Course Syllabus

RNSG 1216 – Professional Nursing Competencies

Revision Date: 8/2015

Texas Concept-Based Curriculum
Fall 2015

Course Name: Professional Nursing Competencies
Course Number: RNSG 1216
Semester Credit Hours: 2
Lecture Hours per week: 0
Contact Hours per Semester: 128
State Approval Code: CIP 51.3801

Prerequisites: Admission to the nursing program or administrative approval
Co-requisites: RNSG 1430, 1125, 1128, and 1160

Course Description

Development of professional nursing competencies in the care of diverse patients throughout the lifespan. Emphasizes psychomotor skills and clinical reasoning in the performance of nursing procedures related to the concepts of: clinical judgment, comfort, elimination, fluid and electrolytes, nutrition, gas exchange, safety, functional ability, immunity, metabolism, mobility, and tissue integrity. Includes health assessment and medication administration. This course lends itself to a concept-based approach.

Core Competencies

Students are expected to demonstrate basic competency in reading, writing, oral communication, math, and computer skills. Students are expected to be an active learning participant by assuming accountability in preparing for each class by completing required readings and/or other learning activities as listed in each unit assignment. Proficiency will be measured by examination scores, oral discussions, case studies and internet research activities.
Course Objectives - Competencies

Upon completion of this course the student will:

1. Apply concepts and principles necessary for the performance of professional nursing skills across the lifespan.
2. Demonstrate competency/clinical reasoning in the performance of professional nursing skills.
3. Demonstrate a complete head to toe and a focused health assessment.
4. Demonstrate safe medication administration.

Course Outline

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<th>PART 1: BASIC SKILLS</th>
<th>PART 2: ADVANCED SKILLS</th>
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<td>1. Immunity &amp; Safety</td>
<td>1. Safety</td>
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<tr>
<td>A. Handwashing</td>
<td>A. General culture of safety &amp; National Patient Safety Goals</td>
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<tr>
<td>B. Personal protective equipment</td>
<td>B. First Aid</td>
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<td>C. Cleaning blood spill</td>
<td>C. Immunity</td>
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<td>2. Thermoregulation</td>
<td>1) Sterile gloves and sterile field</td>
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<tr>
<td>A. Temperature</td>
<td>2) Isolation techniques</td>
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<td>B. Heat therapy</td>
<td>3) Surgical hand scrub</td>
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<td>C. Cold therapy</td>
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<td>3. Perfusion &amp; Gas Exchange</td>
<td>2. Clinical Judgment - Assessment</td>
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<td>A. Radial Pulse</td>
<td>A. Head to toe physical assessment</td>
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<td>B. Respirations</td>
<td>B. Heart and breath sounds</td>
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<td>C. Blood pressure</td>
<td>C. Locating pulses &amp; apical heart rate</td>
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<tr>
<td>D. CPR</td>
<td>D. Fetal heart rate</td>
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<td>1) Performance of CPR</td>
<td>E. Spinal screening</td>
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<tr>
<td>2) Foreign body airway obstruction (FBAO)</td>
<td>F. Vision &amp; hearing screening</td>
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<td>3) Automatic external defibrillation (AED)</td>
<td>G. Admission &amp; discharge</td>
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<td>4) Use of bag-valve mask</td>
<td>H. Functional ability assessment</td>
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<td>4. Mobility &amp; Safety</td>
<td>I. Diagnostic tests</td>
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<td>A. Positioning</td>
<td>1) Specimen collection</td>
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<td>B. Moving/transferring a patient</td>
<td>2) Glucose monitoring</td>
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<td>C. Applying restraints</td>
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<tr>
<td>D. Ambulation/ambulatory devices</td>
<td>3. Patient Education</td>
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<td>E. Cast Care</td>
<td>A. Pre-operative teaching</td>
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<tr>
<td>F. Traction</td>
<td>B. Breast self-examination</td>
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<td>5. Comfort</td>
<td>C. Testicular self-exam</td>
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<td>A. Bed bath/personal hygiene</td>
<td>4. Nutrition</td>
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<td>B. Sitz bath</td>
<td>A. Nasogastric tube</td>
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<td>C. Bedmaking</td>
<td>insertion/irrigation/removal</td>
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<td>6. Elimination &amp; Nutrition</td>
<td>B. Tube feedings</td>
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<tr>
<td>A. Assisting with elimination</td>
<td></td>
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<tr>
<td>B. Assisting with eating</td>
<td>5. Elimination</td>
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<td>7. Tissue Integrity</td>
<td>A. Bowel</td>
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<tr>
<td>A. Bandages &amp; binders</td>
<td>1) Enema</td>
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<td></td>
<td>2) Removing fecal impaction</td>
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<td>3) Ostomy care</td>
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<td>B. Urinary</td>
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<td>1) Catheterization</td>
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<td></td>
<td>6. Tissue Integrity</td>
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<tr>
<td></td>
<td>A. Suture and staple removal</td>
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</tbody>
</table>
B. Sterile dressing change  
C. Drainage evacuation  
D. Wound Irrigation  
E. Traction pin care  
F. Central venous lines site care

7. Medication Safety  
A. Oral and topical  
B. Injections  
C. Intravenous piggyback medications (IVPB)  
D. Intravenous push medications (IVP)  

8. Fluids & Electrolytes  
A. Intake and output  
B. Venipuncture  
C. IV initiation and management  
D. Blood administration  
E. Central venous lines – Care & TPN  

9. Gas Exchange  
A. Oxygenation  
1) Pulse oximeter  
2) Oxygen administration  
3) Incentive spirometer  
4) Airways  
B. Suctioning  
1) Nasotracheal suctioning  
2) Endotracheal suctioning  
3) Bulb and DeLee suctioning  
4) Tracheostomy suctioning  

10. Clinical Judgment  
A. Situational assessments

Required Textbooks & Equipment

<table>
<thead>
<tr>
<th>Textbook/Document</th>
<th>Status</th>
<th>Author</th>
<th>Publisher</th>
<th>Edition</th>
<th>ISBN</th>
</tr>
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<tbody>
<tr>
<td>Real Nursing Skills 2.0: Skills for the RN Online Code</td>
<td>Required</td>
<td>Pearson</td>
<td>Pearson</td>
<td>013508492X</td>
<td></td>
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<tr>
<td>RealEHRPrep with Cerner: Premium (24mos) PLUS Neighborhood 2.0 (24mos) – Access Card Package</td>
<td>Required</td>
<td>Pearson</td>
<td>Pearson</td>
<td>0133524523</td>
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<tr>
<td>Laboratory and Diagnostic Tests, 9e</td>
<td>Required</td>
<td>Kee</td>
<td>Pearson</td>
<td>9e</td>
<td>0133139050</td>
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<tr>
<td>Simulations</td>
<td>Required</td>
<td>Pearson</td>
<td>Pearson</td>
<td>0135038081</td>
<td></td>
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<tr>
<td>Clinical Pocket Guide for Health &amp; Physical Assessment in Nursing 3/e</td>
<td>Required</td>
<td>D’Amico</td>
<td>Pearson</td>
<td>3e</td>
<td>0134000897</td>
</tr>
<tr>
<td>PH: Reviews &amp; Rationales, Comprehensive Review for NCLEX-RN, 2e</td>
<td>Required</td>
<td>Hogan</td>
<td>Pearson</td>
<td>2e</td>
<td>013262107X</td>
</tr>
<tr>
<td>2014 Intravenous Medications</td>
<td>Required</td>
<td>Gahart</td>
<td>Elsevier</td>
<td>30th</td>
<td>978-0-323-08478-9</td>
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<tr>
<td>Drugs and Classifications (pocket guide)</td>
<td>Required</td>
<td>Katherine L. Wiley</td>
<td>F.A. Davis</td>
<td>11th</td>
<td>978-0-836-2333-0</td>
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Course Requirements

The student is required to

- Comply with all policies and procedures in the Panola ADN Handbook for each assigned lab class.
- Bring required equipment (please see Panola ADN Handbook, section 4.4.f) to each assigned lab class.
- Bring all needed textbooks and resources to lab for completion of learning activities/simulations.
- Refer to the Panola ADN Handbook “Attendance/Absences” policy (Panola ADN Handbook section 4.1) for attendance requirements.
- Be self-directed in preparation and in participation in learning activities and simulation scenarios. The student is required to complete all assigned reading, assigned audiovisuals, and assigned computer instruction prior to the assigned lab class. The skills lab is provided for the student to practice skills to achieve proficiency of all assigned skills prior to evaluation of the skill. The student is expected to use this learning time prudently.
- Take the initiative to schedule any additional practice needed in the lab with the instructor.
- Maintain a Skills Inventory for skills successfully completed based on skills evaluation rubric score. The Skills Inventory will be documented in E-Value. This Skills Inventory will be used by the student throughout the entire program. The Instructor or simulation coordinator will access E-value to assure documentation of skills.

Evaluation

- The student evaluation (course grade) will be calculated using the following criteria:
  - Rubric scores from skills check-offs and quizzes (55%)
    - Specific skills and dates to check off will be in the Canvas course for RNSG 1216.
    - If a student is not successful in completing the skill on the first attempt, the student will be given a remediation by the instructor or simulation coordinator during the scheduled time for remediation in the skills lab. The student will then have a second opportunity to successfully complete the skill.
    - If the student is not successful in completing the skill on the second attempt, the student will be required to successfully complete the skill during the final comprehensive skill check off along with another randomly chosen skill for the check off. The student must schedule remediation with the instructor or simulation coordinator independently.
- If a student has four skills that require a second attempt to successfully demonstrate the skill, the student will be considered unsatisfactory and earn an “F” in the course.
  - Final written examination (15%)
  - Final comprehensive skill check off (30%)
    - Successfully demonstrate and provide understanding of one randomly selected skill from the semester
  - Pass the dosage calculation exam with a score of 100% (Please see Panola ADN Handbook “Dosage Calculations Exam” (section 5.5)

Other:

- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course. Student Handbook, The Pathfinder: http://www.panola.edu/student-success/documents/pathfinder.pdf
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/Customer: 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.