty includes the following actions, as well as other similar conduct aimed at making false representation with respect to a student’s academic performance: 1) Cheating on an exam; 2) Collaborating with others on work to be presented, if contrary to stated rules of the course/assignment; 3) submitting, if contrary to the rules of the course, work previously submitted in another course; 4) knowingly and intentionally assisting another student in any of the above actions, including assistance in an arrangement whereby work, classroom performance, examination, or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed; 5) plagiarism. Penalties for academic dishonesty will be dependent on the nature of the assignment and may range from lowering a grade on an assignment to an “F” in the course and/or dismissal from the nursing program.

ATTENDANCE:
It is expected that every student prepare for, attend, and participate in all classes. Class begins promptly at 12:00pm. To limit disruption, students will not be allowed to enter the classroom after 12:05pm. Students are encouraged to wait until break to enter the classroom. Absences and tardies will be enforced per Policy 4.1 in the Student Handbook.

STUDENT CONCERNS:
Any student in the Associate Degree Nursing program who has a concern or complaint specific to their experience in a course should first talk with the instructional personnel involved. If the issue is not resolved at this level, the student should then follow the appeal procedure outlined in the ADN Student Handbook. (Policy 6.5)

TECHNICAL SUPPORT:
For assistance with the learning management system, please submit a ticket using the ‘Help’ icon. This feature will allow users to report a problem. A support ticket number will be assigned. If the support need is urgent, call (903)693-2004 for Distance Learning. The DL department will need the support ticket number in order to rectify the problem.
UNIT LEARNING OUTCOMES:

Unit I: Foundations for Nursing Practice

A. Learning Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Sections/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Fundamentals of nursing</em> (8th ed)</td>
<td>Chapters 27, 28, 29 &amp; 30</td>
</tr>
<tr>
<td><em>Mosby’s Nursing Video Skills:</em></td>
<td>Restraints &amp; Alternatives</td>
</tr>
<tr>
<td></td>
<td>Vital Signs</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
</tr>
<tr>
<td><em>Canvas</em></td>
<td>Unit I</td>
</tr>
<tr>
<td><em>ALFA site: Head-to-Toe Assessment</em></td>
<td><a href="http://www.saddleback.edu/alfa/N170/headtoe.aspx">http://www.saddleback.edu/alfa/N170/headtoe.aspx</a></td>
</tr>
<tr>
<td><em>Fundamentals Success</em> (3rd ed)</td>
<td>Ch 4: Physical Assessment, Infection Control, Safety</td>
</tr>
</tbody>
</table>

B. Learning Outcomes:

Upon completion of this unit, the student will be able to:

<table>
<thead>
<tr>
<th>Patient Safety</th>
<th>CO# 1, 2, 3, 4, 5, 6, 7, 9, 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify nursing interventions that reduce risk of injury.</td>
<td></td>
</tr>
<tr>
<td>B. Describe the knowledge, skills, and attitude necessary to promote safety for patients, self and others.</td>
<td></td>
</tr>
<tr>
<td>C. Describe nursing interventions to prevent injuries to patients in the health care setting.</td>
<td></td>
</tr>
<tr>
<td>D. Recognize assessment techniques designed to identify patient’s physical, psychosocial, and cognitive status as it pertains to their safety.</td>
<td></td>
</tr>
<tr>
<td>E. Identify patients most at risk for injury.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Infection Prevention &amp; Control</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F. Identify patients most at risk for infection.</td>
<td></td>
</tr>
<tr>
<td>G. Identify the body’s normal defenses against infection.</td>
<td></td>
</tr>
<tr>
<td>H. Explain the chain of infection and recognize its impact on the transmission of infection.</td>
<td></td>
</tr>
<tr>
<td>I. Identify nursing interventions to reduce infection.</td>
<td></td>
</tr>
<tr>
<td>J. Recognize the difference between medical and surgical asepsis.</td>
<td></td>
</tr>
<tr>
<td>K. Explain the rationale for standard precautions.</td>
<td></td>
</tr>
<tr>
<td>L. Recognize the difference between signs/symptoms of a localized infection and those of a systemic infection.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vital Signs</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Identify ranges of acceptable vital sign values for the adult and older adult populations.</td>
<td></td>
</tr>
<tr>
<td>N. Apply principles of patient education to teaching effective daily monitoring of pulse, blood pressure, and temperature.</td>
<td></td>
</tr>
<tr>
<td>O. Recognize when it is appropriate to measure vital signs.</td>
<td></td>
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<tr>
<td>P. Identify what technique should be used for measurement of vital signs based on patient.</td>
<td></td>
</tr>
<tr>
<td>Q. Appropriately delegate vital sign measurement to non-professional</td>
<td></td>
</tr>
</tbody>
</table>

Revised 08/19/2013
personnel.
R. Accurately demonstrate measurement of all vital signs.
S. Identify appropriate plan of care using patient vital signs.
T. Recognize physiological changes that occur as a result of changes in vital signs.
U. Use current technology to obtain vital signs in a simulated laboratory environment.

Health Assessment

V. Describe the components of a comprehensive physical assessment.
W. Discuss the purposes of physical assessment.
X. Demonstrate the techniques utilized in a comprehensive physical assessment.
Y. Collect appropriate subjective and objective data in a health assessment.
Z. Identify appropriate preparations to conduct a physical examination.

Unit II: Medication Administration

A. Learning Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Chapter/Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of nursing (8th ed)</td>
<td>Chapter 31</td>
</tr>
<tr>
<td></td>
<td>Nonparenteral Medication Administration</td>
</tr>
<tr>
<td></td>
<td>Injections</td>
</tr>
<tr>
<td>Canvas</td>
<td>Unit II</td>
</tr>
<tr>
<td>Dosage Calculations (9th ed)</td>
<td>Section 1, 2 &amp; 3</td>
</tr>
<tr>
<td>Fundamentals Success (3rd ed)</td>
<td>Ch 4: Medication Administration</td>
</tr>
</tbody>
</table>

B. Learning Outcomes:

Upon completion of this unit, the student will be able to:

<table>
<thead>
<tr>
<th>Medication Administration</th>
<th>CO# 1, 3, 5, 6, 8, 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify and implement nursing actions to</td>
<td></td>
</tr>
<tr>
<td>prevent medication errors.</td>
<td></td>
</tr>
<tr>
<td>B. Identify the six rights of medication</td>
<td></td>
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<tr>
<td>administration and apply them to patient</td>
<td></td>
</tr>
<tr>
<td>care.</td>
<td></td>
</tr>
<tr>
<td>C. Correctly and safely prepare and administer</td>
<td></td>
</tr>
<tr>
<td>medications in a simulated lab environment.</td>
<td></td>
</tr>
<tr>
<td>D. Differentiate among different types of</td>
<td></td>
</tr>
<tr>
<td>medication actions.</td>
<td></td>
</tr>
<tr>
<td>E. Differentiate among different types of</td>
<td></td>
</tr>
<tr>
<td>medication orders.</td>
<td></td>
</tr>
<tr>
<td>F. Use current technology to safely administer</td>
<td></td>
</tr>
<tr>
<td>medications.</td>
<td></td>
</tr>
<tr>
<td>G. Identify principles of patient teaching</td>
<td></td>
</tr>
<tr>
<td>for health promotion.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dosage Calculation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Calculate prescribed medication doses</td>
<td></td>
</tr>
<tr>
<td>correctly.</td>
<td></td>
</tr>
</tbody>
</table>
Unit III: Physiological Basis for Nursing Practice Part I

A. Learning Resources:

<table>
<thead>
<tr>
<th>Resource</th>
<th>Chapters/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamentals of nursing (8th ed)</td>
<td>Chapter 39, 45, 46</td>
</tr>
<tr>
<td>Canvas</td>
<td>Unit III</td>
</tr>
<tr>
<td>Fundamentals Success (3rd ed)</td>
<td>Ch 5: Hygiene, Urinary Elimination, Gastrointestinal System</td>
</tr>
</tbody>
</table>

B. Learning Outcomes:

Upon completion of this unit, the student will be able to:

**Hygiene**

A. Conduct a comprehensive assessment of a patient’s total hygiene needs.
B. Discuss conditions that place persons at risk for impaired skin integrity.
C. Successfully perform hygiene procedures in a simulated laboratory environment.

**Urinary Elimination**

D. Identify factors that commonly influence urinary elimination.
E. Obtain urine specimens correctly in a simulated laboratory environment.
F. Insert a urinary catheter correctly in a simulated laboratory environment.
G. Explain nursing measures to reduce urinary tract infection.
H. Identify correct procedure for urinary catheter irrigation.
I. Identify principles of patient teaching for patients with altered urinary elimination.
J. Identify appropriate delegation of care to non-professional personnel.

**Bowel Elimination**

K. Assess a patient’s elimination pattern in a simulated laboratory environment.
L. List nursing interventions that promote normal elimination.
M. Safely perform an enema in a simulated laboratory environment.
N. Discuss nursing care measures required for patients with a bowel diversion.
O. Identify and perform proper care for a patient with a colostomy.
P. Identify principles of patient teaching for patients with altered bowel elimination.

CO# 1, 2, 3, 4, 5, 6, 7, 10
Unit IV: Physiological Basis for Nursing Practice Part II

A. Learning Resources:

<table>
<thead>
<tr>
<th>Fundamentals of nursing (8th ed)</th>
<th>Chapter 38, 47, 48</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mosby’s Nursing Video Skills:</td>
<td>Safe Patient Handling</td>
</tr>
<tr>
<td>Basic, Intermediate &amp; Advanced</td>
<td></td>
</tr>
<tr>
<td>Canvas</td>
<td>Unit IV</td>
</tr>
<tr>
<td>Fundamentals Success (3rd ed)</td>
<td>Ch 5: Mobility</td>
</tr>
</tbody>
</table>

B. Learning Outcomes:

Upon completion of this unit, the student will be able to:

**Activity & Exercise**

A. Describe how to use proper body mechanics.
B. Identify the benefits of implementing an exercise program for the purpose of health promotion.
C. Discuss assessment techniques for patients with activity intolerance.
D. Describe interventions for maintaining activity tolerance and mobility.

**Mobility & Immobility**

E. Identify physiological and psychosocial function changes that occur with immobility.
F. Assess body alignment and mobility.
G. Identify steps to prevent injury while lifting and moving objects.
H. Identify interventions for the management of problems that occur from altered physical mobility.

**Skin Integrity & Wound Care**

I. Discuss risk factors that contribute to the formation of pressure ulcers.
J. Describe the pressure ulcer staging system.
K. Recognize the normal process of wound healing.
L. Identify factors that impede or promote wound healing.
M. Complete an assessment for a patient with impaired skin integrity.
N. Develop appropriate nursing interventions for a patient with impaired skin integrity.
O. Identify appropriate pressure ulcer treatment according to stage or severity.
P. Identify teaching principles for patients with altered skin integrity.

CO# 2, 3, 4, 5, 6, 7, 10
Secretary of Labor’s Commission on Achieving Necessary Skills (SCANS)

SCANS CRITERIA

1) **Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.**

   a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
      i) Reading: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
      ii) Writing: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
      iii) Arithmetic and Mathematical Operations: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
      iv) Listening: receive, attend to, interpret, and respond to verbal messages and other cues.
      v) Speaking: Organize ideas and communicate orally.

   b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
      i) Creative Thinking: generate new ideas.
      ii) Decision Making: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
      iii) Problem Solving: recognize problems and devise and implement plan of action.
      iv) Visualize (“Seeing Things in the Mind’s Eye”): organize and process symbols, pictures, graphs, objects, and other information.
      v) Knowing How to Learn: use efficient learning techniques to acquire and apply new knowledge and skills.
      vi) Reasoning: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

   c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
      i) Responsibility: exert a high level of effort and persevere toward goal attainment.
      ii) Self-Esteem: believe in one’s own self-worth and maintain a positive view of oneself.
      iii) Sociability: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
      iv) Self-Management: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
      v) Integrity and Honesty: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

   a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
      i) Time: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
      ii) Money: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
      iii) Material and Facilities: Acquire, store, allocate, and use materials or space efficiently.
         Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

   b) **Interpersonal Skills**: A worker must work with others effectively.
      i) Participate as a Member of a Team: contribute to group effort.
      ii) Teach Others New Skills.
      iii) Serve Clients/Customers: work to satisfy customer’s expectations.
      iv) Exercise Leadership: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
      v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
vi) Work with Diversity: work well with men and women from diverse backgrounds. Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) Information: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
   Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) Systems: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems’ performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
   Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) Technology: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
   Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.
RNSG 1205
Student Acknowledgment

_____ I have read the Panola College Associated Degree Nursing program syllabus for RNSG 1205 Nursing Skills and understand the policies as discussed.

_____ I will comply with all syllabus requirements as delineated.

_____ I understand that I must have an average of 75 or higher on exams to attain a passing grade for this course.

_____ I will comply with the current ADN Student Handbook as found on the ADN web page as well as the Panola College Catalog and the Pathfinder.

_____ It is my understanding that this form will become part of my permanent file.

Student Signature ______________________________

Printed Name ______________________________

Date ______________________________