



NURS-572: MEDICAL SURGICAL NURSING SKILLS LAB

Effective Term

Fall 2024

BOT Approval Date

01/11/2024

Discipline

NURS - Nursing

Course Number

572

Course Title

Medical Surgical Nursing Skills Lab

Short Title

Nurs 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 develops and builds on psychomotor nursing skill performance in a simulated patient care environment. Psychomotor nursing skills will be applied to simulated patients with non-critical, moderately complex disease processes and co-morbidities.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

Admission to the Associate Degree Nursing Program or Admission as Advanced Placement Student.

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. Identify, discuss, and perform nursing psychomotor skills for non-critical moderately complex patients
2. Exhibit and prioritize care for Fluid and Electrolyte Imbalanced Patients
3. Assess and manage the nursing care associated with caring for a post operative/surgical patient
4. Apply the principles of IV therapy to a patient with a Fluid and Electrolyte disorder.
5. Implement medication administration to meet the needs of the patient with a complex medical/surgical disorder.
6. Analyze and synthesize patient lab data to determine how it affects nursing care to be performed.

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. Assessment Data Gathering Skills
 - a. General Head-to-toe Assessment: Using diverse manikins to promote DEI
 - b. Neurologic Assessment
 - c. Cardiac Assessment
 - d. Respiratory Assessment
 - e. Abdomen Assessment
 - f. Genitourinary
 - g. Musculoskeletal
 - h. Integumentary
 - i. Head & Neck
 - j. Focused Assessment
2. MEDICATION ADMINISTRATION
 - a. Administering Oral Medications

- b. Sublingual Medications
- c. Liquid Medication
- d. Crushing/Altering Medications
- e. Topical Medications
- f. Transdermal Medications
- g. Ophthalmic Drops/Ointments
- h. Metered-Dose Inhaled (MDI)
- i. Suppository Rectal/Vaginal
- j. Administering Meds via NG Enteral Feeding
- k. Subcutaneous Injection
- l. Intramuscular Injection
- m. Intradermal injections
- n. Insulin – Blood Glucose Accucheck
- o. Hang IV Fluids/Piggyback
- 2. Care of the Non-Critical Moderately Complex Patient
 - a. Administer packed red blood cells (PRBC)
 - b. Management of blood administration
 - c. Potential complications
 - d. Hospital policy for blood administration
 - e. Contraindications for blood administration
 - f. Assessment before and after administration
 - g. PRBC
- 3. Management of airway
 - a. Management of tracheostomy
 - b. Suctioning airway
- 4. Fluid and Electrolyte Imbalances with Intravenous Therapy
 - a. IV insertion and preparation of insertion site
 - b. Discontinuing an IV Tubing management
 - c. Conversion of IV to saline lock
- 5. Changing a central line dressing
 - a. Drawing blood from a central line
 - b. Removing a central line
- 6. Management of Total Parenteral Nutrition (TPN)
 - a. TPN tubing and management of infusion
- 7. Using an infusion pump
 - a. Setting up a primary IV line
 - b. Setting up a secondary IV line
- 8. Caring for Surgical Patients
 - a. Obtaining a baseline assessment
 - b. Preparing patient for surgery
 - c. Preparing surgical site
 - d. Legal role of the nurse for informed consent
 - e. Preoperative checklist
 - f. Preoperative medications
 - g. Documentation
 - h. Sequential devices
 - i. Pneumatic compression devices
 - j. Postoperative care
 - k. Patient baseline prior to transferring out of post anesthesia care unit (PACU)

Methods of Instruction

Method

Discussion

Integration

Discuss potential complications of postoperative surgical patients and the role of the nurse in identifying early signs and symptoms of hemodynamic instability

Method

Film/video Viewing and Discussion



Integration

Students are expected to view a movie demonstrating the role play of caring for a patient preparing to sign a consent form for surgery

Method

Observation and Demonstration

Integration

Demonstration of psychomotor nursing skills for caring for the post operative/surgical patient while integrating the nursing process

Method

Online Activity/Discussion

Integration

Independent web-based scenarios depicting a preoperative systems error where the physician amputates the wrong limb. This will help students to prepare patients for safety and the understand the importance of a baseline assessment prior to surgery

Method

Role Playing/Simulation

Integration

Role playing to validate care of the patient receiving a blood transfusion

Methods of Evaluation**Method**

Class Participation

Integration

Active participation using discussion, hands-on practice, assessment of a client with various medical-surgical disorders and demonstration of knowledge by completing the ATI post-test assessment.

Method

Class Performance

Integration

Using the Clinical Evaluation tool (based on QSEN competencies), the student will demonstrate mastery of the seven core values of the program.

Method

Self-Evaluation

Integration

Successful demonstration of basic skills and competencies as assigned in course/program through the use of 'Reflective Journaling' based on the QSEN competencies (www.qsen.org).

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 Administering Oral Medication, the student will read from their text book Taylors Clinical Nursing Skills 5th edition pages 179-186 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

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 5-1**Administering Oral Medications**

1. Gather equipment. Check each medication order against the original in the medical record, according to facility policy. Clarify any inconsistencies. Check the patient's medical record for allergies.
2. Know the actions, special nursing considerations, safe dose ranges, purpose of administration, and potential adverse effects of the medications to be administered. Consider the appropriateness of the medication for this patient.
3. Perform hand hygiene.
4. Move the medication supply system to the outside of the patient's room or prepare for administration at the medication supply system in the medication area. Alternatively, access the medication administration supply system at or inside the patient's room.
5. Unlock the medication supply system or drawer. Enter pass code into the computer and scan employee identification, if required.
6. Prepare medications for one patient at a time.
7. Read the eMAR/MAR and select the proper medication from the medication supply system or patient's medication drawer.
8. Compare the medication label with the eMAR/MAR. Check expiration dates and perform calculations, if necessary. Scan the bar code on the package, if required.
9. Prepare the required medications:
 - a. Unit dose packages: Do not open the wrapper until at the bedside. Keep opioids and medications that require special nursing assessments separate from other medication packages.
 - b. Multidose containers: When removing tablets or capsules from a multidose bottle, pour the necessary number into the bottle cap and then place the tablets or capsules in a medication cup. Break only scored tablets, if necessary, to obtain the proper dosage. Do not touch tablets or capsules with hands.
 - c. Liquid medication in multidose bottle: When pouring liquid medications out of a multidose bottle, hold the bottle so the label is against the palm. Use the appropriate measuring device when pouring liquids, and read the amount of medication at the bottom of the meniscus at eye level. Wipe the lip of the bottle with a paper towel.
10. Depending on facility policy, the third check of the label may occur at this point. If so, when all medications for one patient have been prepared, recheck the labels with the

eMAR/MAR before taking the medications to the patient. However, many facilities require the third check to occur at the bedside, after identifying the patient.

11. Replace any multidose containers in the patient's drawer or medication supply system. Lock the medication supply system before leaving it.

12. Transport medications to the patient's bedside carefully, and keep the medications in sight at all times.

13. Ensure that the patient receives the medications at the correct time.

14. Perform hand hygiene and put on PPE, if indicated.

15. Identify the patient. Compare the information with the eMAR/MAR. The patient should be identified using at least two of the following methods (The Joint Commission, 2018):

- a. Check the name on the patient's identification band.
- b. Check the identification number on the patient's identification band.
- c. Check the birth date on the patient's identification band.
- d. Ask the patient to state his or her name and birth date, based on facility policy.

16. Complete necessary assessments before administering medications. Check the patient's allergy bracelet or ask the patient about allergies. Explain the purpose and action of each medication to the patient.

17. Scan the patient's bar code on the identification band, if required.

18. Based on facility policy, the third check of the medication label may occur at this point. If so, recheck the label with the eMAR/MAR before administering the medications to the patient.

19. Assist the patient to an upright or lateral (side-lying) position.

20. Administer medications:

- a. Offer water or other permitted fluids with pills, capsules, tablets, and some liquid medications.

- b. Ask whether the patient prefers to take the medications by hand or in a cup.

21. Remain with the patient until each medication is swallowed. Never leave medication at the patient's bedside.

22. Assist the patient to a comfortable position. Remove PPE, if used. Perform hand hygiene.

23. Document the administration of the medication immediately after administration.

24. Evaluate the patient's response to the medication within the appropriate time frame.

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 simulation/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 learning. Active learning involves class discussion to solicit student thoughts and feedback.

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

Active learning activities are conducted using student-centered learning methods 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: 2398