

**BERGEN COMMUNITY COLLEGE
THE SCHOOL OF HEALTH PROFESSIONS
DEPARTMENT OF NURSING**

NUR 183

LEVEL I

BASIC CONCEPTS AND SKILLS OF NURSING

COURSE OUTLINE

6 CREDITS

LECTURE: 2 HOURS PER WEEK

**CLINICAL: 9 HOURS PER WEEK
CLINICAL CONFERENCE: 3 HOURS PER WEEK**

**FOR USE DURING THE FALL 2011 and
SPRING 2012 SEMESTERS ONLY**

Fall 2011
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 NP-C MSN RN

mabaudo@bergen.edu

Prof Margaret Hayes RN MSN CNE

mhayes@bergen.edu

Prof Toni Tortorella RN MSN

ttortorella@bergen.edu

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 clients assessed level of growth and development.

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

Assess 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 ANA Code for Nurses and the New Jersey Nurse Practice Act.

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.

Identify principles of teaching and learning that support patient self care.

TEACHING AND LEARNING ACTIVITIES

Lecture	Assigned Readings
Group Discussion	Audio Visual Aids
Computer Assisted Instruction	Nursing Skills
Clinical Practice:	Acute, Long Term and/or Community Facilities
Case Studies	Online at Elsevier.com
Content review modules	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 Skills | Participation in one community health agency visit or project
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. NCLEX Preparation | Student will answer 100 NCLEX questions throughout the semester. |

COURSE EVALUATION

- | | |
|-------------------|--|
| 1. Theory Grade | <p>Three tests totaling 80% of letter grade.
Final cumulative exam totaling 20% of letter grade.
A minimum grade of 75% in theory content is required for passing.</p> <p>A = 89.5% and above
B+ = 84.5 to 89.4%
B = 79.5% to 84.4%
C+ = 74.5% to 79.4%
F = 74.4% and below</p> |
| 2. Clinical Grade | <ul style="list-style-type: none"> In order to pass clinical, the final grade must reflect an average of 3.0 (75%) or greater on all areas of the clinical evaluation. A student who receives a cumulative grade of less than 3.0 (75%) 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: **Includes Clinical Conference <ol style="list-style-type: none"> No absences = rating of 4 One absence = rating of 3 |

3. Two absences = rating of 2 and a make-up assignment
4. Three absences = rating of 1 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 75% 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. Fundamentals of Nursing, 2nd Edition. F.A. Davis, ISBN-13: 978-0-8036-2354-5

Davis' Drug Guide for Nurses. FA Davis Company, 12th edition
or

Mosby's 2012 Nursing Drug Reference ISBN: 9780323069175

Mosby's Dictionary of Medicine: Nursing and Health Professions 8th edition. 2009
ISBN: 978-0-323-04937-5

OR
Taber's Cyclopedic Medical Dictionary (Thumb-indexed Version + Taber's Plus DVD), 21st Edition ISBN-13: 978-0-8036-1559-5

Optional

Nugent and Vitale. Test Success. F.A. Davis Company,

Nugent and Vitale. Fundamental Success. F.A. Davis Co.,

Nursing Care Plan Books - student choice

Carpenito-Moyet, Lynda. Nursing Care Plans and Documentation. Lippincott: 2008.
ISBN-13: 978-0-7817-7064-4

or

Doenges, Moorhouse, Murr. Nursing Diagnosis Manual: Planning, Individualizing and Documenting Client Care. F.A. Davis 3rd edition 2010. ISBN: 13:978-0-8036-2221-0

**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.

EDGT Tutorials (see webct for individual instructions

NUR 183 – Basic Concepts

Basic Concepts - (Fundamentally Fun Graphics)

Documentation

Fundamentals - (Finalizing Fundamentals)

Legal

Multicultural – RN

Nursing Judgment (Assessment & Practice- Student Nurse Version)

Protecting Patient and Resident Rights

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 WebCt (at home or on campus)

1. Access WebCt from the college homepage.
2. In the upper box, enter your last name followed by the first 2 letters of your first name (no spaces).
3. In the lower box, enter your last name and the last four digits of your social security number (no spaces).
4. Go to BCC and scroll to nursing skills videos.
5. **The only videos available from WebCt are the videos that were produced on campus by the nursing faculty.**

The following videos were produced on campus by the nursing faculty: (can be found on WebCt, 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	Nutrition and Fluids
Bedmaking	Personal Hygiene and Grooming
Measurements	Preventing and Treating Pressure Ulcers
Normal Elimination	Safety and Restraints
Body Mechanics and Exercise	

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

BASIC CONCEPTS COURSE OUTLINE AND READING ASSIGNMENT*****Refer to Course Calendar for Weekly Topics*****

Theoretical Content	Teaching/Learning Activities
THE NURSING PROFESSION	Read: Fundamentals of Nursing
<ul style="list-style-type: none"> A. Historical perspective of nursing <ul style="list-style-type: none"> 1. Factors influencing the development of nursing 2. Nightingale's theory as a model for nursing practice 3. Orem's theory of nursing 	Chapter 1 EDGT tutorial: Test Taking skills
<ul style="list-style-type: none"> B. Educational preparation of the nurse <ul style="list-style-type: none"> 1. Registered nurse programs <ul style="list-style-type: none"> a) Associate degree b) Diploma c) Baccalaureate 2. Graduate education 3. Continuing education 4. LPN programs 5. Accreditation 6. Licensure (NCLEX-RN) 	
<ul style="list-style-type: none"> C. The practice of nursing <ul style="list-style-type: none"> 1. Standards of nursing practice 2. Nurse practice acts 3. Practice settings 4. Delegation 5. Priority 	
<ul style="list-style-type: none"> D. Characteristics of the nursing profession 	
<ul style="list-style-type: none"> E. Ethics in nursing practice <ul style="list-style-type: none"> 1. Nurses' code of ethics – Health Insurance Portability and Privacy Act (HIPPA) 2. Accountability 3. Responsibility 4. Patients Bill of Rights 5. Advanced directives 	

Theoretical Content

Teaching/Learning Activities

OREM

- A. Orem's theory
 - 1. Self-care
 - 2. Self-care deficits
 - 3. Nursing systems
- B. Self-care requisites
- C. Basic Conditioning Factors

Read: Orem handout, pp. 12-14 course outline
Growth and Development (young, middle, older adult)

HEALTH AND ILLNESS

- A. Definition of health
 - 1. Selected models of health and illness:
 - 2. Orem's definition of health
- B. External variables influencing health beliefs
 - 1. Family practices
 - 2. Socioeconomic factors
 - 3. Culture

Read: Fundamentals of Nursing Chapters 1,9,10,11

Read: Fundamentals of Nursing Chapter 12,13,

- C. Nurse's role in health promotion and disease prevention
 - 1. Levels of preventative care
 - a) Primary prevention
 - b) Secondary prevention
 - c) Tertiary prevention
 - 2. risk factors

CAI: Multicultural RN

Read: Fundamentals of Nursing Chapters 40,41

Interventions to reduce risk of infection

- D. Illness and illness behavior

Read: Fundamentals of Nursing Chapter 20.,21,22,17

E. Stress

- 1. Stress concepts
- 2. Response to stress
 - a) Physiological
 - b) Psychological
- 3. Assessment of stress
- 4. Interventions to reduce stress
- 5. Nutrition during stress

Read: Fundamentals of Nursing Chapter 25

Theoretical ContentHEALTH 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: Fundamentals of Nursing Chapters 42,43

Read: Fundamentals of Nursing Chapter 21

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: Fundamentals of Nursing Chapter 31,33,

Video: Body Mechanics & Exercise

Read: Fundamentals of Nursing Chapter 18 and 19

CAI: Therapeutic Communication 1 & 2
Therapeutic Client Communication

CAI: Chart Smart
Documentation – Basic principles

Theoretical Content**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

Teaching/Learning Activities

Read: Fundamentals of Nursing Chapter 2,3,4,5,6,7,8,

EDGT Tutorial: The Nursing Process

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

CRITICAL THINKING

- A. Critical thinking model
 - 1. Knowledge base
 - 2. Levels
- B. Attitudes for critical thinking

Teaching/Learning Activities

Read: Fundamentals of Nursing Chapter 24

EDGT Tutorial: Improve your study habits and test taking skills

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: Fundamentals of Nursing Chapter 37

Read: Fundamentals of Nursing Chapters 34
CAI: Inflammation, Infection, Wound Care

Video: Post-Operative Nursing Care

Theoretical Content

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)

Teaching/Learning Activities

Read: Fundamentals of Nursing Chapters 29, 30

Read: Fundamentals of Nursing Chapters 33

CAI: Pressure Sores

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

Read: Fundamentals of Nursing Chapters 33

Read: Fundamentals of Nursing Chapters 14,15

Theoretical Content

- D. Assessment of grief
 - 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

Teaching/Learning Activities

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
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 life style
- 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

Adapted from Dennis, CM, Self-Care Deficit Theory of Nursing. St. Louis: Mosby, 1997: 26-27.
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

MECHANICAL

Condition and/or location of the following:

- Room Numbers
- Beds Manual/Electric
- Side rails
- Bedside stand
- Chairs
- Stretchers
- Wheelchairs
- I.V. poles
- Lights
- Electrical outlets
- Electric cords
- Call bell
- Television/Telephone
- Closets
- Window/Screens**
- Oxygen from wall outlet
- Sphygmomanometer and
- Stethoscope
- Scale
- Hoyer lift
- Supportive devices

- Extra papers for charts
- Nurses station
- Patient charts
- Kardex

- Blank laboratory slips
- Nurses' patient assignment
- Student patient assignment
- List of phone numbers
 - Central Supply
 - Maintenance
 - Transportation

CHEMICAL

- Medication preparation area
- Individual doses of medication**
- Floor stock**
- Narcotics and controlled drugs
 - Books for counting controlled drugs
- Keys to locked medicine cabinet
- Medication information:
 - PDR
 - Hospital Formulary
 - Nurses Handbook
 - Equivalent forms
 - Insulin injection sites
- Drug compatibility charts
 - Record of patient medications
- Replenishing of pt. medications
- Emergency drug cart and equipment
 - Syringes
 - Pharmacy phone number
 - Pharmacy location

Scavenger Hunt - Continued

BACTERIOLOGICAL

Handwashing
Clean utility room
Contents of clean utility room
Contents of dirty utility room
Housekeeping:
 Floors
 Bathrooms
 Garbage disposal
Refrigerator
Bathrooms:
 Patient
 Visitors
 Nurses
Linen
Isolation precautions
Intravenous Pump
Disposal of syringes
Collected specimens
Infection Control Department
 phone number

THERMAL

Temperature of room
Temperature of hall
Blankets and bath blankets
Fire alarms
Fire extinguishers
 Stairwells
 Emergency bell warning system
 Patient rooms

Stove
Microwave
Ice / Ice chips
Equipment for heat/cold applications
Thermometers:
Ventilation

RADIOLOGICAL

Radiology Department
Precautions for patient with implants

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.
- *6. Gather equipment.
- *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.
14. Document procedure.

SKILLS FOR NURSING PRACTICE

Theoretical Content

Teaching/Learning Activities

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

Read Fundamentals of Nursing:
 Chaptera 21, 22
 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)

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)

Read: Fundamentals of Nursing:
 Chapters 27,28

- Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Hygiene: Giving a Bed Bath and Changing an Occupied Bed (2 K)
- 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

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

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

Restraints Video

Procedure checklist/video

Procedure checklist/video

Read: Fundamentals of Nursing: Chapters 27,28

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: Chapter 31

-
- 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 (34 K)

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

○ Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Hygiene: Giving a Bed Bath and Changing an Occupied Bed (2 K)

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.

Teaching/Learning Activities

Read: Fundamentals of Nursing: Chapter 20 and 31

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 17

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 23

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)

- * S.Q.
- * I.M. (Z-Track)
- * Vial, ampule, tubex
- * 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

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

Practice and Learn (From Taylor's Interactive Nursing Skills): Administering a Subcutaneous Injection (3

Teaching/Learning Activities

Read: Fundamentals of Nursing: Chapter 35

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 35,36,37

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)

- o Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM): Perioperative Nursing: Preoperative Care on the Day of

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

Surgery (2 K)

- o Watch and Learn: Fundamentals (From Lippincott's Video Series: Nursing Procedures Student Set on CD-ROM):

Video: Media Center (Library)
 Wound Care and Applying Dressings
 Sterile Dressing Change RT 73.5 B46 v. 6

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

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

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)

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

Theoretical Content

ELIMINATION

Bowel Elimination

Fecal impaction

SSE

Fleets enema

Rectal tube

Changing colostomy bag

Urine Elimination

foley care

* = validation required

Teaching/Learning Activities

Read: Fundamentals of Nursing:
Chapters 27,28

Normal Elimination

RT 73.5 M67 B2 2001 pt. 7

Video: Media Center (Library)

Catheterization and Urinary Care

RT 73.5 M67 B2 1993 pt. 5

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.
9. Manipulate Tubex and Carpuject cartridge carriers.

PREPARATION:

Computer Lab: (B-306)

Elimination of Med Errors - Nursing I - CHEM 3

Medical/Surgical Menu:

Medication Administration Pt. 1 & Pt. 2 - CHEM 1 & 2

Basic Principles of Pharmacology - GEN

READINGS:

See Reading Assignment

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. bottle.
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):

Sitz Bath
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 Nasoenteric Tube
3. Gastrostomy Feeding
4. Gastrostomy Tube Irrigation.

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)

READINGS:

See Reading Assignment

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.

SELF-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 - Fleets, 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:

See Reading Assignment

ACTIVITY/PERFORMANCE (PRACTICE):

1. Describe the following types of enemas
 - Fleets: 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 using tubex)

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.
- 14. Document accordingly.

* **Must be stated prior to starting validation procedure**