NUR-183, Basic Concepts and Skills of Nursing

COURSE DESCRIPTION

NU-183 Basic Concepts and Skills of Nursing is a first level course in the nursing sequence. Concepts and Skills developed throughout the program are introduced. Orem's nursing model is presented as the organizing framework of the curriculum. The nursing process is introduced as a problem solving technique. Students will be required to pass performance tests and are expected to practice these skills to perfect techniques. Students will plan and implement nursing care in a variety of health care settings.

2 lec., 12 lab., 6 credits

PREREQUISITE: Admission to the Department
CO-REQUISITES: NUR-181, NUR-182, BIO-109, PSY-101

Students who require accommodations in accordance with the Americans with Disabilities Act (ADA) can request these services from the Office of Specialized Services. To learn more about how to apply for services, please visit them at: http:www.bergen.edu/oss.

Prof Maryanne Baudo  DNP, NP-C, MSN, RN     mbaudo@bergen.edu
Prof Margaret Hayes  RN MSN CNE               mhayes@bergen.edu
Prof Megan Bradley-mendez  RN MSN

COURSE LEARNING OUTCOMES

Provides nursing care based upon Orem’s Self Care Model to one client with normal variations of USCRs.

Provides care to one client based on the client’s assessed level of growth and development.

Demonstrates therapeutic communication techniques for establishing interpersonal relationships with a client.

Assesses each client for biological, psychological, sociological, cultural, spiritual, and economic factors that influence self care ability and health.

Participates in select activities that support personal, professional, and educational development.

Adheres to the professional, ethical, and legal standards effecting nursing practice in the current health care environment.

Uses a variety of technological resources in the care of clients.

Demonstrates critical thinking by reasoning, analyzing, synthesizing and evaluating information from which conclusions are drawn and problems are solved.

Demonstrates quantitative reasoning skills in nursing practice.

Identifies principles of teaching and learning that support patient self care.
TEACHING AND LEARNING ACTIVITIES

Lecture
Group Discussion
Computer Assisted Instruction
Clinical Practice: Acute, Long Tem and/or Community Facilities
Case Studies
Content review modules

Assigned Readings
Audio Visual Aids
Nursing Skills
Online at Elsevier.com
Online at Elsevier.com and EDGT.com

COURSE REQUIREMENTS

1. Nursing Care Plan  Satisfactory completion of two nursing care plans
2. Process Recording  Satisfactory completion of one process recording
3. Assessments  Satisfactory completion of weekly assessment sheets
4. CAI  View Multicultural RN
5. Community Health  Participation in one community health agency visit or project
6. Skills  Validation of specific skills listed in course outline
7. Attendance  Students are expected to attend all classes, clinical experiences, and
               skills labs. A skill or validation lab absence is considered a clinical absence.
               Students who are unprepared for clinical lab validation will be considered absent
8. Research Article Summary  Student will use library resource (CINAHL) for a research article based on
                              select topics, and write a summary using APA format.

COURSE EVALUATION

1. Theory Grade  Three tests equal 60% of final grade
                 Final Exam equals 30% of Final Grade
                 Comprehensive Exam equals 10% of Final Grade

A = 89.45 – 100
B+ = 85.45 – 89.44
B = 81.45 – 85.44
C+ = 77.45 – 81.44
C = 73.45 – 77.44
D = 69.45 – 73.44
F + 69.44 and below

A minimum grade of 77.5% in theory content is required for passing.
Score of 80% must be obtained on PMCE (three attempts will be allowed)
2. Clinical Grade: In order to pass clinical, the final grade must reflect a satisfactory grade on all areas of the clinical evaluation.

A student who receives a cumulative grade of less than Satisfactory on all areas will not pass the clinical component and will receive a final grade of "F" in the clinical nursing course regardless of the theory grade. **Attendance is a part of the scoring of the clinical grade. In the category regarding professional behaviors, the following rules apply:**

1. No absences = rating of S
2. One absence = rating of S
3. Two absences = make-up assignment
4. Three absences = rating of U and failure of course

Exceptional circumstances for clinical absences may be reviewed by the clinical instructor, team and Program Director at the request of the student.

- Satisfactory completion of two nursing care plans.
- Satisfactory completion of one process recording.
- Participation in a community health activity.
- Satisfactory validation of specific skills listed in course outline.

A grade below 77.5 % in theory, or a "F" in clinical experience will result in an "F" for the entire course.

**REQUIRED SUPPLIES**

1. Nursing Supply Kit
2. Stethoscope
3. Bandage scissors
4. Penlight

**REQUIRED TEXTS**

**NUR 183 – Concepts**

Judith M. Wilkinson and Leslie S. Treas. Fundamental of Nursing 1 & 2 3e & Davis Edge RN Funds, 3rd Edition
ISBN-13: 978-0-8036-4541-7 (includes Davis Edge)


or


or

Optional


Margaret Sorrell Trueman: Case Studies in Nursing Fundamentals, F.A. Davis Company, 2014

Nursing Care Plan Books - student choice


### BASIC CONCEPTS COURSE OUTLINE AND READING ASSIGNMENT

#### Theoretical Content

<table>
<thead>
<tr>
<th>Theoretical Content</th>
<th>Teaching/Learning Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE NURSING PROFESSION</strong></td>
<td>Read: Assigned Chapters in Text</td>
</tr>
<tr>
<td>A. Historical perspective of nursing</td>
<td></td>
</tr>
<tr>
<td>1. Factors influencing the development of nursing</td>
<td></td>
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<tr>
<td>2. Nightingale's theory as a model for nursing practice</td>
<td></td>
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<tr>
<td>3. Orem's theory of nursing</td>
<td></td>
</tr>
<tr>
<td>B. Educational preparation of the nurse</td>
<td></td>
</tr>
<tr>
<td>1. Registered nurse programs</td>
<td></td>
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<tr>
<td>a) Associate degree</td>
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<td>b) Diploma</td>
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<td>c) Baccalaureate</td>
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<tr>
<td>2. Graduate education</td>
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<td>3. Continuing education</td>
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<td>4. LPN programs</td>
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<td>5. Accreditation</td>
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<td>6. Licensure (NCLEX-RN)</td>
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<tr>
<td>C. The practice of nursing</td>
<td></td>
</tr>
<tr>
<td>1. Standards of nursing practice</td>
<td></td>
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<tr>
<td>2. Nurse practice acts</td>
<td></td>
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<td>3. Practice settings</td>
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<td>4. Delegation</td>
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<td>5. Priority</td>
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<td>D. Characteristics of the nursing profession</td>
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<td>E. Ethics in nursing practice</td>
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<tr>
<td>1. Nurses' code of ethics – Health Insurance Portability and Privacy Act (HIPPA)</td>
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<tr>
<td>2. Accountability</td>
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<td>3. Responsibility</td>
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<td>4. Patients Bill of Rights</td>
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<td>5. Advanced directives</td>
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<td>Theoretical Content</td>
<td>Teaching/Learning Activities</td>
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<tr>
<td><strong>OREM</strong></td>
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<tr>
<td>A. Orem's theory</td>
<td>Read: Orem handout, pp. 12-14 course outline</td>
</tr>
<tr>
<td>1. Self-care</td>
<td>Read: Corresponding chapters in text</td>
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<tr>
<td>2. Self-care deficits</td>
<td>Lab practi)</td>
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<td>3. Nursing systems</td>
<td></td>
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<tr>
<td>B. Self-care requisites</td>
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<tr>
<td>C. Basic Conditioning Factors</td>
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<thead>
<tr>
<th>HEALTH AND ILLNESS</th>
<th></th>
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<tbody>
<tr>
<td>A. Definition of health</td>
<td>Read: Corresponding chapters in text</td>
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<tr>
<td>1. Selected models of health and illness:</td>
<td></td>
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<tr>
<td>2. Orem's definition of health</td>
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<tr>
<td>B. External variables influencing health beliefs</td>
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<tr>
<td>1. Family practices</td>
<td></td>
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<td>2. Socioeconomic factors</td>
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<td>3. Culture</td>
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<thead>
<tr>
<th>C. Nurse's role in health promotion and disease prevention</th>
<th>CAI: Multicultural RN</th>
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<tbody>
<tr>
<td>1. Levels of preventative care</td>
<td>Read: Corresponding chapters in text</td>
</tr>
<tr>
<td>a) Primary prevention</td>
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<td>b) Secondary prevention</td>
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<td>c) Tertiary prevention</td>
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<td>2. risk factors</td>
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<tr>
<td>Interventions to reduce risk of infection</td>
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<tr>
<td>D. Illness and illness behavior</td>
<td>Read: Corresponding chapters in text</td>
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<tr>
<th>E. Stress</th>
<th>Read: Corresponding chapters in text</th>
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<tbody>
<tr>
<td>1. Stress concepts</td>
<td></td>
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<tr>
<td>2. Response to stress</td>
<td></td>
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<tr>
<td>a) Physiological</td>
<td></td>
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<tr>
<td>b) Psychological</td>
<td></td>
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<tr>
<td>3. Assessment of stress</td>
<td></td>
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<td>4. Interventions to reduce stress</td>
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<tr>
<td>5. Nutrition during stress</td>
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</tbody>
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# Theoretical Content

**HEALTH CARE DELIVERY**  
**SYSTEMS/HEALTH PROMOTION**

A. Health care reform issues/issues in health care delivery

B. Levels of health care  
   1. Primary  
   2. Secondary (acute)  
   3. Tertiary  
   4. Restorative  
   5. Continuing care

C. Health care services, agencies

D. Financing health care in the United States

**PREVENTION OF HAZARDS -**  
**BACTERIOLOGICAL SAFETY**

A. USCR - bacteriological principles  
   1. Environmental conditions favoring growth of microorganisms  
   2. Modes of transmission  
   3. Stages of infectious process

B. Precaution/infection control  
   1. Asepsis  
   2. Sterilization  
   3. Disinfection  
   4. Hygiene

C. Non specific defenses  
   1. Body defenses  
   2. Inflammation  
   3. Immunity

D. Fire prevention

E. Safety

F. Radiation

G. Poisoning

# Teaching/Learning Activities

Read: Corresponding chapters in text  
Lab practice/skills as assigned
Theoretical Content

H. Electrical
I. Disaster
J. Seizure precautions

ACTIVITY AND REST: MOBILITY

A. Body Mechanics
   1. Body alignment
   2. Body balance
   3. Coordinated body movement

B. Principles of body mechanics

C. Pathological influences on body alignment and mobility
   1. Postural abnormalities
   2. Impaired muscle development
   3. CNS damage
   4. Trauma

COMMUNICATION

A. Levels of communication
   1. Intrapersonal
   2. Interpersonal
   3. Public

B. Components of the communication process

C. Modes of communication
   1. Verbal
   2. Nonverbal

D. Therapeutic and non-therapeutic communication

E. Documentation and reporting
   1. Documentation
   2. Reporting

Teaching/Learning Activities

Read: Corresponding chapters in text

Video: Body Mechanics & Exercise

Read: Corresponding chapters in text

CAI: Therapeutic Communication 1 & 2
Therapeutic Client Communication

CAI: Chart Smart
Documentation – Basic principles
THE NURSING PROCESS

A. Assessment
   1. data collection
      a) Types
      b) Sources
      c) Methods
   2. USCR
   3. Determinants
   4. Self-care agency
   5. Self-care deficits
   6. using judgments about data

B. Nursing diagnosis
   1. The diagnostic process
      a) Analysis and interpretation of assessment data
      b) Identification of problems
         1) Actual
         2) At risk
   2. Nursing diagnosis two-part format
      a) Diagnostic label
      b) Related factors
      c) Qualifiers
   3. NANDA list

C. Planning
   1. Setting priorities
   2. Identifying goals
   3. Writing the care plan

D. Implementation
   1. Selecting method of assistance
      a) Doing for
      b) Guiding
      c) Supporting
      d) Teaching
      e) Providing developmental Environment
   2. Identifying nursing system
      a) Partly compensatory
      b) Wholly compensatory
      c) Supportive-educative

E. Evaluation
   1. Process of evaluation
   2. Evaluation of goal achievement
   3. Revising care

Read: Corresponding chapter in text
Lab practice/skills as assigned
### Theoretical Content

**SUPPORTIVE-EDUCATIVE NURSING SYSTEM**

A. Standards and purposes of patient education  
B. Role of the nurse in teaching and learning  
C. Learning domains  
   1. Cognitive  
   2. Affective  
   3. Psychomotor  
D. Principles of learning  
E. Teaching learning process  
   1. Assessment  
      a) Learning needs  
      b) Motivation  
      c) Ability to learn  
      d) Teaching environment  
      e) Resources for learning  
   2. Nursing diagnoses  
   3. Planning  
      a) Developing objectives  
      b) Writing teaching plans  
   4. Implementation  
      a) Teaching approaches  
      b) Methods  
   5. Evaluation  
      a) Direct observation  
      b) Written reports  
   6. Documentation

### Teaching/Learning Activities

<table>
<thead>
<tr>
<th></th>
<th>Read: Corresponding chapter in text</th>
<th>Lab practice/skills as assigned</th>
</tr>
</thead>
</table>

### CRITICAL THINKING

A. Critical thinking model  
   1. Knowledge base  
   2. Levels  
B. Attitudes for critical thinking
### Theoretical Content

**PREVENTION OF HAZARDS - PERIOPERATIVE NURSING**

A. Perioperative Care
   1. Assessment of basic conditioning factors
   2. Physical examination
   3. Risk factors
   4. Diagnostic screening
      a) SMAC
      b) CBC
      c) PT, PTT
      d) Chest X-Ray
      e) EKG

B. Nursing diagnoses

C. Planning

D. Implementation
   1. Informed consent
   2. Preoperative teaching
      a) Turning
      b) Leg exercises
      c) Coughing, deep breathing
      d) Pain relief measures
      e) Emotional considerations
   3. Preoperative preparations
      a) Medical records
      b) Vital signs
      c) Valuables
      d) Preoperative medications

D. Intraoperative phase
   1. Anesthesia
   2. Positioning
   3. Nurse's role

E. Postoperative care
   1. Assessments and interventions
      a) Air
      b) Water
      c) Food
      d) Elimination
      e) Activity and Rest
      f) Solitude and Social Interaction
      g) Prevention of Hazards
      h) Normal Functions
   2. Wound care

### Teaching/Learning Activities

- Read: Corresponding chapters in text
- Lab practice/skills as assigned
- CAI: Inflammation, Infection, Wound Care
- Video: Post-Operative Nursing Care
3. Pain management - 5th vital sign
   a) Physiology of pain
   b) Acute & chronic pain
   c) Factors influencing pain
   d) Assessment
   e) Interventions
   f) Evaluation

ACTIVITY AND REST: MOBILITY

A. Hazards of immobility
   1. Air
   2. Water
      a) Pressure sores
   3. Food
   4. Elimination
   5. Activity and Rest
   6. Prevention of Hazards
   7. Normalcy (promotion of human functioning)
   8. Solitude/Social Interaction

B. Assessment of hazards of immobility

C. Nursing diagnoses/planning for immobility

D. Interventions to reduce the hazards of immobility

ACTIVITY AND REST: SLEEP

A. Sleep – physiology of sleep
   1. Stages of sleep
   2. Sleep cycle/function
   3. Developmental variations of sleep
   4. Sleep disorders
   5. Nursing interventions to promote rest and sleep
   6. Nursing assessment diagnose/planning for sleep

F. Sensory Disturbances

SOLITUDE AND SOCIAL INTERACTION
Death, Dying and Loss

A. Types of Loss

B. Grief, mourning and bereavement

C. Stages of dying (Kubler-Ross)
   Theoretical Content

D. Assessment of grief

Read: Corresponding chapters in text

CAI: Pressure Sores

Video: Preventing & Treating Pressure Ulcers - Media Center (Library)

Lab practice/skills as assigned

Read: Corresponding chapters in text

Teaching/Learning Activities
1. Conditioning factors  
2. Relationship of loss  
3. Nature of the loss  
4. Support systems  
5. Cultural/spiritual beliefs  
6. Hope  
7. Phases of grief

E. Nursing diagnoses/planning

F. Interventions
   1. Comfort/support measures  
   2. Hospice

G. Organ and Tissue recovery and donation
   1. Clinical aspects  
   2. Sharing Network

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**NUR 183 – Basic Concepts**  
**Computer Assisted Instruction Programs**

**Instructions:**
1. Click on Start (bottom left of screen)  
2. Click on All Programs  
3. Click on Nursing  
4. Click on Level One  
5. Click on General or NUR183

**General**
- F.A. Davis Drug Guide  
- Tabers (dictionary)  
- **Test Taking – Beginning** – All students should review this program.

**NUR 183 – Basic Concepts**
- Beginning NCLEX  
- Clinical Nursing Concepts  
- Perioperative Care  
- Inflammation, Infection and Wound healing.  
- Dave Mason – Wound Infection

**NUR 183 – Basic Concepts**

**Videos**

**ALL VIDEOS CAN BE FOUND IN THE MEDIA CENTER (LIBRARY)**

Instructions for accessing videos from Moodle(at home or on campus)
1. Access Moodle.

The following videos were produced on campus by the nursing faculty: (can be found in the Media Center – Library, and in the nursing lab)

1. Hygiene
2. Movement of patient
3. NG-tube irrigation: G-tube feeding
4. Med Administration (SQ, PO, IM)
5. Isolation Technique (Gown, Glove, Mask)
6. IV Therapy
7. Central Line Dressing Change

The following videos can be found in the Media Center (Library)
Basic Professor Nightingale’s Test Taking Strategies for student nurses. RT 73 .N688 2004.

Bathing
Bedmaking
Measurements
Normal Elimination
Body Mechanics and Exercise
Nutrition and Fluids
Personal Hygiene and Grooming
Preventing and Treating Pressure Ulcers
Safety and Restraints

The following intermediate videos can be found in the Media Center (Library):
Ostomy Care
Wound Care
Specimen Collection
Preoperative Nursing Care
Postoperative Nursing Care
Maintaining Intravenous Fluid Therapy
OREM: CONCEPTS WITHIN HER THEORY

HEALTH: • State that is characterized by soundness of bodily and mental functioning and well-being (not just the absence of illness)
• Responsibility of society and all its members

PERSON: • The person (individual) is self-reliant and responsible for self-care and the well being of dependents (i.e. take care of yourself and those dependent upon you)
• A biologically, symbolically (uses ideas and words), socially integrated whole

ENVIRONMENT: • Any factors in the external surroundings that have an impact on the health needs of the patient.

NURSING: • Field of knowledge and a practice discipline
• Helps individuals when they can no longer care for themselves to recover from illness or injury, to achieve and maintain health or attain a peaceful death

NURSING REQUIRES: • Practitioners
• Educators
• Researchers

NURSING PROVIDES: • Human services: personal, family, community

OREM'S SELF-CARE DEFICIT THEORY OF NURSING

SELF-CARE: • An adult's ongoing contribution to their health and well being
• Is learned through family, culture, society
• Is goal oriented
• Is a right and a responsibility
• Is deliberate - patient choose actions necessary for the continuance of life and health

DEPENDENT-CARE: • Care to the unborn, infants, children and socially dependent adults

SELF-CARE REQUISITE: • The activities performed to maintain life and health are needed to meet

UNIVERSAL SELF-CARE REQUISITES (USCR): (needs common to all)

• Air
• Water
• Food
• Elimination
• Activity and Rest
• Prevention of Hazards
• Normalcy (promotion of human functioning)
• Solitude/Social Interaction
SELF-CARE REQUISITE - Continued

BASIC CONDITIONING FACTORS (BCF): The USCR's need to be adjusted (Individualizes the plan of care) according to:

- Age
- Gender
- Developmental state
- Health state
- Sociocultural orientation
- Health care system factors: (medical, diagnostic, and treatment modalities).
- Family system factor
- Patterns of daily living
- Environmental factors
- Resource availability and adequacy

SELF-CARE AGENCY: • Ability to practice self-care (taking care of yourself)

SELF-CARE DEFICITS: • What exists when the patient is unable to perform self-care or lacks self-care agency

NURSE AGENCY: • The nurse's abilities to help
   Methods of helping:
   1. Acting for another
   2. Guiding another
   3. Providing physical support
   4. Providing a developmental environment
   5. Teaching

NURSING SYSTEMS: How nurses help or perform their role:

    Wholly compensatory (WCNS) - nurse compensates for total inability of the patient (#1)
    Partially compensatory (PCNS) - when both nurse and patient perform activities (#1-5)
    Supportive-Educative (SENS) - patient can do but doesn't know how (#2-5)

When an imbalance exists between the individual's self-care agency and the required self-care actions, the patient needs a nurse.
BASIC CONDITIONING FACTORS

*1. Age
2. Gender
*3. Developmental state
   a. Physical
   b. Functional
   c. Cognitive
   d. Psychosocial
*4. Health state
   a. Current
   b. Health history
   c. Allergies
   d. Medical history (personal and family)
   e. General health state (from review of systems)
   f. Current problem and complaint
   g. Diagnostic and treatment data
   h. Patient's perception of health
   i. Meaning and impact of health state on lifestyle
5. Health care system
   a. Measures instituted by what institution
   b. Roles and actions of the health team
6-7 Sociocultural-spiritual orientation/family system
   a. Living context
   b. Language
   c. Education
   d. Occupation
   e. Life experiences
   f. Ethnic-cultural background and practices
   g. Health beliefs
   h. Religion and practices related to spirituality
   i. Place in family constellation
   j. Roles/relationships of family members
   k. Impact of health state on family as unit, family members and economics of the family
   l. Cultural prescriptions and acceptability
8. Patterns of living
   a. What self-care actions are performed daily or at other regular intervals
   b. Amounts of time devoted to self-care
   c. Person's priority rating of self-care actions
   d. Individual's perceptions of adjustment/changes in self-care actions caused by health state, health care system
9. Environment
   a. Usual place of residence
   b. Home environment (space, location, crowding)
10. Available resources
    a. Available resources within and without living environment which are currently needed and used
    b. Economic, personal and organizational resources
    c. Patient's perception of resource adequacy

* most critical to assess

EFA 5/28/95
**CLINICAL SCAVENGER HUNT**

**DIRECTIONS:** Locate and be prepared to discuss what you observe on your nursing unit in the hospital, relative to each of the Prevention of Hazards listed below.

**HAZARDS**

<table>
<thead>
<tr>
<th>MECHANICAL</th>
<th>CHEMICAL</th>
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<tbody>
<tr>
<td>Condition and/or location of the following:</td>
<td>Medication</td>
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<tr>
<td>Room Numbers</td>
<td>Individual doses of medication</td>
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<tr>
<td>Beds</td>
<td>Narcotics and controlled drugs</td>
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<tr>
<td>Side rails</td>
<td>Books for counting controlled drugs</td>
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<td>Bedside stand</td>
<td>Keys to locked medicine cabinet</td>
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<tr>
<td>Chairs</td>
<td>Medication information:</td>
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<tr>
<td>Stretchers</td>
<td>PDR</td>
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<td>Wheelchairs</td>
<td>Hospital Formulary</td>
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<td>I.V. poles</td>
<td>Nurses Handbook</td>
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<tr>
<td>Lights</td>
<td>Equivalent forms</td>
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<td>Electrical outlets</td>
<td>Insulin injection sites</td>
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<td>Electric cords</td>
<td>Drug compatibility charts</td>
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<td>Call bell</td>
<td>Record of patient medications</td>
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<td>Television/Telephone</td>
<td>Replenishing of pt. medications</td>
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<tr>
<td>Closets</td>
<td>Emergency drug cart and equipment</td>
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<tr>
<td>Oxygen from wall outlet</td>
<td>Syringes</td>
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<tr>
<td>Sphygmomanometer and Stethoscope</td>
<td>Pharmacy phone number</td>
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<tr>
<td>Scale</td>
<td>Pharmacy location</td>
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<tr>
<td>Hoyer lift</td>
<td>Supportive devices</td>
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<td>Extra papers for charts</td>
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<td>Nurses station</td>
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<td>Patient charts</td>
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Blank laboratory slips
Nurses’ patient assignment
Student patient assignment
List of phone numbers
Central Supply
Maintenance
Transportation
Scavenger Hunt - Continued

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<thead>
<tr>
<th><strong>BACTERIOLOGICAL</strong></th>
<th><strong>THERMAL</strong></th>
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<tr>
<td>Handwashing</td>
<td>Temperature of room</td>
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<tr>
<td>Clean utility room</td>
<td>Temperature of hall</td>
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<tr>
<td>Contents of clean utility room</td>
<td>Blankets and bath blankets</td>
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<tr>
<td>Contents of dirty utility room</td>
<td>Fire alarms</td>
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<td>Housekeeping:</td>
<td>Fire extinguishers</td>
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<td>Floors</td>
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<td>Bathrooms</td>
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<td>Garbage disposal</td>
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<td>Bathrooms:</td>
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<td>Isolation precautions</td>
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<td>Pump</td>
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<td>Disposal of syringes</td>
<td>Microwave</td>
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<td>Collected specimens</td>
<td>Ice / Ice chips</td>
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<tr>
<td>Infection Control Department</td>
<td>Equipment for heat/cold applications</td>
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<td>phone number</td>
<td>Thermometers:</td>
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<td>Ventilation</td>
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<td>Intravenous</td>
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<tr>
<td>Radiology Department</td>
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<td>Precautions for patient with implants</td>
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</tbody>
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CLINICAL CONFERENCE SKILLS GUIDE

STANDARD PROTOCOLS FOR ALL NURSING INTERVENTIONS

*1. Check Physician's order.
*2. Wash hands.
*3. Identify the patient.
*4. Introduce yourself.
*5 Explain the procedure to the patient.
*7. Provide for privacy.
8. Assess the patient before the procedure.
9. Promote patient involvement if possible.
10. Assess the patient during the procedure.
11. Provide for patient safety following the procedure.
12. Remove and dispose of equipment.
13. Wash hands.
SKILLS FOR NURSING PRACTICE

Theoretical Content

PREVENTION OF HAZARDS

Safety
- Standard Precautions
- Medical handwashing
- Disposable clean gloving
- Safety equipment
  - Call light
  - Side rails
- Restraints (jacket, wrist)
- Position of bed
- Fire prevention

Hygiene
- Occupied bed making
- Bed bath (Include back rub)
- Oral hygiene
- Hair care
- Shaving a patient
- Foot and nail care
- Bedpan
- Urinal
- Incontinence (diapers and condom catheter)
- Routine catheter care (bed bath)

Teaching/Learning Activities

Read Fundamentals of Nursing:
- Chapters 23, 24 and 25
- Video: Media Center (Library)

- Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Asepsis: Performing Hand Hygiene (2 K)
- Watch and Learn: CNA (From Lippincott's Video Series for Nursing Assistants): The Chain of Infection (2 K)
- Practice and Learn (From Taylor's Interactive Nursing Skills): Donning and Removing Sterile Gloves (3 K)

Read: Fundamentals of Nursing:
- Chapters 24 and 25

- Practice and Learn (From Taylor's Interactive Nursing Skills): Providing Oral Care for the Dependent Patient (3 K)
- Procedures Checklist: Application of Restraints (42 K)

Video: Media Center (Library)
- Hygiene and Personal Care
- Bathing
- Bed making
- Normal Elimination
- Personal Hygiene Grooming
- RT 73.5 M67 B2 2001

BCC Video:
- Bed Bath
- Moving Patient in and out of Bed
- Restraints Video

Procedure checklist/video

Applications of heat and cold
Aqua - K pad
Clean cold compress
Ice bag
Ice Collar
Clean warm compress
Sitz bath

Isolation
* Donning and removing gown, mask gloves

Procedure checklist/video
### Theoretical Content

Specimen collection
- C&S
  - Urine (Foley, midstream)
  - Nose
  - Throat
  - Vaginal
  - Gastric
  - Wound
- 24 hr. urine specimen
- Stool specimen
- Occult blood card
- Monitoring glucose (includes finger stick)
- Specific gravity

### ACTIVITY AND REST

Body mechanics
- Log rolling a patient
- Moving a patient up in bed (draw sheet, assist of one nurse)
- Semi-Fowler's position
- Hi-Fowler's position
- Supine position
- Sim's position
- Right and left lateral positions
- Range of motion exercises

### Teaching/Learning Activities

Read: Fundamentals of Nursing: Chapters 28.29

Video: Media Center (Library)
- RT 41.M860 2001 pt. 1 Specimen Collection
- RT 73.5 M67 B2 2001 pt. 10 Measurements

- Practice and Learn (From Taylor's Interactive Nursing Skills): Administering a Cleansing Enema (3 K)
- Procedures Checklist: 42-1 Assessing Stool for Occult Blood (36 K)

Read: Fundamentals of Nursing: 32

- Watch and Learn: Fundamentals (From Lippincott’s Video Series: Nursing Procedures Student Set on CD-ROM): Activity: Providing Range of Motion Exercises (2 K)
- Watch and Learn: CNA (From Lippincott’s Video Series for Nursing Assistants): Body Mechanics (2 K)
- Practice and Learn (From Taylor's Interactive Nursing Skills): Assisting a Patient with Turning in Bed (3 K)

- Procedures Checklist: Using Body Mechanics to Move Clients (41 K)
- Procedures Checklist: Positioning a Client in Bed (57 K)
- Procedures Checklist: Providing Range-of-Motion Exercises (68 K)
- Procedures Checklist: Assisting With Ambulation (48 K)
- Procedures Checklist: Helping Clients With Crutchwalking (51 K)
- Procedures Checklist: Transferring a Client to a Stretcher (38 K)
- Procedures Checklist: Transferring a Client to a Wheelchair (43 K)
- Procedures Checklist: Procedure for Transferring a Client From Bed to a Chair Using a Hydraulic Lift

- 23 -
Assistive devices
- Draw sheet
- Elbow and heel pads
- Trochanter roll
- Trapeze
- Hand roll
- Sheepskin
- Abduction pillow
- Air mattress

Transfers
- Minimizing orthostatic hypotension
  - Bed to wheelchair
  - Hoyer lift
  - Bed to stretcher
    - draw sheet
Theoretical Content

Ambulation
- Assist with weak side
- Falling patient
- Crutch walking
  - 4 point gait
  - 3 point gait
  - 2 point gait
- Swing through gait
- Climbing & descending stairs

Applying bandages
- Circular
- Spiral
- Spiral reverse
- Figure eight
- Recurrent
  (wrist, ankle, leg)

Applying binder
- Abdominal velcro

* Vital Signs
  - Temperature
  - Pulse
  - Resp.
  - B/P
  - Pulse oximeter
  - Heat production/heat loss
  - Circadian rhythm

Medications
- 5 Rights of administration
  - Oral
    - P.O.
    - S.L.
    - Buccal
  - Topical
  - Instillations
    (eye, ear, nose, vagina, rectum)
  - Irrigations (eye, ear, vagina)
  - Inhalants
  - Parenteral
    - I.D.
    - S.Q.
    - I.M. (Z-Track)
    - Vial, ampule, tubex

Teaching/Learning Activities

Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Activity: Providing Range of Motion Exercises (2 K)

Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Skin Integrity and Wound Care: Irrigating a Wound Using Sterile Technique (2 K)

Practice and Learn (From Taylor's Interactive Nursing Skills): Cleaning a Wound and Applying Sterile Dressing (3 K)

Read: Fundamentals of Nursing: Chapter 20

Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Vital Signs: Measuring Oral Temperature, Radial Pulse, Respiratory Rate, and Blood Pressure (2 K)

Media Center
  - Temperature – RC 74.V572 2002 v.1
  - Pulse – RC 74.V572 2002 v.2
  - Respiration – RC 74.V572 2002 v.3
  - Blood Pressure – RC 74.V572 2002 v.4

Read: Fundamentals of Nursing: Chapter 26

Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Medications: Administering an Intramuscular Injection (2 K)

Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Medications: Administering IV Medications by Piggyback Infusion (2 K)

Practice and Learn (From Taylor's Interactive Nursing Skills): Administering a Subcutaneous Injection (3)
* Mixing meds (2 vials, 1 vial and 1 ampule - 1 tubex & 1 vial)
* Intermittent I.V.P.B.
* SAS

**Theoretical Content**

**AIR**

- Oxygen tanks
- Nasal cannula
- Flow meter
- Pulse Oximeter

**Teaching/Learning Activities**

**Read:** Fundamentals of Nursing: Chapter 36

- Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Oxygenation: Nasopharyngeal Suctioning (2 K)
- Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Oxygenation: Tracheostomy Care (2 K)
- Practice and Learn (From Taylor's Interactive Nursing Skills): Teaching Coughing and Splinting (3 K)
- Practice and Learn (From Taylor's Interactive Nursing Skills): Administering Oxygen via Nasal Cannula (3 K)

**Read:** Fundamentals of Nursing: Chapters 23 and 39

- Video: Media Center (Library)
  - Pre-op Skills: RT 73.5 M67 B2
  - Post-op Skills: RT 73.5 M67 B2

- Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Bowel Elimination: Changing an Ostomy Appliance (2 K)
- Practice and Learn (From Taylor's Interactive Nursing Skills): Administering a Cleansing Enema (3 K)
- Procedures Checklist: Assessing Stool for Occult Blood (36 K)

**Preparation Post-Op**

- Turning, deep breathing & coughing
- Incentive spirometer
- Three leg exercises
- Anti-emboli hose
- Sequential compression devices
- Drainage devices
  - Hemovac
  - Jackson Pratt
  - Penrose drain

- Sterile techniques
  - Preparation of sterile field
  - Adding sterile items
  - Pouring sterile fluids
  - Removing & disposing of old dressings
  - Donning sterile gloves
  - Cleansing wound
    - horizontal
    - vertical
    - circular
  - Applying sterile dressing
- Central line dressing

**Video:** Media Center (Library)
**FOOD AND WATER**

Nasogastric tube  
* Placement  
* Irrigating  
* Removing  
  Bolus feeding  
  Gravity instillation  
  Infusion pump  

Intravenous therapy  
* Priming IV tubing  
* Time tape  
* Regulating flow rate  
* Changing I.V. solutions  
* Changing a gown  
  Removing a peripheral line  
  Saline lock  
  Monitoring pump machines  
  Peripheral I.V. dressing  
  Secondary IV

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Wound Care and Applying Dressings  
Sterile Dressing Change  RT 73.5 B46 v. 6

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Video: Media Center  
Central Line Dressing Change  RT 73.5 B46 v. 3  
BCC

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Video: Media Center (Library)  
Nutrition  RT 73.5 M67 B2 1993 pt. 4

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**BCC Video**: Media Center (Library)  
NG Tube Irrigation and Maintenance of  
G-Tube Feeding  RT 73.5 B46 v. 4

---

Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Nutrition: Administering a Continuous Tube Feeding Using a Feeding Pump and a Prefilled, Closed Tube Feeding Set-Up (2 K)

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Video – Media Center  
Managing Intravenous Fluid Therapy  
RT 41.M860 2002 pt. 3
### Theoretical Content

<table>
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<th>ELIMINATION</th>
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<td>Bowel Elimination</td>
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<td>Fecal impaction</td>
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<td>SSE</td>
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<tr>
<td>Fleets enema</td>
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<tr>
<td>Rectal tube</td>
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<td>Changing colostomy bag</td>
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<table>
<thead>
<tr>
<th>Urine Elimination</th>
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<td>foley care</td>
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* = validation required

### Teaching/Learning Activities

<table>
<thead>
<tr>
<th>Read: Fundamentals of Nursing: Chapters 28 and 29</th>
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<tbody>
<tr>
<td>Normal Elimination</td>
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<td>RT 73.5 M67 B2 2001 pt. 7</td>
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<thead>
<tr>
<th>Video: Media Center (Library) Catheterization and Urinary Care</th>
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<td>RT 73.5 M67 B2 1993 pt. 5</td>
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COLLEGE LABORATORY GUIDE
COLLEGE LABORATORY GUIDE

It is expected that all students be prepared for College Laboratory before the day of the scheduled lab. Preparation consists of reviewing films available, doing assigned readings, and being familiar with college lab guides. Participation in college lab is required.

SELF-CARE REQUISITE: Balance between Activity and Rest

FOCUS: Body Mechanics, R.O.M., Positioning, Transfers, Restraints

OBJECTIVES:
- Practices skills required for maintenance of mechanical safety.
- Demonstrates basic technical skills necessary to promote and maintain Mechanical safety.

PREPARATION:
- Lifting & Moving the Patient Media Center (Library)
- Binders and Bandages Media Center (Library)
- Body Mechanics, Exercise Media Center (Library)
- Apply Restraints Media Center (Library)
- Safety and Restraints Media Center (Library)
- Movement of Patient

READING:
- See Reading Assignment.

ACTIVITIES:
1. Body positions
   - Fowler's: high Fowler's, low Fowler's
   - Lateral or Side-Lying
   - Sims
   - Supine (dorsal recumbent)
   - Prone
   - Trendelenburg - Reverse Trendelenburg

2. Applying Restraints

3. Support Devices
   - Trochanter Roll
   - Hand Roll
   - Foot Board
   - Bed Cradle
   - Heel Pads
   - TED's
   - Binders

4. Bandages

5. Crutch Walk
TRANSFERS:

Moving pt. in bed. Procedure one and two person assist.
Assisting on to bedpan
Bed to Chair
Bed to Stretcher - demonstration
Assist with Walking
Range of Motion Procedure
Using a Walker
SELF-CARE REQUISITE: Prevention of Bacteriological Hazards to Human Life

FOCUS: Handwashing
        Hygienic Care
        Bedmaking

OBJECTIVES:

- Demonstrate correct handwashing techniques.
- Practice techniques of hygienic care.
- Demonstrate how to provide personal hygienic care satisfactorily.
- Demonstrate making an occupied bed with correct handling of linen.

PREPARATION:

Handwashing, Sterile Technique and Media Center (Library)
Changing Dressing Media Center (Library)

PT.1 Bedmaking Media Center (Library)
     Bathing Media Center (Library)
     Hygiene and Grooming Media Center (Library)
     Hygiene Media Center (Library)
     Moving a Patient In and Out of Be Media Center (Library)

READINGS:

- See Reading Assignment.

ACTIVITY (Practice):

- Handwashing
- Bed Bath
- Mouth Care conscious & unconscious patient and denture handling
- Back rub
- Bedmaking Occupied
- Linen Handling
- Hair Care
- Perineal Care
SELF-CARE REQUISITE: Prevention of Bacteriological Hazards to Human Life

FOCUS: Universal and Isolation Precaution Techniques

OBJECTIVES:
1. Comprehend basic principles of medical asepsis
2. Differentiate between the various types of isolation (Example: Disease specific, CDC, etc.)
3. Identify precaution taken with each type of isolation.
4. Demonstrate how to don and remove gloves, gown, and mask appropriately.
5. Discuss procedure for transporting patients who are in isolation.
6. Describe the psychosocial reactions that often accompany the patient experiencing isolation.
7. Initiate measures to prevent social isolation and sensory deprivation.

PREPARATION:

READINGS:
See Reading Assignment.

ACTIVITIES:
1. Handwashing procedures (review)
2. Donning & Removing gowns
3. Donning & Removing face masks
4. Donning & Removing gloves
5. Handling refuse disposal
SELF-CARE REQUISITE: Air & Water

FOCUS: Vital Signs

OBJECTIVES:
1. Take an oral temperature on a fellow student.
2. Explain procedure for taking a rectal temperature.
3. Takes a radial pulse on a fellow student.
4. Counts his/her partners respirations.
5. Takes his/her partner's blood pressure.
6. Demonstrates use of pulse oximeter.

PREPARATION:

AV: Vital Signs Media Center (Library)
Temperature RC 74.V572 2002 v.1 Media Center (Library)
Pulse RC 74.V572 2002 v.2 Media Center (Library)
Respiration RC 74.V572 2002 v.3 Media Center (Library)
Blood Pressure RC 74.V572 2002 v.4 Media Center (Library)

Readings:

See Reading Assignment

ACTIVITY/PERFORMANCE
1. Practice taking oral temperature.
2. Practice taking radial pulses.
3. Practice taking blood pressure.
4. Practice counting respirations.
5. Practice use of pulse oximeter
SELF-CARE REQUISITE: Prevention of Bacteriological Hazards

FOCUS: Sterile Dressing Techniques

OBJECTIVES:

1. Uses principles of asepsis when changing a dressing, gloving, and setting up a sterile field.
2. Observes wound drainage equipment (Jackson Pratt, Hemovac)

PREPARATION:

Video: Wound Care  RT 41.M860 2002 pt.10   Media Center (Library)

READINGS:

See Reading Assignment

ACTIVITIES:

1. Set up a sterile field using principles of asepsis.
2. Don gloves using principles of asepsis.
3. Observe wound drainage equipment.
4. Opening sterile wrapped packages.
5. Wet to dry dressing.
SELF-CARE REQUISITE:  Prevention of Chemical Hazards

FOCUS:  Administration of medications

OBJECTIVES:  Demonstrates skills in pouring and administering all types of medications, ie:
1.  Read simulated doctor's order.
2.  Check doctor's order with MAR.
3.  Identifies calibration of measuring devices for oral meds, installations, and injectable medications.
4.  Draw up desired amount of fluid into syringes from vials and ampules.
5.  Pour correct doses of oral medications.
6.  Manipulate syringes without contamination of needle, syringe or drug.
7.  Identify sites for IM or SC injections.
8.  Give IM and SC injection to mannequin.

PREPARATION:

  Review video

READINGS:

  Nursing Fundamentals: Chapter 26

ACTIVITIES (PRACTICE):

1.  See skills checklist for administration of medication.
2.  Compare sizes and calibrations in a variety of syringes and needles.
3.  Practice opening ampules.
4.  Practice drawing specified amounts into syringes.
5.  Assemble a tubex and carpuject cartridge carrier.
6.  Follow procedure for subcutaneous injection
7.  Explore various injection sites on yourself and other students as well as on mannequins.
8.  Discuss insertion of suppositories.
SELF-CARE REQUISITE: Prevention of Chemical Hazards

FOCUS: Administration of intramuscular injections

OBJECTIVES:
1. Prepare medication using multiple vials/ampules and mixes drugs in one syringe whenever possible.
2. Prepare the correct dose of each medication.
3. Identify the correct site, depending on the given client.
4. Demonstrate giving an intramuscular injection into the simulated buttocks.
5. Demonstrate the ability to use a cartridge system.
6. Follow principles of asepsis throughout the preparation and administration of drugs.

PREPARATION:
Practice intramuscular injection technique following procedure given.
Review rules for calculating drug dosages.

READINGS:
See Reading Assignment

ACTIVITIES (PRACTICE):
1. Will handle a variety of syringes and needles, ampules and vials.
SELF-CARE REQUISITE: Prevention of Chemical Hazards

FOCUS: Glucose Monitoring Systems
       Administration of Insulin

OBJECTIVES:

1. Demonstrate how to test blood sample for sugar using monitoring systems
2. Identify sites used to administer insulin and SQ.
3. Demonstrate steps in mixing medications from two vials.

PREPARATION:

   RM 12-108   Medications: Subcutaneous Injection   Media Center (Library)

READINGS:

   See Reading Assignment

ACTIVITIES (PRACTICE):

1. Name the anatomical locations that can be used for insulin injections.
2. Practice preparations of two types of insulin using same syringe.
SELF-CARE REQUISITE: Prevention of Chemical Hazards

FOCUS: Intravenous Therapy, Administration of IVPB, Saline lock

OBJECTIVES:

1. Demonstrate basic technical skills in setting up an Intravenous and maintaining therapy.

PREPARATION:

READINGS:

See Reading Assignment

ACTIVITIES:

In the college laboratory the student will learn and practice:

1. Changing a patient's gown who has an I.V. infusing.
2. Priming IV tubing.
3. Changing an I.V. bag
4. Calculating and regulating the rate of flow of an I.V.
5. Administration of a medication via secondary set (IVPB)
6. Administer IV medications via saline lock
7. Record intake and output
SELF-CARE REQUISITE: Prevention of Thermal Hazards

FOCUS: Application of Heat and Cold

OBJECTIVES: Properly administers applications of heat and cold

PREPARATION:

RT 48.5.B35 1995 pt. 3
Application of Heat and Cold Media Center (Library)
RB 52 863 Hot & Cold

READINGS:

See Reading Assignment

ACTIVITIES (PRACTICE):

Aqua K Pad
Hot Water Bottle
Warm/Cold Compress
Ice Bag
Sponge Bath (Tepid)
Disposable Hot Packs
Disposable Cold Packs
SELF-CARE REQUISITE: Maintenance of Sufficient Intake of Food
Provision of Care Associated with Elimination Process and Excrements

FOCUS:
1. Gastrointestinal Intubation & Intestinal Decompression.
2. Enteral Feeding via Nasogastric Tube
3. Gastrostomy Feeding

OBJECTIVES:
1. Identify types of GI tubes
2. State purpose of each tube.
3. Identify nursing responsibilities related to care of patients with G.I. tubes.
4. Describe process of tube insertion.
5. Demonstrate ability to irrigate G.I. tubes.
6. Demonstrate gastrostomy feeding methods & equipment.
7. Identify safety principles of feeding methods.
8. Demonstrate ability to administer feeding via each method.

PREPARATION:

Review procedures for Nasoenteric Enteral Feeding, Gastrostomy Feeding and Irrigation of Nasogastric Tube.

Video: NG Tube Feeding – G Tube Feeding RT 73.5.B46 v.4
Watch and Learn Videos Chapter 38 Media Center (Library)

ACTIVITY/PERFORMANCE:

1. a. Handle GI tubes.
   b. Differentiate GI tubes by name & purpose.
   c. Cite nursing responsibilities related to care of patients with G.I. tubes in place.
   d. Perform irrigation of N.G. tube using guide.
2. a. Cite nursing actions related to principles of feeding methods.
   b. Perform nasoenteric enteral feeding using guide.
SELE-CARE REQUISITE: Provision of Care Associated with Elimination Processes and Excrements

FOCUS: Enemas, Intake & Output, Collection of Specimens,

OBJECTIVES:

1. Describe urinary and fecal output and record on appropriate recording sheets.
2. Demonstrate
   a. Cleansing - Fleet's, Tap H2O
   b. Retention - Tap H2O, oil
3. Describe methods of collecting specimens.
4. Demonstrate collection of urine from:
   a. Closed system (sterile)
5. List the characteristics of urine and/or feces

PREPARATION:

AV: RT 87.C54 1988 Cleansing Enema Media Center (Library)
    RT 73.5.M67 B2 Promoting Bowel Elimination Media Center (Library)
    RT 73.5.M67 B2 Specimen Collection Media Center (Library)
    RT 73.5.M67 B2 Normal Elimination Media Center (Library)

READINGS:

Nursing Fundamentals: Chapters:28 and 29

ACTIVITY/PERFORMANCE (PRACTICE):

1. Describe the following types of enemas
   Fleet's: Cleansing, oil retention
   Tap Water Enema - cleansing or retention
2. Collect specimens
   stool - parasites or occult blood
   urine - voided (U/A and C & S)
   urine - closed Foley culturettes
SELF-CARE REQUISITE: Provision of Care Associated with Elimination Processes and Excrements

FOCUS: Ostomy Care

OBJECTIVES:

1. Identify nursing responsibilities related to care of patients with an ostomy.
2. Demonstrate ability to remove colostomy appliance & replace colostomy appliance.

PREPARATION:

Video: Ms. B. - Ostomy Care RT 41.M860 2002 pt. 4 Media Center (Library)
Watch and Learn Videos Chapters 41 and 42

READINGS:

See Reading Assignment

ACTIVITY/PERFORMANCE:

1. Handle equipment associated with ostomy care.
2. Practice removal and replacement of colostomy appliance.
SKILLS REQUIRING VALIDATION

1. Patient Care
   a. Handwashing
   b. Moving patient up in bed: one person assist
   c. Moving patient up in bed: two or three person assist
   d. Turning a patient: positioning on side
   e. Transferring from bed to wheelchair
   f. Mouth care
   g. Assisting the client to use a bedpan
   h. Posey Restraints

2. Vital Signs
   a. Temperature - oral
   b. Radial pulse
   c. Respiratory rate
   d. Blood pressure

3. Medication Administration
   a. Administration of oral medications
   b. Administration of SQ injections (Insulin)
   c. Administration of IM injection (mixing two meds)

4. Intravenous Therapy
   a. Setting up an IV
   b. Changing a gown for a patient with an IV
   c. Administration of a medication via secondary set

5. Sterility
   a. Donning sterile gloves
   b. Opening sterile wrapped package
   c. Preparing a sterile field
   d. Applying wet-to-dry dressing
   e. Central venous line dressing change

6. Irrigation
   a. Maintenance of gastrostomy tube
   b. Irrigation of nasogastric tube

7. Protective Isolation techniques
GENERAL GUIDELINES PRIOR TO STARTING ANY PROCEDURE

1. Check physician/health care provider orders/
2. Wash your hands.
3. Organize your equipment.
4. Identify patient.
5. Introduce yourself
6. Explain procedure to patient.
7. Provide for privacy.
8. Raise the bed to a working level.
9. Position patient as needed.
10. Maintain safety.
11. Perform procedure.
12. Observe patient's response.
13. Wash your hands.

* Must be stated prior to starting validation procedure