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## PN NURSING 101

Class                      Campus

**The following, are guidelines for the clinical lab instructors. These guidelines are not meant to limit creativity or the information the instructor wishes to impart. It is necessary, however, that students minimally experience the outlined areas.**

**Laboratory Practice-** Instructors will arrive at least 15-30 minutes before lab schedule to prepare equipment and supplies. There is a binder in the locked supply cabinet, where Lab instructors are to sign supplies out. Lab instructors are also to notify the PN coordinator when supplies/equipment stock is decreasing. It is each instructor's responsibility to assure that the supply cabinet and labs area are maintained in a neat and orderly fashion after each use. Instructors are responsible for assuring that students maintain proper care of equipment; and that they adhere to no food or drink policy in the lab environment. **Students are not allowed to sit on the beds during instruction.**

All equipment/supplies, including overhead tables and wheelchairs are to be returned to their assigned locations at the end of the session; and beds are to be left neatly made up. Mannequins must be left clean, and all bandages or devices removed from them at the end of the lab session. Instructors are to constantly reinforce hand washing before the start and end of lab session. **Instructors are to constantly reinforce hand washing before the start and end of lab, and with each patient care procedure. Students are to be discouraged from wearing gloves during routine care, when there is no indication for barrier precaution.**

All lab experiences are to include: Review /demonstration of technique by the instructor, and a satisfactory return demonstration by the students. Anticipate need for additional supplies before starting labs, such as pen and paper for writing or recording clinical notes.

**Teach labs according to text book theory (use text provided by Verve College) not personal experiences solely.**

At the end of lab practice students are to present their skills list to the instructor, for checking off practice/ return demonstration areas.

**The medication cart is to be maintained in a clean and orderly fashion.**

## **MODULE A: INTRODUCTION TO NURSING**

### **The Evolution of Nursing**

- Laboratory Tour-Familiarization with supplies/equipment
- Demonstration



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- Skills performance criteria and checklist
- Return Demonstrations
- Skills lab test

### **Legal & Ethical Aspects of Nursing**

- No specific lab skills, may continue with Week One or began next module

### **Medical-Surgical Asepsis**

Review, practice and return demonstration in the use of:

- Mask
- Gown
- Gloves
- Opening sterile packages
- Hand washing
- Identifying Isolation Precautions (Standard, Droplet, Respiratory, Contact and Reverse)

View Film on Infection Control, “Standard and Transmission based precautions”

**Instructor’s Signature** \_\_\_\_\_, **RN** \_\_\_\_\_ **date**

### **Hygiene and Care of the Patient’s Environment**

View DVD on:

- Basic principles
- Normal Elimination
- Nutrition and Fluids Bed making

Practice and Return Demonstration on:

- Intake and Output
- Bed making
- Bedpans and urinals
- Shaving a male patient



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- Oral Hygiene
- Care of Dentures
- Perineal Care
- Eye Care
- Ear Care
- Foot Care

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### **Body Mechanics & Patient Mobility**

View DVD:

- Body mechanics and Exercise

Practice and Return Demonstration:

- Proper body mechanics for self and patient
- Use of hand rolls, foot boots, side rails and pillows
- Active and passive ROM exercises
- Positioning patients in bed. Transferring patients
- Gait belts
- Wheelchair to bed, bed to wheelchair
- Ambulating a patient

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## **MODULE B: NURSING MODALITIES**

### **Admission, Transfer and Discharge**

- Review and discuss the nursing rationale for admitting, transferring and discharging a patient
- Review documentation necessary for admitting, transferring and discharging a patient

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### **Documentation**

- Review and practice various types of documentation on a variety of medical forms

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### **Communication**

- Review and role play assertive communication techniques
- Therapeutic communication techniques
- Practice avoiding habits that hinder communication

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### **Safety**

- Review guidelines for the prevention of patient accidents such as falls
- Practice applying safety devices
- Practice documentation on safety issues

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### **Vital Signs**

Identify, review and become familiar with tools necessary to assess vital such as:

- The thermometer
- Stethoscope
- Blood pressure cuff (Sphygmomanometer)
- Medical scale

### **Review, practice and return demonstration of:**

- Measuring and recording temperature
- Pulse
- Respiration



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- Blood pressure
- Height and weight

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**\*Requires 2 Instructors when feasible and multiple lab periods**

### **Pharmacology and Review if mathematics**

Review and practice sample drug dosage problems related to:

- Fractions
- Decimal fractions
- Percent
- Ratios
- Proportions
- Metric system
- Pediatric considerations

Review, practice and give return demonstration for administering medications using the following routes of administration:

- Oral
- Tuba
- Rectal
- Topical Agents
- Eye Drops and ointments
- Nose drops and Sprays
- Inhalants
- Sublingual and buccal
- Parenteral

***\* Medications require a minimal of 3 lab periods, perhaps more depending on students' progress; and the use of 2 instructors when feasible***

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## **MODULE C: INCORPORATION OF THE NURSING PROCESS**

### **Nursing process and Critical Thinking**

Discuss the step in writing a nursing care plan

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### **Physical Assessment**

Review, practice and return demonstration

- Positions for a physical examination
- Inspection
- Auscultation
- Percussion
- List the equipment needed for a physical examination and Assessment
- Perform a head to toe physical assessment on a classmate or mannequin
- Role plays the method for gathering information for the health history

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**\*may require 2-3 lab sessions and two instructors when present**

### **Cultural and Ethnic Considerations**

- The student partners with another student of a different culture, for interviewing purposes
- The student reports back to the group on what they gathered from the other student's culture could be applied to patient care
- Students, then role play their new understanding of cross cultural competency

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### **Life Span Development**

- The student interviews an individual who is experiencing difficulty at his/her developmental stage, and



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reports back to the group on their findings

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### **Loss, Grief, Dying and Death**

Review, practice and return demonstration on:

- Postmortem care

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**\*Life Span development and postmortem care may be provided in a shared session**

## **MODULE D: BASIC NURSING MODALITIES**

### **Surgical Wound Care**

Review, practice and return demonstrations:

- Care of the surgical incision
- Changing a sterile dry dressing
- Applying a wet to dry dressing
- Applying a transparent dressing
- Performing sterile irrigation
- Maintaining surgical drainage
- Applying bandages

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### **Specimen Collection & Diagnostic Examination**

Review, practice and return demonstration on:

- Patient teaching for specific tests
- Blood Glucose



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- Glucose Tolerance
- Guaiac Test
- Urinalysis
- Measuring glucose levels
- 24 hour urine specimen
- Stool specimen
- Wound culture
- Sputum, nose, and throat culture

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### **Fluids & Electrolytes**

Review and described signs of:

- Hypokalemia
- Hyperkalemia
- Hypocalcemia
- Hypercalcemia
- Metabolic acidosis
- Metabolic alkalosis
- Respiratory acidosis
- Respiratory Alkalosis

Instructors, create case studies or sample patients with signs of the above maladies, and ask students to select patient which fits clinical profile

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### **Pain Management, Comfort, Rest & Sleep**

The student reviews, practice, and return demonstration on:

- Using the pain scale to assess pain

The instructor will create clinical scenario, and have student document nursing note on patient with pain:





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