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3rd floor room 3101 (main lab)

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Nursing Skills Lab 3rd floor (in house only)
(No Voice Mail)

Mercy College Front Desk

419-251-1715
419-251-8915
or 419 – 251 - 1715

419 – 251 - 1525
or 419 – 251 - 1715

ext: 3 - 1121

419- 251-1313
Purpose and Philosophy of the Nursing Skills Lab

Welcome to the Nursing Skills and Simulation labs. The Skills Lab is where you will be introduced to new skills, be expected to practice, and be evaluated on your skills. Simulation activities will be integrated throughout your curriculum.

As you travel through your nursing program, you will spend time in the Nursing Skills Lab each semester, whether you are learning new skills, reviewing previously learned skills, or being evaluated in preparation of clinical. Simulation activities will be a key component of all these elements, whether it is using a simple task trainer, a complex full bodied manikin or a peer. Critical thinking is encouraged by incorporating the rationale for what you are learning as well as understanding the nursing assessments and responsibilities that accompany these skills. Evaluation is a continuous process utilizing peer evaluations, course skills testing and clinical experiences. The Nursing Skills Lab faculty and staff collaborate with the course faculty to coordinate nursing theory and clinical labs.

You have the opportunity to practice independently, with your peers, with student lab assistants, and with faculty to develop your skills. How much time you dedicate to practice is dictated by how quickly you learn and by the difficulty level of the skills. You all have your own style and pace of learning; therefore plan your time and needs accordingly. Practice is completed on your own time and testing may either be on your own time or during scheduled class/clinical time (course dependent). Currently there is no mandatory time requirement for practice. Therefore, it would be beneficial to include lab practice time into your weekly schedules.

The nursing skills lab is an integral part of your nursing education where you have the opportunity to overcome your own fears and insecurities while working with a variety of task trainers, simulators, and actual hospital equipment. By using the provided equipment and supplies, you are able to simulate a clinical environment where you have the ability to learn and practice safely without causing harm to your patients. The clinical setting is not a practice setting.

The primary goal of the nursing skills lab is to provide an environment for you to become competent with your nursing skills and thereby becoming a safe practitioner while working towards excellence in nursing.

Definition of Skills – an inclusive term for psychomotor skills that includes rationale, critical thinking, physical assessment, and drugs and solutions
Student Skills Lab Responsibilities
Guidelines

1. The Nursing Skills Lab is an extension of your clinical and academic programs. Therefore, all the same requirements for maintaining professional behaviors in both Clinical and Academic settings apply (i.e. dress and behavior, etc). See Nursing Handbooks.

2. **NO FOOD OR DRINK** – may cause damage to equipment

3. **NO CHILDREN** - risk of injury from equipment

4. **NO CELL PHONES** during testing or in student work areas *(Please turn phones off)* – Can be very distracting to students when testing & practicing.

5. Students are required to wear their student ID at all times while in the lab and follow the recommended dress code of the college. If you forget your ID, name tags are available at the sign-in desk.

6. Appropriate attire is required. Follow college/nursing handbooks.

7. Respect lab personnel and equipment at all times.

8. **Suggestion**: Start a Skills Lab Notebook at the beginning of your nursing program – Organize all skills lab related information (i.e. Procedure sheets, Procedure books, notes). These materials are utilized each semester.

9. Review all Skills Lab Policies and Procedures
   a. Rescheduling
   b. No Call No Show
   c. Skills Testing (Check –offs)
   d. Remediation Policy
   e. Competency Testing: Returning Students
   f. Equipment Fee Policy

10. Review and check lab schedules for open and closed times (Posted on Website, Outside of Lab areas)

11. Sign in and out of the lab at all times for both practice and testing. Book is located inside skills lab by front doors.

12. Put all coats and book bags in coatroom/cubby area. **DO NOT** put in practice or testing areas. Keep valuables (purses) with you.

13. Review the course syllabus for due dates and late assignment policies.

   **Failure to meet deadlines – May result in failure to meet course objectives.**
14. **Sign – up** for all testing and practice. Sign – up per skills lab website. Use quick start guide for assistance. Time slots are on a first-come first-serve basis (**sign up ASAP**). Sign – up times are usually posted for the entire semester. Make sure that you have signed up for all check – offs and lab requirements.

15. Notify Skills Lab (419 – 251 – 1715 or email) immediately if there are conflicts with the testing schedule. (**see Rescheduling policy**).

16. Notify the Skills Lab ASAP if you are unable to keep appointments.
    a. Call 419 – 251 - 1715 (office, voice mail) if the cancellation is same day or short notice and then follow – up with cancellation request.
    or
    b. Submit a **cancellation request** prior to appointment

17. Submit reschedule requests immediately- **within 3 days of cancellation**

18. Review **Peer Evaluation** Procedure. Complete peer evaluations per course syllabi.  **See course syllabi for due dates.**

19. Review all skills guidelines for each check-off.

20. Skills lab **resource manuals/reference materials** are available for reference. Please **DO NOT** remove from lab.

21. **Practice/Testing areas**: Follow directions/signs for use of lab space and equipment. Ask for directions and for location of practice or testing equipment.

22. Students may be **assigned equipment** for their own use during the semester for certain classes. If you are assigned equipment from the skills lab, it is your responsibility to keep this equipment (i.e. Cath kit or IV tubing) intact and to bring it with you to practice. When you are finished with the supplies for the semester, return them to the lab.

23. If at any time your equipment becomes faulty, please return it to the lab for disposal and for replacement.

24. **Designated equipment & supply practice carts and/or cupboards** are available. (**This helps to contain your lab fees**) All equipment and supplies for practice are to be reused unless otherwise instructed. Please **DO NOT** access other areas unless instructed to do so.  **SEE POSTED SIGNS & DIRECTIONS**

25. **Lab Resources**: Space, Equipment (manikins, simulators, IV pumps) and Personnel are limited during high usage times, i.e. right before and during testing times. Access is on a first-come first-served basis. Consider using off times to practice. The highest demand for use of space and equipment is right after class.

26. **Sharing of resources (space & supplies)** when practicing may be necessary. Four – six students per bed/manikin is acceptable. Working in groups is also beneficial for learning.

27. **Manikins**:
    a. **Use gloves** when handling all manikins and parts.
b. **DO NOT MOVE MANIKINS OR MANIKIN PARTS WITHOUT THE HELP OF LAB PERSONNEL.**

c. **DO NOT use** betadine on manikins. Use soap as lubricant for tubes.

d. Ask for assistance for use of VitalSim units (BP, assessments)

28. Use **beds** for practice and testing purposes only.

29. Individuals serving as patients are to remove their shoes when lying on the beds.

30. Report any malfunctioning, unsafe, or damaged equipment to lab personnel.

31. **New equipment** will be issued for most check-offs. This helps to contain your skills lab fees. If you are returning for a repeat check-off, you **may not** be using new equipment.

32. If you are aware that you have a **latex allergy, or suspect** that you do, it is your responsibility to notify skills lab personnel. Non-latex gloves and equipment is available upon request.

33. Some equipment such as sphygmomanometers may be signed – out (there are a limited number).

   You have the opportunity to sign out some of the equipment from the skills lab for practice. The items currently available to be signed out are BP cuffs, restraints, and cath kits. **Remember, these items are used and are not sterile (cath kits) and should not be used on others.** We do not let anyone sign out stethoscopes, IV supplies, or medication supplies (i.e. syringes, needles). **Check with lab personnel regarding P&P**

34. **Fee slips** – for No Call No Show NCNS, rescheduling, and equipment (see policies)

35. Pay all fees in student accounts dept. All fees are due by designated deadlines.

**Delinquent fees may result in cancellation, delay of your testing appointments or holding of grades.**

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**Nurstoons**

**by Carl Elbing**

[Image: www.nurstoon.com]
Testing (Check-off)/Required Practice Guidelines

1. Be on time and prepared for appointment.

2. Sign – up for all testing (and reviews) – Submit requests as directed. Sign – up per skills lab website. Time slots are on a first-come first-serve basis (sign up ASAP). Sign – up times are usually posted for the entire semester. Make sure that you have signed up for all check – offs and lab requirements.

3. Schedule required practice appointments via the skills lab website. Be sure to send request within 3 days of original testing appointment.

4. Notify the Skills Lab ASAP if you are unable to keep appointments.
   a. Call 419 – 251 - 1715 (office, voice mail) if the cancellation is same day or short notice and then follow – up with cancellation request.
   or
   b. Submit a cancellation request prior to appointment

5. Submit reschedule requests immediately - within 3 days of cancellation.

6. Sign in and out for all appointments.

7. **No testing or practice will be allowed** during times that a student is scheduled to attend any college class.

8. Bring all necessary skills books, check – off forms, modules, ATI’s, peer evals, and any necessary equipment, such as stethoscope or penlight, for testing. May also bring own drug book for IV and Medication check –offs.
   
   Lack of preparation - including forms (i.e. peer evaluation, incorrect testing forms), modules, or equipment may result in re-scheduling or delay of testing and/or practice sessions.

9. Most check – offs are independent, but some do require a partner. If a partner is indicated, you still need to sign – up individually. If you do not have a partner by testing time, we may be able to assist you. For skills that require a partner, you will be evaluated on an individual basis.

10. New equipment will be issued for most check-offs.

11. If your check – off is unsatisfactory, remediation will be required prior to retesting. See Skills Lab Evaluation form.

12. Suggested dress for check-offs: no long sleeves, no excessive jewelry, long hair tied back, No artificial nails, etc. Professional attire recommended.
Lab Schedules and Appointments

1. The lab schedule is posted on the website and outside of the main skills lab.

2. For any questions or concerns please contact the Skills Lab Coordinator: e-mail Theresa.odonnell@mercycollege.edu or phone 419 – 251 – 1715.

3. Notify the Skills Lab immediately if there are conflicts with the testing schedule. See Rescheduling Policy

4. If Cancellation Notify the Skills Lab Office ASAP if you are unable to keep appointments.
   a. Call 419 – 251 - 1715 (office, voice mail) and submit cancellation request if the cancellation is same day or short notice.
   or
   Submit a cancellation request only if adequate time.
   b. Submit a Reschedule request ASAP

5. Reschedule appointments immediately via the skills lab website - within 3 days of cancellation (submit request).

6. If you have to Cancel and Reschedule an appointment keep in mind that you are not guaranteed an appointment prior to due dates. First attempt to find an open time slot or change with a peer prior to rescheduling. (review policy)

7. All appointment requests and schedule changes are made through the skills lab website. This also includes appointment requests for student lab assistants.

8. Appointments for optional practice and or remediation are available if assistance is needed and if scheduling permits. Plan ahead to avoid difficulty with scheduling.

9. Submit appropriate appointment request via skills lab (labtimes) website – Cancellation/Required practice/Reschedule/Repeat Testing/Optional Practice Appointment with lab assist or instructor/Competency Testing

10. Open lab hours consist of both assisted (only if lab personnel are available) and independent practice. Unless you have a scheduled appointment you will not be
guaranteed assistance. Please ask for assistance. If assistance is available then it will be provided.

11. **Optional Group review labs** may be offered and are posted each semester. Reviews are limited. See sign – up sheets in lab. Review labs are to be a supplement to the course lab and will provide an opportunity for students to actively participate and practice skills.

12. Lab hours vary each semester and are subject to usage. Days and times may change each semester based on usage and need.

**USING THE SKILLS LAB SCHEDULER: LABTIMES PROGRAM**

Skills Lab scheduler can be accessed via Mercy College website and/or via [http://mercycollege.labtimes.net/](http://mercycollege.labtimes.net/)

Skills Lab Website Link (Nursing Skills Documents) to access User guide for Labtimes scheduling program

**How to:**
- Log in
- Schedule appointments
- Maintain appointments and history

**Skills Lab Website**

**Helpful Hints**

- When making an appointment (practice and testing), all requests must be made through the Labtimes program. Lab scheduler can be accessed via Mercy College website and/or via [http://mercycollege.labtimes.net/](http://mercycollege.labtimes.net/)

- Have Skills Lab Calendar available when requesting appointments. Be sure dates and times requested are viable options. This could delay scheduling.

- If you need to make more than one appointment (such as a practice and a retesting appt), you will need to fill out a request for each appointment needed.

- Be sure your e-mail address (**MUST USE MERCY COLLEGE EMAIL FOR LABTIMES REQUESTS**) is accurate and that your e-mail box is able to receive mail (not full) in order to receive an automated reply from Labtimes.

- Please check your calendars carefully, if you sign up for a time that no longer works with your schedule, you are required to send in a cancellation form for the date you originally signed up for, even if you have found a new spot.
When submitting a repeat testing or practice appointment form, please use the text box to detail exactly what you are returning for or what you would like to practice.

When filling out the availability boxes, please use days of the week and a time range (example: Mondays from 12-4pm).

Monitor labtimes “My Agenda” tab for all appointments and results. All of your appointments and testing results are housed in this program.

If you are having technical difficulties or if you have not received a response within the designated time frame, please contact the nursing skills lab, 419-251-1715, or by e-mail at theresa.odonnell@mercycollege.edu

Scheduling Check-offs:
- Select the course number (drop down menu) for the course in which you are enrolled.
- Click on the skill drop down menu to either select a single skill or to show all skills.
- Be sure the Month and Year range is accurate when searching for your required skills.
### Schedule a Lab

**Showing lab times for:** NUR 122 - Virtual IV

**For the months:** May 2012 through July 2012

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Time</th>
<th>Skill</th>
<th>Students</th>
<th>Sign Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 28, 12</td>
<td>Thu</td>
<td>7:00 am</td>
<td>NUR 122 - Virtual IV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jul 9, 12</td>
<td>Mon</td>
<td>7:00 am</td>
<td>NUR 122 - Virtual IV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nurstoons

by Carl Ebing

www.nurstoontoon.com
Student Lab Assistants  
(Work – Study positions)

1. Student Skills Lab Assistants may be available to assist and guide you while utilizing the skills lab. They can provide practice sessions, assist with lab equipment, and help to locate and identify valuable lab resources.

2. Skills lab assistants may assist with peer evaluations.

3. Skills lab assistants are NOT to do your work for you. They DO NOT have all the answers.

4. The Nursing Skills Lab offers an opportunity for students to work as lab assistants provided that you qualify for the work – study program.

5. You must have successfully completed N 110 (ASN) or N 250 (BSN) of your nursing program in order to be considered for this position. Please contact Skills Lab Coordinator for more information.

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Nurstoons by Carl Elbing

HERE COMES A NURSING STUDENT AND IT LOOKS LIKE SHE WANTS TO ASK A QUESTION... EVERYONE ACT LIKE YOU CAN'T SEE OR HEAR HER
Nursing Skills Lab Policies

Rescheduling

**Definition:** Any schedule change initiated by the student after the first 10 school days of the term or after testing has started.

**Guidelines:**

1. Each student will be allowed one occurrence without financial penalty each term. *(This does not apply to No Call/No Show).*

2. Any subsequent changes will result in a $25.00 fee for each occurrence. Proof of payment will be required prior to additional testing appointments.

   If you are assessed a fee from the skills lab, it is to be paid in the Student Accounts office before the end of the semester. **You must return the signed form to a skills lab instructor as proof of payment.**

3. Payment will be made through student accounts and cash, check, or charge is acceptable.

4. Schedule changes may be made (without penalty) if an open time slot is available or such changes occur between students. Students are responsible for notifying the nursing skills lab coordinator of changes.

5. The student is responsible for contacting the Nursing Skills Lab Coordinator within three business days to reschedule a missed or cancelled appointment.

If you need to cancel and reschedule an appointment or testing, you need to contact the skills lab ASAP via the skills lab website. The sooner you submit your reschedule request, the sooner you will be able to be processed and scheduled.

**NOTE:**

**It would be to your benefit if you were able to switch appointment dates and times with students rather than to cancel and reschedule. If you do choose to switch with another student, you need to contact the skills lab. Keep in mind you may not be able to obtain another appointment by the due date (based on availability).**
No Call/No Show (NCNS)

**Definition:** Any missed appointment without prior notification of cancellation.

**This will result in an automatic $25.00 fine.**

**Guidelines:**

1. The student is responsible for contacting the Nursing Skills Lab Coordinator within three school days to reschedule.
2. This behavior will be reflected in the clinical evaluation under Role of the Nurse.
3. See policy and procedure regarding rescheduling penalty.

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**Equipment Late Fees/Damage or Loss Fees Policy:**

**Definition:** Applies to any equipment signed out (borrowed) by students that is returned late, damaged, or is lost. These items could include (but not limited to) BP cuffs.

**Guidelines:**

1. Students may sign out equipment per designated duration.
2. If **not returned by deadlines** – student’s will incur daily late fees until equipment returned.
3. If **not returned** - the student will then incur the replacement cost.
4. If **equipment damaged** – student will incur replacement or repair costs
5. Fees are to be paid by assigned deadlines.
Course Skills Testing (Check – offs)

**Definition:** Skills that are identified by faculty as mandatory skills to be evaluated during a specific course. May include simulation activities (see course requirements).

**Guidelines:**

1. Skills are to be completed by the deadlines specified in course syllabi.

2. Skill testing is considered an assignment, therefore; if late, current course policy regarding late assignments will be followed (see syllabus).

3. Students must be able to demonstrate a satisfactory performance rating.

4. Remediation and re-testing will be required if skill level performance is unsatisfactory. *(See Remediation Policy)*

5. Testing will be on the student’s own time and is to be scheduled through the skills lab website scheduling program.

Skills Lab Testing Remediation Policy

**Definition:** Required practice for all unsuccessful skill testing (check – offs).

**Guidelines:** Students must successfully complete the nursing skills check – off by obtaining the number of required points per skill as identified on form.

Consequences of unsuccessful completion of a skill check – off are as follows:

1. Submit a **Required practice** appointment request via labtimes within 3 days
2. Submit a **Repeat testing** appointment request via labtimes within 3 days
3. Remediation Steps:
   If unsuccessful

   1\textsuperscript{st} Attempt –
   a. Mandatory 1 hour (minimum) practice with skills lab instructor.
   b. Submit appointment requests within 3 days of unsuccessful attempt.
   c. Student must complete a written a one paragraph reflection including indentifying the potential/actual implications the unsuccessful performance would have on the patient outcomes. The student must include a reference related to the unsuccessful portion of the skill (i.e. effects of the mediation errors, increased costs due to noso-comial infection, etc.). The reference can be from a professional journal, nursing reference book or textbook.
   d. Student must submit reflection when returning to repeat.

   2\textsuperscript{nd} Attempt -
   a. Mandatory remediation with an instructor 1 – 2 hours (minimum) and/or receive counseling for testing anxiety, if applicable.
   b. Submit appointment requests within 3 days of unsuccessful attempt.
   c. Student must complete a written a one paragraph reflection including indentifying the potential/actual implications the unsuccessful performance would have on the patient outcomes. The student must include a reference related to the unsuccessful portion of the skill (i.e. effects of the mediation errors, increased costs due to noso-comial infection, etc.). The reference can be from a professional journal, nursing reference book or textbook.
   d. Must have reflection, signed form from anxiety counseling and/or remediation instructor when returning to repeat.

   3\textsuperscript{rd} Attempt -
   a. If Student is unsuccessful after 3\textsuperscript{rd} attempt there is no remediation and student fails the course.

Competency Testing:
RETURNING NURSING STUDENTS

Requirement for Testing: For students returning to either the Associate or Bachelors of Science Degree Nursing Programs as determined at the time of re-admission.

Purpose: Testing requirement for re-entry into a nursing program. This is a means of evaluating and assessing a student’s skill competency level. This will be a random testing of skills, including psychomotor skills, assessment skills, and drugs and solutions.

Guidelines:

1. Testing is scheduled through the Nursing Skills Lab.
2. Testing must be scheduled and completed during the semester prior to your return.
3. Testing will be over previously learned skills from those nursing courses completed successfully.
4. Remediation and re-testing will be required if not completed successfully.

**Repeat Testing: 2nd Attempt**

1. During re-testing the student will perform another skill in the same category (ies), in addition to repeating the unsatisfactory skill (s),
2. If unsatisfactory in the area of drugs and solutions (MAR, calculation error) the student will repeat the same medication (s) and complete an additional Drugs and Solutions (1 medication for each medication error).
3. Remediation and counseling will be required prior to further testing.

*Review Testing Remediation Policy

**Example of completed Reflection:**

**Reflection—Urinary Catheterization, Sterile Field**

Not following aseptic technique for urinary catheterization can be detrimental to a patient health, well-being and even life. According to the CDC “the urinary tract is the most common health care acquired infection, accounting for 30% of infections reported by acute care hospitals. Virtually all healthcare-associated urinary tract infections (UTIs) are caused by instrumentation of the urinary tract.” Transmission of organisms, which can lead to infection, must be avoided by practicing proper aseptic technique. Although I was unaware of breaking sterile field during my catheter check off, I now have a much better understanding of not only what I did wrong, but how to do it correctly.

This knowledge and these skills are important for many reasons. Sterility is what allows a patient to receive the medical treatment necessary without causing adverse medical implications. Reaching over the sterile field contaminates the field by putting it at risk for
the possibility of microorganism falling onto it; similar to sneezing or coughing over sterile field (Potter and Perry). I believe now that I am better prepared and have a better understanding of what I must do as a health care provider to ensure that my patients are at the lowest possible risk for infection.

Works Cited:


Skills Lab Peer Evaluation

Purpose and Goals:

TO:

- increase the student’s preparedness, proficiency, and knowledge of skills
- increase the student’s likelihood of success during testing and clinical
- enhance the student’s skills in directing other personnel in a constructive manner as preparation for use as a graduate nurse with patients, families, and unlicensed personnel
- encourage group interaction among students

To enhance a student’s ability to succeed as a peer evaluator, the student should:

1. Check course syllabus and skills procedure packets for skills designated as peer evaluation required.
2. Complete all required readings and activities prior to completing.
3. Practice skills several times independently, with a peer, or with an instructor (appointments are available for practice) until mastery levels are achieved (inclusive of rationale).
4. Complete the peer evaluation when you feel well prepared. Pretend the peer evaluation is a “dress rehearsal” to a check-off. The student should be able to perform the check-off when the peer evaluation has been completed.

Procedure:

The student being evaluated is advised to:

- Select a peer evaluator and schedule by assigned deadlines. Select an evaluator who will critique you honestly and constructively. You may select a fellow student at your level or higher or you may utilize a student lab assistant if one is available (appointments for lab assistants are available upon request).
Obtain a peer evaluation form from the skills lab from the front of the sign in book.
The student evaluator is to follow guidelines and procedures provided. **Have checklist/procedure sheets in hand when evaluating!**
Monitor time needed to complete procedure. **You must be able to complete within designated time periods.**
Complete the appropriate form noting organization technique and knowledge for each skill, addressing both strengths and weaknesses. Points to be considered include:

**ORGANIZATION:** address time, equipment preparation and set-up, flow of procedure (i.e., was everything arranged properly to avoid crossing the sterile field? Was the patient pre - medicated if indicated? Was comfort and safety considered?)

**TECHNIQUE:** address if procedures were followed appropriately, especially any critical elements (i.e., did the student include proper assessments, follow safety procedures? Was it done in a timely, efficient manner?)

**KNOWLEDGE:** address if the student identified and verbalized all rationale and used correct terminology, etc., for each procedure. Did she/he fully understand the general concepts of the procedure (ex. sterile technique), the purpose of the procedure, the assessments that should be addressed and why? Does she/he know the essential points of the procedure (i.e., how many inches, how should the cuff fit, how long)? What needs to be documented? * Can she/he answer why to each step?

Have lab personnel (faculty) co-sign form if applicable. Lab personnel must only witness that the peer evaluation was completed. **Lab personnel will not sign the form if it is not complete or if it is filled out incorrectly.** You are to ask for assistance as needed. This provides an opportunity for discussion and clarification if necessary.

Learn and benefit from the peer evaluation process. This can be accomplished by acting as both an evaluator and one being evaluated.

Note that more than one skill may be listed on a single form, but must each be listed on form in detail (ex. Blood Pressure, Pulse Points, Apical Pulse, CVC and PICC dressing change and blood draws)

File peer evaluations appropriately in file box by designated deadlines.

Suggestion: Make sure you select an evaluator who will provide you with constructive feedback. Remember the goal is that you will successfully complete your testing and or clinical experiences.

**ASK YOURSELF, WOULD YOU WANT THIS STUDENT TO PERFORM THE PROCEDURE ON YOU?**
Example of completed Peer Evaluation:

Date: 12/5/11
Course: 110 days
Evaluatee: Abie Ductor       Evaluator: Sue Pine

Skill(s): Range of motion, head to toe

Organization: Abie was very organized with the flow of ROM skills. She was a little slow, hesitant with remembering all of the joint motions. Completed the skills in allotted time frames. She followed procedure (per P&P and skills book) in an organized manner from head to toe.

Technique: Abie was able to follow each of the procedures well. She needed some prompts from the procedure sheets to complete her skills safely. She followed the technique listed in her procedure packet/book correctly.

Knowledge: Included both Active and Passive ROM techniques, pre and post assessments and documentation.

Abie had some trouble discussing the rationale for ROM skills and struggled with terminology. Will need to review notes and fundamentals book. Abie also needs to work on her pronunciation of the medical terms for ROM.

Example of completed Peer Evaluation:

Date: 10/5/11
Course: 250
Evaluatee: Vera Vitals       Evaluator: Cy Anosis


Organization: Vera was organized when obtaining Vital Signs. She gathered all of the appropriate equipment and followed skills procedure book. Completed the skills in allotted time frame with assistance. All aspects of the Vital Signs check off were incorporated into peer evaluation.

Technique: Vera was able to follow each of the procedures well. She needed some prompts from the procedure sheets to complete her skills. Vera demonstrated all skills correctly per skills book. Was able to use Doppler and other equipment effectively.

Knowledge: Vera was able to identify most terminology associated with above skills. Was able to provide correct rationale for all steps of procedures, i.e. pre and post assessments and documentation. Had difficulty with Pedal Pulse identification.

Vera had some trouble with pronunciation of terminology and Pedal Pulses. Will need to practice terms and would suggest practice in order to complete check off in allotted time.
ACADEMIC INTEGRITY

The purpose of education is to advance one’s own intellectual skills and knowledge and to demonstrate the outcomes of these efforts. An essential and shared value in higher education is presenting one’s own work and properly acknowledging that of others. Any violation of this principle constitutes academic dishonesty and is liable to result in disciplinary action. Forms of academic dishonesty include but are not necessarily limited to the following:

- **Plagiarism** – submitting all or part of another’s work as one’s own in an academic exercise, such as an examination, computer program, or written assignment.

- **Cheating** – using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining, or attempting to obtain, copies of an examination or answers to an examination.

- **Facilitating Academic Dishonesty** – helping another to commit an act of academic dishonesty, such as substituting for an examination or completing an assignment for someone else.

- **Fabrication** – altering or transmitting, without authorization, academic information or records.

**Nursing Skills Lab**

Utilizing unauthorized materials  
Changing selected testing cards  
Altering sign – up forms with out approval  
Assisting others while testing  
Utilizing unauthorized calculators  
Utilizing unauthorized resources during testing (skill packets)  
Falsifying peer evaluations  
Falsifying time spent in lab

See College Catalog and Nursing Student Handbook for detailed information, regarding consequences of academic dishonesty.
MERCY COLLEGE OF NORTHWEST OHIO
ASN Skills Laboratory Mapping

NURSING 110
Basic Hygiene
- Bath: shaving, tepid sponge bath, sitz bath
- Bed making: chux
- Bed positions
- Skin care, Nail & Foot care
- Oral/Denture care: conscious & unconscious,
  Yankauer oral suction tube
- Back rubs
- Foley care
- Products
Standard Precautions
- Handwashing
- Sterile technique
- Wound care: assessment, dressings
- Catheterization: male & female
- Gowns/Masks
- Disposal

Air/Food/Water
- Feeding
  - Body weight: bed scale, standing scale
  - Elimination (GI/GU): History and Assessment
  - Oxygen: flow meters, cannula, mask
  - Incentive Spirometer/Cough & Deep Breath
  - Specimen collection: sputum
  - Air mattress
  - Acrylon pad
  - Anti-embolism hose
  - EPC cuffs/SCD’s

Elimination
- Intake & Output
- Bed pan/Urinal/Foley bags
- Specimen collection: urine, stool (hemoccult)
- Foley/Urinometer/Condom catheter/Leg bag
- Enemas: large volume, small volume

Safety/Activity/Rest
- Bed Mechanics
  - Restraints/Protective devices: soft, mitts, posey
  - Transfer activities and techniques/Devices
  - Positioning/Turning: traction, abductor pillow
  - Range of Motion
  - Bedcradles
  - Hoyer Lift
  - Mobility aides: walker, cane

Physical Observations/Changes
- Vital signs

Physical Assessment
- Nursing history
- Head to Toe

Drugs & Solutions
- Calculations/Conversions
- Testing: PO (oral), Parenteral, IV

NURSING 112
Medication Administration: PO, IM, SQ, ID,
  insulin, heparin, D&S, injection sites
- Peri-op (Pre and Post)
  - Pulse-ox
- Discharge planning
- Casts: assessment and care of
- Traction: assessment and care of, types
- Mobility aides: crutches
- IV calculations
- IV’s: assessment, site care, Saline locks, Cont., IVP,
  IVPB, tubing changes, Infusion Pumps
- Principles of Venipuncture: IV starts

NURSING 122
Tubes: NG/GT/FT etc; assessment, care of,
  insertion, Enteral feedings
- Oropharyngeal Suction: airways
- Stoma Therapy: assessment, care of, equipment,
  products, pouching, & Colostomy irrigation
- Fecal Management System
- PCA/Pain Management Pumps
- Breast & Testicular assessments
- Physical Assessment: Head to Toe

NURSING 123
Mental Status Exam (MSE)

NURSING 232
Cardiac Monitoring: EKG interpretation (normal)
- Central Lines: assessment, site care, blood draws
  dressing changes, (including PICC’s)
- Advanced Resp/Cardiac/Peripheral Vasc assessment
- Drugs & Solutions: advanced calculations - drips
  (Heparin, Aminophylline, Dopamine, Nitro)

NURSING 233
Pediatric calculations: conversions, safe dose
- Pediatric physical assessment
- Pediatric pain assessment
- Pediatric procedures
- Post-Partum assessment, breast feeding
- Newborn assessment

NURSING 241
Tracheostomy: assessment, care of
- Tracheal/Endotracheal/Nasotracheal suctioning/
  Nasopharyngeal Suctioning
- Cardiac Monitoring: EKG interpretation (abnormal)
- Drugs & Solutions: advanced calculations- drips
  (Heparin, Aminophylline, Dopamine, Nitro)
# MERCY COLLEGE OF NORTHWEST OHIO

## BSN Skills Laboratory Mapping

### NUR 250

**Basic Hygiene**
- Bath, tepid sponge bath, Shaving, Sitz bath
- Bed making, use of Chux
- Skin care, nail care, foot care
- Oral care: conscious & unconscious
- Yankauer suction
- Foley care
- Back rubs

**Mobility**
- Bed Mechanics
- Transfer Techniques - SLIPP, Slide, gait belts
- Turning and positioning - Abductor Pillow
- Air mattress
- Acrylon pad
- Bed cradles
- Hoyer Lift
- Mobility aides: walker/cane/crutches

**Food/Water**
- Feeding
- Intake & Output
- Weights: bed scale & standing

**Standard Precautions**
- Handwashing
- Sterile technique
- Gowns & masks
- Disposal of biohazard waste

**Air**
- Oxygen: flowmeters, cannula, mask
- C&DB, Incentive Spirometer
- Pulse Ox
- Sputum specimen collection
- Anti-embolism hose
- EPC cuffs/SCD’s

**Vital signs TPR, AP, B/P, Pain, Pulse Oximeter**
- Catheterization: male & female
- Bedpan/Urinal/Foley Bags/Urinometer
- Urine and stool specimen collection
- Hemoccult test

**Wound Care**
- Assessment
- Dressings
- Drains

**Health Care Products**

### NUR 260

**Elimination**
- Enema: large & small volume
- Bladder & bowel training*

**Safety/Activity/Rest**
- Range of motion
- Restraints

**Medication Administration**
- Conversions/calculations
- PO, IM, SQ, ID, injection sites
- Insulin, heparin
- Topical

**Intravenous Therapy**
- Assessment, Site Care
- Saline locks

### NUR 260 CONT’D

**Intravenous Therapy**
- Continuous flow
  - IV Push meds
  - IV Piggyback meds
  - Tubing changes

### NUR 270 - Physical Assessment

**History**
- Head to toe: adult & pediatric
- Breast/testicular
- Development*
- Functional*
- Spiritual*
- Cultural*

### NUR 310

**Mental status examination**

### NUR 320

**Intravenous Therapy**
- Venipuncture - IV catheter insertion
- CVC/PICC - Central line care/bld draws

**Tubes**
- Assessment/Insertion
- NG/Gastric – insertion, assessment, irrigation
- Fecal Management System
- Enteral feedings
- Foley Irrigation
- Continuous Bladder Irrigation

**Stomas**
- Assessment
- Equipment/products
- Colostomy irrigation

**Mobility**
- Traction care
- Cast care

**Peri-Op**

### NUR 340

**Post-partum assessment**

**Newborn assessment**

**Magnesium Sulfate Bolus**

### NUR 350

**Pediatric safety measures**

**Pediatric calculations**
- Conversion
- Safe doses

**Pediatric Assessment/Pain assessment**

**PCA pumps**

### NUR 410

**Intravenous Medication Drips**

**Airway**
- Insertion of oral airway
- Suctioning: oral/nasal/tracheal
- Tracheostomy: care & suctioning
- Ventilators*
- Chest tubes*

**Cardiac monitoring**
- Normal & abnormal ECG
Navigating the Skills Lab Scheduler: LABTIMES

1. Start on Mercy College Home page

2. Click on Current Students tab- then Nursing Skills Lab tab
3. This is the Nursing Skills Lab page

4. Click on Scheduling tab
5. Click on blue bar- List of Currently Available Skills Labs- this takes you to the Lab Times web site

6. Use your E-mail user name and EmpowerMe password to log into site
7. Use your Email/EmpowerMe user name and Maintain Your own Agendas. See tabs for Cancellation and Scheduling requests.
8. Use your Email/EmpowerMe user name and Maintain Your own Agendas. See tabs for Cancellation and Scheduling requests.
Nursing Skills Lab Agreement

Your signature on this page implies that you have received and understand that you are responsible for the information in this handbook. You are responsible for all policies discussed or pertaining to the Nursing Skill Labs/Mercy College of Ohio. You understand that the nursing skills lab is an extension of your clinical and all of the same rules apply. You agree that you have had the opportunity to ask questions regarding the policies and information contained in this packet. Your signature also implies that you agree to follow the specified rules and policies.

_______________________________  ________________________
Printed name of student  Date

_______________________________  ________________________
Signature of student