



NURS-571: FOUNDATIONS OF NURSING SKILLS LAB

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

571

Course Title

Foundations of Nursing Skills Lab

Short Title

Foundations Skills Lab

Credit Status (CB 04)

D - Credit - Degree applicable

Units**Lab Units**

0.50

Total Units

0.50

Hours**Lab Contact Hours**

24-27

Out of Class Hours Lab

0.00

Total Contact Hours

24 - 27

Total Out of Class Hours

0 - 0

Total Student Learning Hours

24 - 27

Is this an existing Extensive Lab?

No

Do you want to propose this for Extensive Lab?

No

Distance Education

No

Catalog Description

This course introduces students to the foundation of nursing psychomotor skills and simulation of a patient care environment. Basic safety and the nursing process are introduced.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

Admission to the Associate Degree Nursing Program.

Corequisite(s)

Corequisite(s) (must be taken simultaneously)

NURS-501

and NURS-502.

Codes

TOP Code (CB 03)

1230.10* - *Registered Nursing

CIP Code

51.3801 - Registered Nursing/Registered Nurse.

Student Accountability Model (SAM) Priority Code (CB 09)

C - Clearly Occupational

Noncredit Category (CB 22)

Y - Credit Course

Repeatability Code

No

Grading Option

P/NP only

Minimum Qualifications

Minimum Qualifications	And/Or
Nursing Science/	Or
Nursing (Masters Required)	End

CSU Area(s)

IGETC Area(s)

Learning Objectives

Learning Objectives

Learning Objective

1. Validate knowledge through communication of patient findings to include the situation, background, assessment, and recommendation to all members of the inter-disciplinary team
2. Apply basic nursing skills efficiently while maintaining infection control and physical and psychological safety in the structured, simulated laboratory.
3. Demonstrate the knowledge, skills, and attitudes in the development of clinical reasoning necessary to perform psychomotor skills safely and efficiently within the context of the established plan of care.
4. Utilized professional communication techniques in verbal, written, and electronic formats.
5. Use best current evidence coupled with skill competence to make practice decisions.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Nursing Process - Uses a systematic approach to assess, diagnose, plan, implement, intervene, and evaluate patient care.
2. Communication - Implement therapeutic communication skills that foster open communication, mutual respect, and shared decision making to achieve quality patient care.
3. Safety - Minimize risk of harm to patients and providers through both system effectiveness and individual performance

Program Learning Outcomes

Learning Outcome

1. Provide patient-centered care to diverse populations with various health-related conditions using the nursing process, cultural competence, and compassion based on respect for individual preferences at the entry level registered nurse generalist.
2. Effectively facilitate inter-professional relationships by promoting open communication, advocacy, and shared decision-making to enhance knowledge, experience, and health outcomes at the entry level registered nurse generalist.
3. Demonstrate accountability as a lifelong learner for the delivery of evidence-based practice when planning holistic care to achieve optimal outcomes for the patient, family, and community at the entry level registered nurse generalist.
4. Apply legal, ethical, and regulatory principles to participate in improvement processes including the use of data to design, implement and evaluate outcomes to improve the quality and safety of healthcare systems at the entry level registered nurse generalist.
5. Demonstrate commitment, accountability, integrity, critical thinking and discretionary judgment in nursing practice to minimize risk of harm to patients, the healthcare team, and the community at the entry level registered nurse generalist.
6. Utilize nursing science, information management, and technology to communicate, organize data, mitigate error, and institute change while protecting patient health information at the entry level registered nurse generalist.
7. Function as a member of the inter-professional team and demonstrate leadership qualities such as effective communication, collaboration, delegation and constructive feedback to manage and coordinate care at the entry level registered nurse generalist.
8. Address implicit biases and equity gaps that exist in the healthcare environment considering global, national, and local concerns to improve outcomes at the entry level registered nurse generalist.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lab Content

1. Asepsis and Infection Control
 - A. Body's Defense against Infection
 - B. Chain of Infection
 - C. Course of Infection

D. Asepsis and Hospital/ Health Care Acquired Infections

E. Assessment

F. Nurse's Role in Infection Control

G. Surgical Asepsis

H. Client Education

2. Vital Signs: Using a diverse population of manikins to include but limited to adults, adolescents and infants

A. Importance of accurate assessment and incorporating this skill into practice.

B. Body Temperature

1) Norms

2) Physiology

3) Mechanisms of Temperature Control

4) Factors Affecting Temperature

5) Assessment of Temperature

C. Pulse

1) Norms

2) Cardiovascular function

D. Respiration

1) Norms

2) Physiology

3) Assessment of Respiration

E. Blood Pressure

1) Norms

2) Physiology

3) Assessment of Blood Pressure

F. Pain

1) Pain Scale

3. Activity/Ergonomic Principles

A. Body Mechanics

1) Regulation of movement

2) Overview of body mechanics

3) Safety

B. Physiologic Influence

1) Development

C. Pathological Influence

D. Assessment

1) Body alignment

2) Range of motion

3) Physiological effects of exercise on body systems

E. Nursing Diagnoses

1) Associated with body alignment

2) Associated with altered joint mobility

F. Assisting clients to move

1) Lifting technique

2) Positioning

3) Transferring

4) Range of motion

5) Walking

4. Health Assessment

A. General Survey performance: Using a diverse population of manikins to include but limited to adults, adolescents and infants

a. Objective and subjective data

b. Laboratory and diagnostic test data

c. Medical and surgical history

d. Social history

e. Communication

f. Monitoring the patient environment

g. Checking physician's orders, physician's progress notes and chart

h. Reporting the situation, background, assessment, recommendation

i. Reporting abnormal responses

j. Explaining the procedure, Reporting results, Patient teaching

B. Vital Signs

C. Skin, Hair, and Nails

D. Head and Neck

- E. Heart and Vascular System
- F. Thorax and Lungs
- G. Abdomen
- H. Female Genitalia
- I. Male Genitalia
- J. Breasts
- K. Rectum and Anus
- L. Neurological System
- M. Musculoskeletal System
- N. Pain
- 5. Medication administration
- 6. Administration and management of oxygen therapy
 - a. Airway suctioning
- 7. Intravenous fluid management
- 8. Wound care
- 9. Enteral feeding and tube management
- 10. Urinary catheterization
- 11. Restraints
- 12. Professional Behaviors: Emphasis on Inclusion and Equity with standardized patients
 - A. Timeliness, Accountability, Confidentiality
 - B. Being prepared
 - C. Advocacy
 - D. Caring

Methods of Instruction

Method

Activity

Integration

Cooperative learning and peer psychomotor skill check-offs designed to demonstrate professional nursing behaviors including communication of patient findings to include the situation, background, assessment, and recommendation to all members of the inter-disciplinary team

Method

Individualized Instruction

Integration

Psychomotor nursing skills of handwashing, isolation precautions, basic safety, and physical assessment are demonstrated

Method

Observation and Demonstration

Integration

Demonstration and return demonstration of foundational psychomotor skills in a simulated patient care setting including caring for a patient on isolation precautions, head to toe physical assessment which includes vital signs

Method

Online Activity/Discussion

Integration

Independent web-based practice simulation scenarios which incorporate psychomotor skills and application of the nursing process

Method

Role Playing/Simulation



Integration

Role playing to validate reporting of abnormal responses using the method of SBAR reporting (situation, background, assessment, recommendation)

Methods of Evaluation**Method**

Class Participation

Integration

Active participation in required number of hours of skills lab time as defined by course.

Method

Exams/Tests

Integration

Psychomotor based multiple choice questions are administered. These questions are written at the application level of Bloom's Taxonomy 'Cognitive Domain and Psychomotor Domain' since this course is a foundational skills lab course

Method

Final Performance

Integration

Demonstration of a systematic approach of head-to-toe assessment in a simulated patient care environment

Method

Self-Evaluation

Integration

Self-grading using clinical evaluation tool upon demonstration of foundational skills of communication, safety, and head to toe physical assessment competencies as assigned in course/program.

Method

Simulation

Integration

Simulation allows students to practice real-life scenarios and nursing interventions in a safe setting to maximize learning. Prior to your assigned simulation day, you will be given pre-sim exercises, which consist of reading assignments and no more than ten questions, to help guide your preparation for the simulation scenario. After your simulation day, you will write a reflection discussing group dynamics, what went well, what was learned, and what can be improved upon in the future.

Assignments**Assignment Type**

Reading

In-class and/or outside of class

In-class



Outside of class

Formative or Summative

Summative

Assignment

To get the student prepared for performing the skill of Hand Hygiene using soap and water, the student will read from their text book Taylors Clinical Nursing Skills 5th edition pages 10-15 prior to attending skills lab. Students are encouraged to take notes on the proper sequence while also directing their attention to the rubric provided. Focusing on the rational as evidenced for evidence based practice is emphasized throughout the readings.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Nursing Care Plan: Students will complete one care plan during a simulated experience to make the connection and understand the current disease process of their patient. Students will have the opportunity to assess their patient and collect subjective/objective data through the use of a SBAR tool. using the SBAR tool, the students will be able to collect information pertinent to their patient. Situation (why is your patient here?), then discuss the Background (medical history, developmental level, and other relevant information), followed by the Assessment (physical assessment, diagnostics, and lab results), and lastly your Recommendations (nursing diagnoses and interventions, and treatment plan). Students will use two Actual nursing diagnosis. Potential nursing diagnosis are discouraged at this time.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Summative

Assignment

DEI & Implicit Bias: Students will use the skills lab, through the use of diverse manikins, to explore, understand and be mindful of their own implicit biases. Students will be given report on a patient that is different in culture compared to their own culture. Commination and promoting equity and inclusion through nursing care is emphasis through documentation. Documentation will be uploaded to canvas.

Assignment Type

Other

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Using the rubric provided, please perform the skill selected in front of your instructor. You will be given three prompts to guide you to a successful completion of the skill.

SKILL 1-2**Performing Hand Hygiene Using Soap and Water (Handwashing)**

1. Gather the necessary supplies. Stand in front of the sink. Do not allow your clothing to touch the sink during the washing procedure.
2. Remove jewelry, if possible, and secure in a safe place. A plain wedding band may remain in place.
3. Turn on water and adjust force. Regulate the temperature until the water is warm.
4. Wet the hands and wrist area. Keep hands lower than elbows to allow water to flow toward fingertips.
5. Use about 1 teaspoon liquid soap from dispenser or rinse bar of soap and lather thoroughly. Cover all areas of hands with the soap product. If using bar soap, rinse soap bar again and return to soap rack without touching the rack.
6. With firm rubbing and circular motions, wash the palms and backs of the hands, each finger, the areas between the fingers, and the knuckles, wrists, and forearms. Wash at least 1 in above area of contamination. If hands are not visibly soiled, wash to 1 in above the wrists.
7. Continue this friction motion for at least 20 seconds.
8. Use fingernails of the opposite hand or a clean orangewood stick to clean under fingernails.
9. Rinse thoroughly with water flowing toward fingertips.
10. Pat hands dry with a paper towel, beginning with the fingers and moving upward toward forearms, and discard it immediately. Use another clean towel to turn off the faucet. Discard towel immediately without touching other clean hand.
11. Use oil-free lotion on hands, if desired.

Course Materials**Textbooks**

Lynn, P. (2019). Taylor's clinical nursing skills: a nursing process approach (5th ed). ISBN# 978-1-4963-8488-1

Taylor, C. (2019). Taylor's fundamentals of nursing: The art and science of person-centered care.(9th Ed.)

Other Resources

American Psychological Association. Publication Manual of the American Psychological Association, 7th edition. American Psychological Association

Class Size Information

Class Size

32

Class Size Category

F - Individualized, skills#based instruction/field practice 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

There are objectives included in each simulated environment to incorporate how DEI relates to medical surgical nursing. Students will complete a simulation and/or perform on manikins/task trainers on DEI and implicit bias by assessing and completing accurate documentation and communication. Task trainers include inclusion and diversity through multiple variations of ethnicity and diversity of cultures.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Students learn the content through a simulated environment which helps account for diverse learning styles since this allows for application of theoretical concepts on actual and simulated patients.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students work together during skills training, and engage with peers on the DEI assignments, reporting, documentation and performance through their skills check offs.

Explain how the course will incorporate instructor-to-student interaction.

Faculty provides regular feedback in the skills lab to help guide diverse learning. Hands on activities, writing assignments, videos and lecture involves class discussion to solicit student thoughts and feedback.

Explain how the course will incorporate student-to-content interaction.

Lecture is conducted using student-centered learning methods such as active learning that allow the student's learning to be the focus of the course.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Student's complete reflections to reflect on their own learning and experiences and set goals for themselves.

Key: 2397