

**Department Associate Degree Nursing**  
**Course Title: Nursing Skills II**  
**Section Name: RNSG 1144**  
**Semester: Fall 2013**  
**Time: 0830 to 1120 Monday and Wednesday**  
**Classroom: CT 218 and CT 225**  
**Instructor: Durcilla Williams, MSN, RN**  
**Email: dkwilliams@odessa.edu**  
**Office: CT 220A**  
**Phone: 432-335-6465**  
**Office Hours: Tuesday 4 -5:30 pm, Wednesday 1:30 -5:30 pm, Thursday 1-4 pm**

**Total Course Hours:** 3 Lab Hours Weekly

**Placement:** Third Semester of the Nursing Program

**Course Description:** Integration of previous knowledge and skills related to common adult health needs into the continued development of the professional nurse as provider of care, coordinator of care, and member of a profession in the care of adult patient/families in structure health care settings with complex medical-surgical health care needs associated with each body system. Emphasis is on knowledge, judgment, skills, and professional values within a legal/ethical framework. (ICO # 1, 2, 3, 4, 5, 6)

**Student Learning Outcomes:** Utilizes critical thinking skills and accountability during patient care in the simulation lab. Demonstrates competency and professionalism functioning within the nurse's scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.

**End of Course Outcomes:** Utilize critical thinking skills and a systematic problem-solving process as a framework for providing care for adult patient in structured health care settings with complex health care needs; and integrate the roles of the professional nurse in the provision of adult patients and families.

**Required Texts:**

**REQUIRED TEXTBOOKS: The following textbooks and references are required:**

Ignatavicius, D., Workman, M.L., (2012). Medical-Surgical Nursing: Patient-Centered Collaborative Care, Single Volume, (7th Edition) Publication Date: February 23, 2012 | ISBN-10: 1437728014 | ISBN-13: 978-1437728019 | Edition: 7

Deglin, J. & Vallerand, A. (2010) Davis's Drug Guide for Nurses (12th Ed.). Davis: Date: June 14, 2010 | ISBN-10: 0803623089 | ISBN-13: 978-0803623088 | Edition: 12

Gahart, B. & Nazareno, A. (2012), Intravenous Medications. A Handbook for Nurses and Health Professionals (28th Ed.) Mosby: St.Louis.8Pagana, K.D. & Publication Date: July 29, 2012 | ISBN-10: 0323084818 | ISBN-13: 978-0323084819 | Edition: 29

Pagana, T.J. (2009) Mosby's Manual of Diagnostic & Laboratory Test (4th Edition). Mosby: St Louis, Publication Date: October 21, 2009 | ISBN-10: 0323057470 | ISBN-13: 978-0323057479 | Edition: 4

McKinney, E.S. et Al (2013), *Maternal-Child Nursing*. (4th ed.) St. Louis, Missouri: Elsevier Saunders

### **Description of Institutional Core Objectives (ICO's)**

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013*, page 73)

### **Odessa College's Institutional Core Objectives (ICOs):**

- 1) Critical Thinking Skills - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2) Communication Skills - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3) Empirical and Quantitative Skills - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4) Teamwork - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- 5) Personal Responsibility - to include the ability to connect choices, actions and consequences to ethical decision-making
- 6) Social Responsibility - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

## Learning Outcomes for RNSG 1144 Nursing Skills II

Outcome	ICO
1. Utilize the five steps of the nursing process (assessment, analysis, planning, implementation and evaluation) and critical thinking to determine the health status and health needs of medical surgical, maternal patients, and pediatric patients (PO1,2,3,5,7)	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. Differentiate patterns and modes of family development, communication and decision making processes within the political, economic and societal environment influencing the family unit.(PO 1,3)	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. Correlate current literature and implication of research findings to improving medical surgical, maternal, and pediatric client care. (PO 1,3)	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. Collaborate with patients, families and the multidisciplinary health care team for the planning and evaluation of care in the medical surgical, maternal, pediatric patient.	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. Assume accountability and responsibility for quality nursing care, including the role of the nurse as advocate. (PO 12,13)	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
6. Relate concepts and processes related to cultural influences for medical surgical, maternal, and pediatric patients and their families, including physical and psychosocial growth and development, medical diagnosis and treatments.	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

**Odessa College Policies****Academic Policies**

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: The 411 of OC: Student Handbook 2012-2013; Student Rights & Responsibilities <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

**Scholastic Dishonesty**

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.
- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

### **Special Populations/Disability Services/Learning Assistance**

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at [www.odessa.edu/dept/counseling/disabilities.htm](http://www.odessa.edu/dept/counseling/disabilities.htm). The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

### **Dropping a Course or Withdrawing from College**

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the

Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F." (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

### **Learning Resource Center (LRC; Library)**

The Library, known as the Learning Resources Center, provides research assistance via the LRC's catalog (print books, videos, e-books) and databases (journal and magazine articles). Research guides covering specific subject areas, tutorials, and the "Ask a Librarian" service provide additional help.

### **Student Success Center (SCC)**

Located in the LRC, the Student Success Center (SSC) provides assistance to students in meeting their academic and career goals. We strive to provide new and updated resources and services at no charge to OC students. Academic support services include tutoring, study skills training, workshops, and the mentoring program. Tutoring is available for a variety of subjects including college mathematics, English, government, history, speech, chemistry, biology, and all developmental coursework. Appointments are preferred, but walk-ins will be served as soon as possible. Smarthinking online tutoring is also available. All computers in the center have Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing and mathematical skills. The center also offers special assistance to students preparing for the THEA/COMPASS test. Computer lab assistants are available to assist students with student email, Blackboard, OC portal, Course Compass and more. For more information or to make an appointment, please call 432-335-6673 or visit [www.odessa.edu/dept/ssc/](http://www.odessa.edu/dept/ssc/) (Source: *Odessa College Catalog of Courses 2012-2013, page 54*)

### **Student E-mail**

Please access your Odessa College Student E-mail, by following the link to either set up or update your account: <http://www.odessa.edu/gmail/> . Correspondence will be submitted using your Odessa College email as an alternative method to contact you with information regarding this course.

### **Technical Support**

For Blackboard username and password help and for help accessing your online course availability and student email account contact the Student Success Center at 432-335-6878 or online at [https://www.odessa.edu/dept/ssc/helpdesk\\_form.htm](https://www.odessa.edu/dept/ssc/helpdesk_form.htm) .

### **Expectations for Engagement – Face to Face Learning**

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

*Reasonable Expectations of Engagement for Instructors*

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
  - provided my contact information at the beginning of the syllabus;
  - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
  - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
  
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
  - provide clear information about grading policies and assignment requirements in the course syllabus, and
  - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
  
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
  - return classroom activities and homework within one week of the due date and
  - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

*Reasonable Expectations of Engagement for Students*

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will
  - attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
  - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
  - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
  
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
  - missing class when a major test is planned or a major assignment is due;
  - having trouble submitting assignments;
  - dealing with a traumatic personal event; and,
  - having my work or childcare schedule changed so that my classroom attendance is affected.
  
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
  - seek out help from my instructor and/or from tutors;
  - ask questions if I don't understand; and,
  - attend class regularly to keep up with assignments and announcements.

<http://www.odessa.edu/college-calendar13.pdf>

Institutional Calendar Fall 2013 (8/26-12/14)

Fall 2013 (8/26/13-12/14/13)

NOTE: College business offices are closed from Wed., Nov 27 through Sun., Dec 1.

#### FALL & SPRING BUSINESS HOURS :

Wrangler Express Center: M-Th: 7:30 am-7 pm; Fri: 7:30 am-5 pm; Sat: 9 am-noon

Other offices: M-Th: 8 am-5:30 pm; Fri: 8 am-1 pm

Classes Begin.....	Aug 26 (Mon)
Late Registration & Schedule Changes (Add/Drop):	
On the Web (5 am to Midnight, 7 days a week).....	Aug 26-27 (Mon-Tues)
In Person (See Business Hours Above).....	Aug 26-27 (Mon-Tues)
Holiday (Labor Day – Offices closed except for Wrangler Express – No Classes).....	Sep 2 (Mon)
Census Day.....	Sep 11 (Wed)
Last Day to Drop or Withdraw with a “W” (1st eight week courses).....	Oct 4 (Fri)
First Eight Weeks End.....	Oct 18 (Fri)
Second Eight Weeks Begin.....	Oct 21 (Mon)
Deadline for Fall Degree Application.....	Nov 1 (Fri)
Last Day to Drop or Withdraw with a “W” (full semester length courses).....	Nov 12 (Tues)
Last Day to Drop or Withdraw with a “W” (2nd eight week courses).....	Nov 26 (Tues)
Student Evaluation of Instruction Survey Available Online.....	Nov 18-22 (Mon-Fri)
Thanksgiving Holiday (begins 9 pm Tues, Nov 26).....	Nov 27-30 (Thurs-Sat)
Last Class Day.....	Dec 7 (Sat)
Final Exams.....	Dec 9-12 (Mon-Thurs)
End of Semester.....	Dec 12 (Thurs)
Fall Graduation.....	Dec 14 (Sat)
College Offices Closed.....	Dec 21-Jan 5 (Sat-Sun)

#### Course Policies

For information regarding student support services, academic dishonesty, disciplinary actions, special accommodations, or student's and instructors' right to academic freedom can be found in the Odessa College Student Handbook

#### Teaching and Learning Methods

The following methods may be incorporated into RNSG 1144: Skill demonstration during a critical thinking exercise or scenario with role playing, group participation, peer interaction, small group discussions, and instructor evaluations during debriefing. The traditional students need to sign up for Monday or Wednesday morning labs with a limit 18 students per day. The students will be divided up into teams of three students by the instructor and that will be your team the entire semester. There will be no swapping between Monday and Wednesday days since the student is part of a team and teamwork is stressed during the simulations. Students will rotate within their team into the roles of the team leader, patient or family member, and recorder. Teamwork is greatly encouraged so each team member can be a reference or resource for the leader during the simulation. Each of the team member's points or grade is based on how well you participate during the simulations and how well you support your team leader. The students receive report (based on the instructor prepared scenario) and are required to manage the situation using the nursing process and critical thinking skills after a prescribed preparation time. References, including those available electronically, are available for student use will be located in the lab. An instructor continually monitors the scenario and interacts with students. When the scenario is complete, group discussion focuses on the accuracy of the assessment on the client; the

interventions taken based on the changes in the condition of the client; and, the effectiveness of group process. The scenario and interactions of the group are videotaped for use during debriefing.

### Course Policies

1. Adhere to the requirements in the OC Nursing Student Handbook.
2. Take the What Wrong with Simulation and Final Exam.
3. Content to be tested on the Final Exam will follow course objectives and may include: math problems, information from simulations, classroom content, and other assigned activities.
4. Cellular phones and beepers must be turned off while in the simulation lab. Phone calls must be made during breaks or lunch. If a student accepts or makes cellular phone calls while in the simulation lab or during the scenarios, it will be considered unprofessional conduct and an unsatisfactory for professionalism will be given for the day and they will have to make up the simulation and be graded as a make-up grade.
5. **A passing grade of 75 on at least TWO leader grades is required to pass the course.** All simulations are graded based on observation of each of the student's performance or participation. Student should apply skills and theory taught in the classroom and utilizes critical thinking skills to meet the objectives in the simulation skills lab. Students are encouraged to meet the simulation laboratory coordinator and the faculty member grading the simulations if they fail to make a passing grade by the second time as leader.
6. All medications are to be LOOKED UP before giving them in the simulation lab. A medication list will be posted in advance for you to look up and BRING the information with you. You need to know the classifications, therapeutic effects, adverse effects, routes given, STANDARD DOSAGE, and nursing considerations of these medications. During the PREP TIME the medications information should be WROTE on the Students Pharmacology Simulation Record before you start your simulation. If the medications are NOT written up and turned in at the end of the simulation a 0 will be given for the GROUP for that day of simulation.
7. Simulation lab attendance is mandatory since the lab counts as clinical hours. Back up plans need to be made just in case of family illnesses. To report simulation absences call the simulation lab instructor on her cell phone at least one hour before the start of class. All lab time must be made up as determined by the instructor under the following guidelines:
  - A. Any team leader or team member that CALLS the lab instructor **WITHIN** one hour of the lab time will be allowed to make up the team member or leader grade at the Convenience of the lab instructor. However, the make-up grade will be multiplied by 79% of the grade earned on the make-up.
  - B. If the team leader or team member does not call and does not show up for the lab it will be considered a NO CALL and NO SHOW and any make-up done will be at the Convenience of the lab instructor. The make-up grade for the NO Call and NO show will be further reduced and the grade received will be multiplied by 69% of the grade earned on the make-up.
  - C. Make-up lab time must be completed within TWO WEEKS of the MISSED lab time or the student will not be allowed to make up the lab time and the grade of ZERO will stand for the day of missed simulation lab.

**Math Competency:** Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to children in the classroom and clinical environment, and through the use of ATI tutorials.



**Disclaimer**

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

**General Course Requirements**

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time. Late work will not be accepted. Medical and/or family circumstances that warrant an extension on assignments need to be presented to the instructor. Extensions will be allowed at the instructor's discretion**

**Original Effort**

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

**Description of students**

Student enrollment in this course are students admitted to the second semester of the Associate Degree Nursing program at Odessa College. Students will engage in a variety of activities designed to meet course outcomes.

**Course prerequisites**

ITSC 1191	Special Topics in Computer and Information Sciences
ENGL 1301	English Composition I
BIOL 2401	Anatomy & Physiology I
PSCY 2301	Introduction to Physiology
HPRS 1106	Essentials of Medical Terminology
RNSG 1108	Dosage & Calculations
RNSG 1215	Health Assessment
RNSG 1513	Foundations for Nursing Practice
RNSG 1360	Clinical – Registered Nurse
BIOL 2402	Anatomy and Physiology II
PSYC 2314	Life Span Growth & Development
RNSG 1443	Complex Concepts
RNSG 1361	Clinical – Complex
RNSG 2213	Mental Health Nursing
RNSG 2161	Clinical – Mental Health

**Course Corequisite**

RNSG 1512	Nursing Care of Childbearing and Childrearing families
RNSG 2363	Clinical—Obstetrics and Pediatrics
RNSG 2421	Microbiology

**Course Alignment with Industry Standards:** The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON) education competencies with differentiation based upon the education outcomes of three levels of prelicensure nursing education programs. They were written with input from the BON Advisory Committee for Education (ACE) with input from

nursing programs, nursing organizations, affiliating agencies, employers, and other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research. The DECs were designed to provide nursing education to for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECS outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that all competencies can be evaluated upon graduation.

Course Objectives: Course Objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. At the completion of this course, the student should be able to (PO = corresponding program objective).

**As a Member of the Profession:**

1. Function within the nurse's legal scope of practice and in according with the policies and procedures of the employing health care institution or practice setting. (PO 1)
2. Assume accountability for individual nursing practice. (PO 2)

**As a Provider of Patient-Centered Care:**

1. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services. (PO 8)
2. Identify problems, formulate goals/outcomes, and develop plans of care for patients and their families using information from evidenced-based practice in collaboration with patients, their families, and the interdisciplinary health care team. (PO 7)

**As a Patient Safety Advocate:**

1. Implement measures to promote quality and a safe environment for patients, self, and others. (PO 14)
2. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices. (PO 16)
3. Formulate goals and outcomes using evidence-based data to reduce patient risks. (PO 15)

**Member of the Health Care Team:**

1. Involve patients and their families in identifying other interdisciplinary health care team members for planning health care delivery to improve quality of care across the lifespan. (PO 19)
2. Communicate and collaborate in a timely manner with members of the interdisciplinary healthcare team to promote and maintain optimal health status of patients and their families. (PO 22)

**Teaching/Learning methods:**

**Digital Protocol**

Cell phones must be placed on either vibrate or silent mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with

Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be WORD documents (doc or docx).

### **PDA Policy**

Definition: A personal digital assistant (PDA) is also known as a palmtop computer or personal data assistant. The PDA is a mobile device that functions as a personal information manager. Currently PDA's have the ability to connect to the internet. A PDA has an electronic visual display, enabling it to include a web browser, but some newer models have audio capabilities, enabling them to be used as a mobile phone or portable media player. Many PDA's can access the Internet by Wi Fi or Wireless Wide Area Networks. [http://en.wikipedia.org/wiki/Personal\\_digital\\_assistant](http://en.wikipedia.org/wiki/Personal_digital_assistant)

#### **Guidelines:**

1. Nursing students shall follow all Student Handbook guidelines regarding the use of cell phones and electronic media in the clinical setting. (See cell phone policy and social networking policy)
2. Nursing students shall use their PDA's to access copies of their text books, drug books, IV books, and other electronic books that are pertinent to their clinical objectives.
3. Nursing students may use the PDA's to access approved websites or electronic resources only to gain information pertinent to their clinical objectives and information for patient teaching.
4. Nursing students shall not use the PDA's to access any personal information or social networking site during the clinical time or on the clinical sites (see social networking policy).
5. Nursing students shall not collect or transmit any information in a forum which could be construed as Protected Health Information (PHI) under the Health Information Portability and Accountability Act (HIPAA). Protected Health Information is any information about health status, provision of health care, or location of health care.

Reporting: Nursing students, faculty, and preceptors have a duty to report nursing students who violate the PDA policy. Any policy infractions and or abuse should be sent to the Director of Associate Degree of Nursing.

Disciplinary actions: PDA's must not be used for communication in any manner inconsistent with the cell phone policy or social media policy. Failure to follow this policy and its condition may result in disciplinary action up to and including termination from the nursing program

### **Attendance Policy**

Attendance Policy Students are expected to attend class regularly. Attendance will be recorded using a "sign in" sheet. Excessive absences will be grounds for disciplinary action and will be determined on a case-by-case basis. The door to the classroom will be closed and locked 5 minutes after class time, if you are more than 5 minutes late you will have to wait until the next break to enter classroom, please do not knock on the door as this is disruptive to other students.

### **AVID:**

This has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in the legal

program, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

### **Grading Policy**

Please understand that this is a required course for the ADN program in order to prepare you for NCLEX. Quality work and active participation is expected and not to be negotiated. As a general policy, grades will be taken in class. Any written assignments or tests will be graded outside of class. You can expect feedback on assignments within a week's time.

### **Evaluation and Grading:**

The grading policy for the Associate Degree Nursing Program will be followed. No assignments or exams are optional. All work must be submitted in order to earn a grade in this course unless the student has made arrangements with the instructor to receive a grade of incomplete (I) or withdrawal (W).

Evaluation criteria include assessment skills, organizational skills, and critical thinking during each simulation. Evaluation of course competencies also occurs with written testing. Points are assigned for course components and the grade is weighted:

Class Activities (member of team X 8)	32%
Team Leader (leader of team X 4)	28%
What is Wrong with Simulation (Individual Grade)	20%
Final Exam over Simulations (Comprehensive)	20%
Total	100%

The grading scale for RNSG 1443 is consistent with that of the Nursing Program:

90-100 = A

80-89.99 = B

75-79.99 = C

60-74.99 = D

0 – 59.99 or below = F

**Math Competency:** Math competency will be demonstrated by the student throughout the course by correctly calculating math problems related to medication administration to adults and pediatrics in the simulation lab environment.

**Correlation of Theory to Skills Lab Experience:** The laboratory experience builds on knowledge and skills and theoretical concepts learned in the first year of the nursing program. The first scenarios have a medical-surgical nursing focus since students have not established a knowledge base for the obstetrical or pediatric patient. As the third semester progresses, scenarios include theory related to nursing care of children, families, or the obstetrical patient.

Any identified weakness will need to be strengthened by the end of the course. Standard performance (or a score of 3) of the simulation laboratory objectives signify at least minimal accomplishment of tasks as stated or required. The student should demonstrate consistency in performing nursing responsibilities. A standard performance (2) or (3) on all objectives during on the summative (final) evaluation is necessary for the student to earn a passing grade of a 75 in Nursing Skills II course. **It is**

**required for the student to achieve a score of 75 on at least TWO of the FOUR leader grades in Nursing Skills II in order to pass Nursing Skills II course.**

**Course Failure:** Students receive daily simulation laboratory evaluations from the faculty/ instructors grading the simulations. Students are encouraged to speak with instructors at any time regarding simulation laboratory performance. Simulation laboratory evaluations will reflect the student's ability to meet objectives and to implement classroom theory. Any identified weakness will need to be strengthened by the end of the course. As the course progresses, the faculty/instructor may rate each of the areas on the grading sheets as 3 or Excellent, 2 or Satisfactory, 1 or Needs Improvement (NI) on the evaluation sheets.

Unsatisfactory rating on any non-critical element in the simulation laboratory will signify unacceptable performance in one or more areas. The student displays one or more of the following.

- 1) unsafe practice by the lack of application of principles of safety and asepsis; (ex.: poor sterile technique, not use gloves, not performing hand hygiene)
- 2) failure to accomplish assigned task(s); (ex. FOCUS Assessment, assign tasks to 2nd nurse, verify team actions, foley insertion, trach suction)
- 3) disregard for the client and or family in administering care; (ex.: ignore patient/family questions.)
- 4) inability to identify or correct error(s); (ex.: not correct IV fluid, dose of medication)
- 5) inability to transfer theory knowledge to simulation laboratory practice; (ex.: seizure precaution, asthma precautions, pregnancy diet, abnormal lab values or vital signs)
- 6) inconsistent simulation laboratory behavior in performance of nursing responsibilities.(ex.: unsure of how to care for post op patient, pregnant patient, pediatric patient)

The grading sheet for the simulation laboratory Skills II course denotes non-critical "u" \* and critical elements "U"\*\*\*\*. A critical element is defined as a behavior to be met during each simulation laboratory experience. Critical elements are distinguished on the evaluation form by the use of "U"\*\*\*\*.

1. Unsatisfactory rating on any non-critical element will be addressed in the following manner: (lower case u = Unsatisfactory)

The first "u"- the infraction will be identified and a written feedback to improve the student(s) performance will be given by the simulation laboratory coordinator. The student may continue in the simulation course.

The second "u"- the student will meet with the simulation laboratory coordinator and other simulation laboratory instructors to discuss the second infraction and be given a prescription on how to correct the infraction/problem. The student may continue the simulation laboratory course; however, during this meeting the student will be given a warning that if another infraction occurs during the simulation lab course the student will fail the simulation lab course.

The third "u" the student will meet with the simulation laboratory coordinator and other simulation laboratory instructors assigned to the simulation lab during the semester. The Program Director will be informed of the student situation and subsequent actions. The student will receive a simulation lab failure for the course and options, in regards to the nursing program, will be discussed with the student at this time.

2. Unsatisfactory rating on any critical element in the simulation laboratory will signify unacceptable performance in one or more areas of unsafe practice categories according to patient/client impact.

**Physical Hazard:** A physical hazard is any action performed by the student which could endanger the client's life. Examples of a physical hazard include (but not limited to) medication error, leaving the side rails down, leaving client unattended while in bath, bed in high position, removing oxygen from a client over a period of time, non-report of symptoms that could endanger the client, attempting to practice beyond scope, attempting skills that have not been checked off by instructor, performing a skill without proper or approved supervision.

**Emotional Hazard:** An emotional hazard is any verbal or non-verbal behavior by the student which puts the client in danger, or is inappropriate, or unprofessional. Examples of an emotional hazard include (but not limited to) displaying emotional outbursts, cursing, obscene facial or hand gestures, yelling at faculty, staff or client, racial slurs/comments, talking about client in an inappropriate setting, making unfavorable statements regarding patients or their significant others to other students in an appropriate setting or to the public.

The first "U"- the student will meet with the simulation laboratory coordinator and be given a written prescription for improvement. The student may continue in the simulation course.

The second "U"- in any critical element- A meeting will be arranged by the simulation laboratory coordinator and other simulation laboratory instructors to meet with the student. The student will be given written documentation regarding the second critical element infraction and given a clinical failure grade for the semester. Program stats will be discussed at this time.

### **Grade Inquiry Policy**

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

### **Communication Plan**

The best way to communicate with the course instructor is via email through Blackboard. Also, check in Blackboard regularly for announcements, including any changes in the course schedule due to instructor illness or conference attendance. Appointments with the instructor may also be scheduled.

### **COURSE CALENDAR: The course calendar will be provided at the beginning of the course**

Students will be assigned to either Monday, Wednesday, or Thursday for simulations.

<b>Week 1</b> <b>Aug 26th</b>	<b>Monday August 26<sup>th</sup></b> CT 218 and CT 225 0830 to 1130 RNSG 1144 Orientation to LAB PRACTICE SIMULATIONS	<b>Wednesday August 28<sup>th</sup></b> CT 218 and CT 225 0830 to 1130 RNSG 1144 Orientation to LAB PRACTICE SIMULATIONS	THIS COLUMN WILL GIVE A LIST OF TOPICS THAT MAY BE COVERED IN THE SIMULATION LAB ----- SEE EACH WEEKS LIST OF TOPICS	<b>Thursday August 29<sup>t</sup></b> <b>NIGHTS to 2030</b> RNSG 1144 Orientation to SIM LAB PRACTICE SIMULATIONS
<b>Week 2</b>	<b>Monday, September 2<sup>nd</sup></b> <b>LABOR DAY</b>  HOLIDAY	<b>Wednesday, September 4<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	SIMULATIONS MAY INCLUDE: Dehydration, fractured hip, fractured ribs, chest tube, JP drain, Endocholestectomy,	<b>Thursday, September 5<sup>th</sup></b> CT 218 1730 to 1900 # 1 is Leader AB 1900 to 2030 #1 is Leader CD
<b>Week 3</b>	<b>Monday, September 9<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	<b>Wednesday, September 11<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	SIMULATIONS MAY INCLUDE: Dehydration, fractured hip, fractured ribs, chest tube, JP drain, Endocholestectomy,	<b>Thursday September 12<sup>th</sup></b> CT 218 1730 to 1900 # 2 is Leader AB 1900 to 2030 #2 is Leader CD
<b>Week 4</b>	<b>Monday, September 16<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	<b>Wednesday, September 18<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	SIMULATIONS MAY INCLUDE: Dehydration, fractured hip, fractured ribs, chest tube, JP drain, Endocholestectomy,	<b>Thursday September 19<sup>th</sup></b> CT 218 1730 to 1900 # 3 is Leader AB 1900 to 2030 #3 is Leader CD
<b>Week 5</b> <b>EXAM</b>	<b>Monday September 23</b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	<b>Wednesday, September 25</b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care	<b>Thursday September 26<sup>th</sup></b> CT 218 1730 to 1900 # 1 is Leader AB 1900 to 2030 #1 is Leader CD
<b>Week 6</b>	<b>Monday, September 30<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	<b>Wednesday, October 2<sup>nd</sup></b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care	<b>Thursday October 3<sup>rd</sup></b> CT 218 1730 to 1900 # 2 is Leader AB 1900 to 2030 #2 is Leader CD

<b>Week 7</b>	<b>Monday, October 7<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	<b>Wednesday, October 9<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care	<b>Thursday October 10<sup>th</sup></b> CT 218 1730 to 1900 # 3 is Leader AB 1900 to 2030 #3 is Leader CD
<b>Week 8</b>	<b>Monday, October 14<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	<b>Wednesday, October 16<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care	<b>Thursday October 17<sup>th</sup></b> CT 218 1730 to 1900 # 1 is Leader AB 1900 to 2030 #1 is Leader CD
<b>Week 9</b>	<b>Monday, October 21<sup>st</sup></b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	<b>Wednesday, October 23<sup>rd</sup></b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care	<b>Thursday October 24<sup>th</sup></b> CT 218 1730 to 1900 # 2 is Leader AB 1900 to 2030 #2 is Leader CD
<b>Week 10</b>	<b>Monday, October 28<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	<b>Wednesday, October 30<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care Dehydration, Immunizations, Croup, Roto Virus, Tonsillectomy	<b>Thursday October 31<sup>st</sup></b> CT 218 1730 to 1900 # 3 is Leader AB 1900 to 2030 #3 is Leader CD
<b>Week 11</b>	<b>Monday, November 4<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	<b>Wednesday, November 6<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care Dehydration, Immunizations, Croup, Roto Virus, Tonsillectomy	<b>Thursday November 7<sup>th</sup></b> CT 218 1730 to 1900 # 1 is Leader AB 1900 to 2030 #1 is Leader CD



<b>Week 12</b>	<b>Monday, November 11<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #1 is Leader ABC 1000 to 1130 #1 is Leader DEF	<b>Wednesday, November 13<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care Dehydration, Immunizations, Croup, Roto Virus, Tonsillectomy	<b>Thursday November 14<sup>th</sup></b> CT 218 1730 to 1900 # 2 is Leader AB 1900 to 2030 #2 is Leader CD
<b>Week 13</b>	<b>Monday, November 18<sup>th</sup>,</b> CT 218 and CT 225 0830 to 1000 #2 is Leader ABC 1000 to 1130 #2 is Leader DEF	<b>Wednesday, November 20<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care Dehydration, Immunizations, Croup, Roto Virus, Tonsillectomy	<b>Thursday November 21<sup>st</sup></b> CT 218 1730 to 1900 # 3 is Leader AB 1900 to 2030 #3 is Leader CD
<b>Week 14</b>	<b>Monday, November 25<sup>th</sup></b> CT 218 and CT 225 0830 to 1000 # 3 is Leader ABC 1000 to 1130 # 3 is Leader DEF	<b>Wednesday, November 27<sup>th</sup></b> <b>THANKSGIVING BREAK</b>	SIMULATIONS MAY INCLUDE: Asthma, Hyperemesis Gravidarium. Appendectomy, Preterm Labor, Vaginal Delivery, C Section Delivery, Breast Feeding, Infant Safety, Cord Care Dehydration, Immunizations, Croup, Roto Virus, Tonsillectomy	<b>Thursday November 28<sup>th</sup></b> <b>THANKSGIVING BREAK</b>
<b>Week 15 EXA M</b>	<b>Monday, December 2<sup>nd</sup></b> 0830 to 1130 What is WRONG with Simulation	<b>Wednesday, December 4<sup>th</sup></b> 0830 to 1130 What is WRONG with Simulation		<b>Thursday December 5<sup>th</sup></b> 1730 to 2030 What is WRONG with Simulation
<b>Week 16 EXA M</b>	<b>Monday, December 9<sup>th</sup></b> Final Exam here	<b>Wednesday, December 11<sup>th</sup></b> Final Exam		<b>Thursday, December 12<sup>th</sup></b> RNSG 1144 Nights FINAL EXAM

**STUDENT CONTRACT**

I have read the syllabus for Skills II and will abide by the rules and guidelines outlined in the syllabus. I have read the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies, and attendance policies for the theory of this course.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Instructor's Signature

\_\_\_\_\_  
Date

The objective of the Odessa College Simulation Lab is to assess, educate, and improve the nursing student's performance in evolving health care crisis situations. The Simulation Lab is designed to challenge the nursing student's response and judgment in a clinical environment. During your participation in a simulated clinical experience at the Odessa College Nursing Simulation Lab, you will be video taped for the purpose of faculty review, debriefing, and improving your nursing skills. By signing this agreement, you agree to maintain strict confidentiality regarding both yours and others performance, whether seen in real time, on video or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants. You will be discussing the scenarios during debriefing, but we believe that **"All that takes place in the simulation environment – stays in the simulation environment!"** To maintain optimal simulation experiences for the other learners who will be following you in the simulation lab, you are to maintain strict confidentiality regarding the specific scenarios, as well as what happened during the simulation experience. A breach of confidentiality may result in reduction of grades received. **Need to initial each statement below and sign at bottom.**

\_\_\_\_\_ I agree to maintain strict confidentiality about the details of the scenarios, participants, and performance of any participant(s).

\_\_\_\_\_ I authorize the Odessa College Skills Lab staff to video record my performance during clinical simulation experience in the simulation lab.

\_\_\_\_\_ I authorize the Odessa College Skills Lab staff to use the video recording(s) for purposes including, but not limited to: debriefing, faculty review, educational, research, public relations.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date Signed

Updated 5/2013 dkw

Revised 5/2013, 8/2013 dkw