NURS-574: ADVANCED NURSING SKILLS LAB

Effective Term
Fall 2024

BOT Approval Date
01/11/2024

Discipline
NURS - Nursing

Course Number
574

Course Title
Advanced Nursing Skills Lab

Short Title
Advanced 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 is focused on the application of the advanced psychomotor skills and the nursing process in the care of critically ill patients and geriatric patients.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)
NURS-573 (with a grade of C or better).

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. Develop, identify, and perform a plan of care for a patient with cardiogenic shock
2. Assess a patient for signs and symptoms of shock and demonstrate safe performance of nursing interventions and clinical reasoning
3. Create and perform a nursing plan of care for the patient with continuous intravenous medications for the critically ill adult and geriatric patient
4. Formulate and demonstate nursing care for a sedated and ventilated patient on life support
5. Examine multiple organ dysfunction and disease processes of the critically ill adult and geriatric patient and prioritize medications and nursing care based upon physical assessment and laboratory diagnostic findings.

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

I. Assessment, Diagnosis, Planning, Implementation and Evaluation of Care for the Critically Ill Patient: Using diverse manikins to promote DEI

1. Identify and prioritize the medication list for a patient with complex multiple organ dysfunction.
2. Identify and administer medications for a patient in a simulation code blue status who is apneic and exhibiting a lethal dysrhythmia.
3. Apply the nursing interventions for a patient with life threatening intracranial pressure.
4. Apply the nursing interventions for a patient with shock.
5. Triage and prioritize the care of multiple patients with traumatic injuries

II. Assessment and Management of the Critically Ill Patient with Altered Circulation, Oxygenation, and Immunity: Using diverse manikins to promote DEI

1. Perform nursing interventions for the severely burned patient.
2. Perform nursing interventions for the patient in the intensive care unit for cardiogenic shock.
3. Perform nursing interventions for the ventilated patient with acute respiratory distress syndrome.
4. Differentiate between caring for the septic shock patient and the cardiogenic shock patient and the neurogenic shock patient.

Methods of Instruction

Method

Activity

Integration

A simulated event will take place where students are guided through steps taken to evaluate and create the plan of care applied for complex multiple system trauma patient

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Method

Discussion

Integration

Discuss assessment, diagnosis, planning, implementation, and evaluation of care for the patient with complex multiple organ dysfunction

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Method

Observation and Demonstration

Integration

Demonstration and return demonstration of nursing care for a patient on a ventilator and life support

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Method

Projects

Integration

A written concept map will be created to depicting the care of a patient with septic shock and hypovolemia

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Method

Role Playing/Simulation

Integration

A simulation of a code blue apneic patient with a lethal dysrhythmia will be conducted. The student will demonstrate a prioritized plan of care addressing the patient's airway breathing and circulation.

Methods of Evaluation

Method

Class Participation

Integration

27 hours of Active participation is required as defined by the course

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Method

Simulation

Integration

Allows students to practice real-life scenarios and nursing interventions in a safe setting to maximize learning. Prior to the assigned simulation day, students will be given pre-sim exercises, which consist of reading assignments and no more than ten questions, to help guide preparation for the simulation scenario. Demonstrate clinical reasoning and nursing interventions for the patient with cardiogenic, septic, and neurogenic shock. Rubric from Simulation learning System will be used to assess objectives met.

Method

Class Participation

Integration

Provide nursing care and apply clinical reasoning for a simulated patient on multiple intravenous vasoactive medications. Rubric from Simulation learning System will be used to assess objectives met.

Method

Simulation

Integration

Provide nursing care for a simulated patient with a traumatic head injury and increased intracranial pressure. Rubric from Simulation learning System will be used to assess objectives met.

Method

Class Work

Integration

Provide nursing care for a simulated patient with severe burns and hypovolemic shock through evolving case studies. Rubric from Simulation learning System will be used to assess objectives met.

Assignments

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

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 Assessing Lungs, the student will read from their text book Taylors Clinical Nursing Skills 5th edition pages 963-967 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

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 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 16-1
Performing Cardiopulmonary Resuscitation

1. Verify scene safety. Assess responsiveness. Look for no breathing or only gasping. Call for help, pull call bell, and call the facility emergency response number. Call for emergency equipment and the AED or defibrillator, if available.

2. Put on gloves, if available. Position the patient supine on his or her back on a firm, flat surface, with arms alongside the body. If the patient is in bed, place a backboard or other rigid surface under the patient (often the footboard of the patient's bed). Position yourself at the patient's side.

3. Provide defibrillation (if indicated) at the earliest possible moment, as soon as an AED becomes available. Refer to Skills 16-2 and Skill 16-3.

4. Simultaneously look for no breathing or only gasping and check for a pulse, palpating the carotid pulse. This assessment should take at least 5 seconds and no more than 10 seconds. If you do not definitely feel a pulse within 10 seconds, begin CPR using the compression: ventilation ratio of 30 compressions to 2 breaths, starting with chest compressions (CAB sequence). Alternately, if there is no normal breathing but the patient has a pulse, see Step 14.
5. Position the heel of one hand in the center of the chest between the nipples, directly over the lower half of the sternum. Place the heel of the other hand directly on top of the first hand. Extend or interlace fingers to keep fingers above the chest. Straighten arms and position shoulders directly over hands.

6. Push hard and fast. Chest compressions should depress the sternum to a depth of at least 2 in (adult). Push straight down on the patient's sternum. Perform 30 chest compressions at a rate of 100/min, counting "1, 2, etc." up to 30, keeping elbows locked, arms straight, and shoulders directly over the hands. Allow full chest recoil (reexpand) after each compression. Do not lean on chest wall between compressions. Chest compression and chest recoil/relaxation times should be approximately equal.

7. Ventilate using a barrier device (face mask or bag-valve-mask device, if available). Give 2 breaths (as described below) after each set of 30 compressions. Cycles of 30 compressions and 2 ventilations are recommended (AHA, 2015a).
8. Use the head tilt–chin lift maneuver to open the airway. Place one hand on the patient's forehead and apply firm, backward pressure with the palm to tilt the head back. Place the fingers of the other hand under the bony part of the lower jaw near the chin and lift the jaw upward to bring the chin forward and the teeth almost to occlusion.

9. If trauma to the head or neck is present or suspected, use the jaw-thrust maneuver to open the airway. Place one hand on each side of the patient's head. Rest elbows on the flat surface under the patient, grasp the angle of the patient's lower jaw, and lift with both hands.

10. Seal the patient's mouth and nose with the face shield, one-way valve mask, or Ambu bag (handheld resuscitation bag), if available. If not available, seal the patient's mouth with your mouth.

11. Instill 2 breaths, each lasting 1 second, making the chest rise.

12. If you are unable to ventilate or the chest does not rise during ventilation, reposition the patient's head and reattempt to ventilate. If still unable to ventilate, resume CPR. Each subsequent time the airway is opened to administer breaths, look for an object. If an object is visible in the mouth, remove it. If no object is visible, continue with CPR.

13. After about 2 minutes (until prompted by AED or about 5 complete cycles of CPR), assess the patient's rhythm on the defibrillator. Defibrillate as indicated (see Skill 16-2 or Skill 16-3). If no pulse, continue CPR.

14. Rescue breathing: If the patient has a pulse but remains without spontaneous breathing, continue with rescue breathing, without chest compressions. Administer rescue breathing at a rate of 1 breath every 5 to 6 seconds, for a rate of 10 to 12 breaths/min. If situation involves a possible opioid overdose, administer naloxone as per protocol. Check pulse about every 2 minutes. If no pulse, begin CPR (Step 5).

15. If spontaneous breathing resumes, place the patient in the recovery position.

16. Otherwise, continue CPR until advanced care providers take over, the patient starts to move, you are too exhausted to continue, or an advanced health care provider discontinues CPR.

17. Remove gloves, if used. Perform hand hygiene.

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 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: 2400