

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM**  
**SYLLABUS RNSG 1105**  
**Spring 2013**

**COURSE TITLE:** NURSING SKILLS I (WEB-ENHANCED)

**CREDIT:** 1 HOUR (3 CONTACT HOURS - LABORATORY)

**PLACEMENT:** FIRST SEMESTER OF NURSING PROGRAM  
(OFFERED ONCE PER SEMESTER)

**PREREQUISITES:** PROGRAM ADMISSION OR CONSENT OF DEPARTMENT

**CO-REQUISITES:** RNSG 1201, RNSG 1215, RNSG 1309, RNSG 1341,  
RNSG 1160, RNSG 1260 (NOTE: RNSG 1309 IS A  
PREREQUISITE COURSE TO RNSG 1341)

**LICENSING/CERTIFYING AGENCY:** TEXAS BOARD OF NURSING (BON)

**FACULTY:** Mary Alice Snow, RN, MSN (Course Coordinator)  
Office Phone: 335-6472  
Office Location: CT 211  
Office Hours: Wednesday, 11:00 AM – 2:00 PM  
Thursday, 8:00 – 9:00 AM & 4:00 – 5:00 PM

**COURSE DESCRIPTION:** This course is the study of the concepts and principles necessary to perform basic nursing skills for the adult patient; and demonstrate competence in the performance of nursing procedures. Content includes knowledge, judgment, skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach. Lab fee required. (ICOs 1, 2, 3, 4, 5, 6)

**CLASS TIME:** Thursday, 9:00 – 11:50 AM **OR** Thursday, 1:00 – 3:50 PM

**LEARNING OUTCOMES:** By the end of this course students should be able to describe concepts and principles necessary to perform basic nursing skills for the adult patient; and demonstrate competence in the performance of nursing procedures.

**COURSE OBJECTIVES:** Course objectives utilize the framework of Differentiated Essential Competencies of Graduates of Texas Nursing Programs. Upon completion of the course, according to the corresponding program outcome (PO):

In the role of **Patient Safety Advocate**, while in the skills laboratory, the student will:

1. Summarize health needs of patients (individuals and families) based upon interpretation of health data and preventive health practices in a laboratory setting. (PO 1)

- a. Satisfactorily demonstrate selected nursing skills, utilizing approved clinical practice guidelines and principles of mechanical, biological and psychological safety for patients and the nurse.

In the role of **Provider of Patient-Centered Care**, while in the skills laboratory, the student will:

2. Using decision making skills, interpret clinical data and current literature as a basis for determining nursing diagnoses and appropriate interventions. (PO 2)
  - a. Demonstrate the use of the nursing process as a basis for systematic decision making.
  - b. Illustrate therapeutic and professional communication principles.
3. Begin to develop and implement teaching plans for patients (individuals and families) concerning promotion, maintenance and restoration of health. (PO 6)
  - a. Explain basic principles of teaching and learning in the demonstration of nursing skills including explanation of rationales for procedures.

In the role of **Member of the Health Care Team**, while in the skills laboratory, the student will:

4. Relate how to coordinate human and material resources for the provision of care for patients. (PO 8)
  - a. Comprehend time management principles.
  - b. Demonstrate the proper use of human and material resources for the provision of care.

In the role of **Member of the Profession**, while in the skills laboratory, the student will:

5. Explain actions appropriate to this level of knowledge that show accountability and responsibility for the quality of nursing care provided to patients. (PO12)
  - a. Describe legal and ethical principles of documentation.
  - b. Explain the student's responsibility while caring for patients.

**TEACHING/LEARNING METHODS:** The following methods may be incorporated into RNSG 1105: skill demonstration and return demonstration, lecture/discussion, technological instructional modalities, role playing, assigned reading, peer interaction, small group discussions, written assignments, self-paced programs, and multimedia instructional programs.

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

**EVALUATION AND GRADING:** The grading policy for the Associate Degree Nursing Program will be followed:

- A = 90-100
- B = 80-89
- C = 75-79
- D = 60-74.99
- F = 59 or below

A final grade of C (75) or higher must be attained in order to pass RNSG 1105. Final grades are carried to two decimal places and rounded to the nearest whole number. This is done following math rules of rounding numbers. No grades will be rounded up to 75 to pass.  
(Example: 74.99 = grade of D)

The required skills check-off will count 35% of the final grade. Quizzes are online and will count 15% of the final grade. Participation will count 10% of the final grade and consists of two (2) or more randomly assigned group skill demonstrations. Random assignment of groups will be determined by drawing four (4) student numbers from a hat. Student numbers are determined by alphabetical placement on the class roster. The four (4) student numbers drawn will be allowed at least 15 minutes to practice and then demonstrate the assigned skill(s). Each student in the group will receive the same grade determined with input from the students outside the group who are observing the demonstration. The participation grading tool will be explained the first day of class.

The final exam will consist of two (2) parts: a computer exam consisting of not more than 100 questions and skills performance of one (1) simple and one (1) complex skill. The two-part final exam (computer and skills performance) will count 40% of the final grade, 20% for each part. Skills for final skills performance will be determined by the student. Each student will draw from one hat containing simple skills and one hat containing complex skills. Questions on the computer exam will be true-false, multiple choice, and fill in the blank.

<b>Skills Check-off</b>	<b>35%</b>
<b>Quizzes</b>	<b>15%</b>
<b>Participation</b>	<b>10%</b>
<b>Final Exam:</b>	
<b>Computer Exam</b>	<b>20%</b>
<b>Skills Performance</b>	<b><u>20%</u></b>
<b>TOTAL</b>	<b>100%</b>

All skill check-offs are required to complete the course. Check-offs will take place in the nursing skills labs, CT 218. **Each must be completed at a competency level of 80% to be considered satisfactory.** If an 80% is not earned on the first check-off, the student will have 2 additional attempts, with remediation, to satisfactorily complete the skill. **A student not successful with the first attempt must remediate the skill for at least 30 minutes prior to a second attempt. A student not successful with a second attempt must remediate at least an hour prior to a third attempt. All remediation must be documented by an instructor.** The highest grade the student may attain on the second attempt will be a 79%, and the highest grade the student may attain on the third attempt will be a 69%. **The student must perform at the competency level of 80% before credit will be given.** If the student remains unable to pass the skill on the third attempt, the option of withdrawing from the class will be discussed with the student.

Unless prior arrangements have been made with the course coordinator, any make-up skill check-off and/or make-up quiz not completed within two weeks of the scheduled skill check-off and/or quiz, will result in the student receiving a grade of zero for the skill and/or quiz.

**The highest grade the student may attain on a make-up skill check-off and/or make-up quiz will be 79%. The competency level for each make-up skill check-off remains at 80%.**

All work must be completed 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).

#### **REQUIRED TEXTBOOKS:**

- Ignatavicius, D., & Workman, M. (2012). *Medical-surgical nursing: Patient-centered collaborative care*. (7th ed.). Philadelphia: Elsevier.
- Lynn, P., & LeBon, M. (2011). *Skill checklists to accompany Taylor's clinical nursing skills: A nursing process approach* (3rd ed.). Philadelphia: Lippincott, Williams & Wilkins.
- Lynn, P., & LeBon, M. (2011). *Taylor's clinical nursing skills: A nursing process approach* (3rd ed.). Philadelphia: Lippincott, Williams & Wilkins.
- Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2011). *Fundamentals of nursing: The art and science of nursing care*. (7th ed.). Philadelphia: Lippincott, Williams & Wilkins.

#### **COURSE POLICIES:**

**ALL STUDENTS ARE EXPECTED TO :**

1. Adhere to requirements, laboratory protocols and instructions delineated in the Nursing Student Handbook.
2. Achieve a minimum grade of 75 in RNSG 1105, RNSG 1201, RNSG 1215, RNSG 1309 and RNSG 1341 and pass the clinical courses (RNSG 1160 and RNSG 1260) to advance to second semester.
3. Regularly attend class and skill check-off sessions in skills lab. Lab attendance for skill check-offs is required. The course coordinator will keep record of absences in the skills lab. Excessive lab absences will contribute to a failing grade. After a third excused or unexcused absence from lab, the option of withdrawing from the course will be discussed with the student. **In the event of a lab absence it is the student's responsibility to contact the course coordinator for scheduling a time to make-up class time. No skill(s) make-up will be allowed during scheduled class time.**
4. Be on time for each skills lab. Entering the skills lab late is disruptive to the instructor and fellow students.
5. Apply skills and theory taught in the classroom to practice in the skills lab.
6. Refer to "Learning Units" tab on Blackboard to access information specific to each unit. Utilize laboratory objectives for study. These objectives are statements of the minimum competencies to be achieved. Read and study references, and learn unfamiliar terms prior to class.
7. Be responsible for any material covered through audio-visual media, online class presentation, independent study, required readings, and guest speakers. In the case of contradictory information, and unless otherwise directed, the course textbooks are the authority to be used. *Skill Checklists to Accompany Taylor's Clinical Nursing Skills* is the standard utilized for skill development and check-off.

8. Remain engaged during lab practice time. **A student doing written home work for any other course during scheduled lab practice time will be asked to leave the lab, schedule at least 2.5 hours at another time to practice the skill(s), schedule a time to complete the skill(s) check-off, and will receive a grade of “zero” for the skill(s) check-off. The competency level for each skill check-off remains at 80%.**
9. Utilize opportunities to practice skills and/or ask questions. Some skill check-offs may require making an appointment with an instructor. Refer to “Open Lab Hours” tab on Blackboard for open practice times.
10. Attend reviews to prepare for examinations and as offered according to preferences of the course coordinator. Attendance at exam reviews is highly encouraged, but not required.
11. Complete all skill check-offs, quizzes, participation assignment(s); and two-part final exam.

\*\*\*Cellular phones and beepers are distracting to students and the instructors when they ring during class or skills lab. These should be avoided while in the lab, or placed in the silent/vibrate mode during class/lab time. **Cell phones must be turned off and placed out of sight/reach during check-off, quizzes, participation demonstrations, and final exam.**

### **Expectations for Engagement – Online Learning**

To help make the web-based learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the online 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 within 24 hours if received Monday through Thursday and within 48 hours if received Friday through Sunday; 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:
  - post grades for discussion postings within one week of the discussion thread closing.

- 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:

- line up alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
- recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or 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

- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

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,
- access my course several times during the week to keep up with assignments and announcements.

### **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.

### **SPECIAL NEEDS:**

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 contact Becky Rivera-Weiss in the Office of Disability Services at 432-335-6861 to request assistance and accommodations.