

**ODESSA COLLEGE ASSOCIATE DEGREE NURSING PROGRAM
SYLLABUS RNSG 1144 Spring 2013**

COURSE TITLE: NURSING SKILLS II

CREDIT: 1 HOUR (3 CONTACT HOURS-LABORATORY)

PLACEMENT: THIRD SEMESTER OF NURSING PROGRAM

PREREQUISITES: PROGRAM ADMISSION OR CONSENT OF DEPT.
RNSG 1443; RNSG1361; RNSG2213 & RNSG2160

CO-REQUISITES: RNSG 2201; RNSG 2261; RNSG 2208; RNSG 1161

LICENSING/CERTIFICATION AGENCY: TEXAS BOARD OF NURSING (BON)

FACULTY: Durcilla Williams, MSN, RN (Course Coordinator)
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COURSE DESCRIPTION: Study of the concepts and principles necessary to perform intermediate or advanced nursing skills for the adult patient; and demonstrate competence in the performance of nursing procedures. Content includes knowledge, judgment, skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach. (ICO # 3, 4, 1, 5, 2)

END OF COURSE OUTCOMES: Apply concepts and principles necessary for the performance of intermediate or advanced nursing skills for the adult patient; and demonstrate competence/clinical-reasoning in the performance of intermediate or advanced nursing procedures and practices.

COURSE OBJECTIVES: Course objectives utilize the framework of Differential Entry Level Competencies of Graduates of Texas Nursing Programs. At the completion of the course, the student should be able to: (PO=corresponding program outcome)

Member of the Profession

1. Discuss ways to continue competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.
2. Represent themselves and the profession of nursing in a manner which promotes the practice of professional nursing.
3. Compare and contrast the legal scope of practice for an LVN and an RN.

Provider of Patient Centered-Care

1. Utilize steps of a systematic decision making process which includes use of evidence-based practice outcomes.
2. Discuss characteristics, concepts, and processes related to clients, including anatomy and physiology, physical and psychosocial growth and development, health practices and belief systems, ethical reasoning and cultural and spiritual beliefs and practices of socially diverse patients and their families.

3. Perform selected nursing physical assessment skills in the nursing simulation laboratory according to approved standards and criteria and analyze simulated data to identify problems, formulate goals/outcomes, and develop plans of care based on evidence-based practice.
4. Examine current literature and implications for evidence-based practice findings to improve care of clients with complex health care needs.

Patient Safety Advocate

1. Discuss the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as federal, state, and local government and accreditation organization safety requirements and standards.
2. Practice safe medication administration in the simulated laboratory.
3. Discuss environmental and systems incidents that may affect quality and safety, promote a culture of safety.

Member of the Health Care Team

1. Identify community resources that facilitate continuity of care; health promotion, maintenance, and restoration and ensure confidentiality.
2. Differentiate relationships among members of the interdisciplinary health care team in order to be prepared to promote and maintain optimal health care for patients and families.

Teaching/Learning methods: The following methods may be incorporated into RNSG 1144: Skill demonstration during a critical thinking exercise or scenario with role playing, group participation, peer interaction, small group discussions, and instructor evaluations during debriefing. **The traditional students need to sign up for Monday or Wednesday morning labs with a limit 18 students per day.** The students will be divided up into teams of **three students** by the instructor and that will be your team the entire semester. **There will be no swapping between Monday and Wednesday days since the student is part of a team and teamwork is stressed during the simulations.** Students will rotate within their team into the roles of the team leader, patient or family member, and recorder. Teamwork is greatly encouraged so each team member can be a reference or resource for the leader during the simulation. Each of the team member's points or grade is based on how well you participate during the simulations and how well you support your team leader. The students receive report (based on the instructor prepared scenario) and are required to manage the situation using the nursing process and critical thinking skills after a prescribed preparation time. References, including those available electronically, are available for student use will be located in the lab. An instructor continually monitors the scenario and interacts with students. When the scenario is complete, group discussion focuses on the accuracy of the assessment on the client; the interventions taken based on the changes in the condition of the client; and, the effectiveness of group process. The scenario and interactions of the group are video taped for use during debriefing.

EVALUATION AND GRADING: The grading policy for the Associate Degree Nursing Program is followed. Student performance is evaluated using established grading criteria and instructor observation. Group members are graded related to participation and teamwork demonstrated during the simulations. Simulation course objectives and the simulation evaluation forms provide the objective measure of the students and the group's performance. These forms, which provide the grading criteria for this course, are included at the back of the syllabus. Students will receive a numerical grade based on the points. **A grade of 75 % or greater for ONE leader grade and an average of 75% or greater is required to pass the Skills II course.** The grade of a 74.99 will NOT be rounded up to receive a 75 % or a passing grade.

Theory grades are assigned according to the following scale:

90-100	A
80-89	B
75-79	C
60-74.99	D
Below 60	F

Evaluation criteria include assessment skills, organizational skills, and critical thinking during each simulation. Evaluation of course competencies also occurs with written testing. Points are assigned for course components and the grade is weighted:

24% Role of the group or team leader (will serve as Team Leader 4 times)

Student needs to score a 75 or higher on ONE leader grade to pass course

24% Role as group or team member (8 times)

7 % Professional Development Software PDS Assignment (21 scenarios)

15 % What is wrong with Simulation (Individual Grade)

30 % Written Final Exam (Individual Grade)

100% Total

CORRELATION OF THEORY TO SKILLS LAB EXPERIENCE: The laboratory experience builds on knowledge and skills and theoretical concepts learned in the first year of the nursing program. The first scenarios have a medical-surgical nursing focus since students have not established a knowledge base for the obstetrical or pediatric patient. As the third semester progresses, scenarios include theory related to nursing care of children, families, or the obstetrical patient.

Any identified weakness will need to be strengthened by the end of the course. Standard performance (or a score of 3) of the simulation laboratory objectives signify at least minimal accomplishment of tasks as stated or required. The student should demonstrate consistency in performing nursing responsibilities. **A standard performance (2) or (3) on all objectives during on the summative (final) evaluation is necessary for the student to earn a passing grade of a 75 in Nursing Skills II course. It is required for the student to achieve a score of 75 on at least ONE of their four leader grades in Nursing Skills II in order to pass Nursing Skills II course.**

COURSE FAILURE: Students receive daily simulation laboratory evaluations from the faculty/instructors grading the simulations. Students are encouraged to speak with instructors at any time regarding simulation laboratory performance. Simulation laboratory evaluations will reflect the student's ability to meet objectives and to implement classroom theory. Any identified weakness will need to be strengthened by the end of the course. As the course progresses, the faculty/instructor may rate each of the areas on the grading sheets as 3 or **Excellent**, 2 or **Satisfactory**, 1 or **Needs Improvement (NI)** on the evaluation sheets.

Unsatisfactory rating on any *non-critical element* in the simulation laboratory will signify unacceptable performance in one or more areas. The student displays one or more of the following.

- 1) unsafe practice by the lack of application of principles of safety and asepsis; (**ex.: poor sterile technique, not use gloves, not performing hand hygiene**)
- 2) failure to accomplish assigned task(s); (**ex. FOCUS Assessment, assign tasks to 2nd nurse, verify team actions, foley insertion, trach suction**)
- 3) disregard for the client and or family in administering care; (**ex.: ignore patient/family questions.**)

- 4) inability to identify or correct error(s); (**ex.: not correct IV fluid, dose of medication**)
- 5) inability to transfer theory knowledge to simulation laboratory practice; (**ex.: seizure precaution, asthma precautions, pregnancy diet, abnormal lab values or vital signs**)
- 6) inconsistent simulation laboratory behavior in performance of nursing responsibilities. (**ex.: unsure of how to care for post op patient, pregnant patient, pediatric patient**)

The grading sheet for the simulation laboratory Skills II course denotes non-critical “u” * and critical elements “U”****. A critical element is defined as a behavior to be met during each simulation laboratory experience. **Critical elements are distinguished on the evaluation form by the use of “U” ****. The sections on the grading sheets with critical elements include section 1c and 1d, section 7, and section 8a, 8c, and 8d.**

1. Unsatisfactory rating on any *non-critical element* will be addressed in the following manner:
(lower case u = Unsatisfactory)

The first “u”- the infraction will be identified and a **written feedback** to improve the student(s) performance will be given by the simulation laboratory coordinator. The student may continue in the simulation course.

The second “u”- the student will **meet with the simulation laboratory coordinator** and other simulation laboratory instructors to discuss the second infraction and be given a prescription on how to correct the infraction/problem. The student may continue the simulation laboratory course; however, during this meeting the student will be given a warning that if another infraction occurs during the simulation lab course the student will fail the simulation lab course.

The third “u” the student will **meet with the simulation laboratory coordinator** and other simulation laboratory instructors assigned to the simulation lab during the semester. The Program Director will be informed of the student situation and subsequent actions. The student will receive a simulation lab failure for the course and options, in regards to the nursing program, will be discussed with the student at this time.

2. Unsatisfactory rating on any *critical element* in the simulation laboratory will signify unacceptable performance in one or more areas of unsafe practice categories according to patient/client impact.

Physical Hazard: A physical hazard is any action performed by the student which could endanger the client’s life. Examples of a physical hazard include (but not limited to) **medication error, leaving the side rails down**, leaving client unattended while in bath, bed in high position, removing oxygen from a client over a period of time, **non-report of symptoms that could endanger the client**, attempting to practice beyond scope, attempting skills that have not been checked off by instructor, performing a skill without proper or approved supervision.

Emotional Hazard: An emotional hazard is any verbal or non-verbal behavior by the student which puts the client in danger, or is inappropriate, or unprofessional. Examples of an emotional hazard include (but not limited to) displaying emotional outbursts, cursing, obscene facial or hand gestures, yelling at faculty, staff or client, racial slurs/comments, talking about client in an inappropriate setting, making unfavorable statements regarding patients or their significant others to other students in an appropriate setting or to the public.

The first “U”- the student will meet with the simulation laboratory coordinator and be given a written prescription for improvement. The student may continue in the simulation course.

The second “U”- in any critical element- A meeting will be arranged by the simulation laboratory coordinator and other simulation laboratory instructors to meet with the student. The student will be given written documentation regarding the second critical element infraction and given a clinical failure grade for the semester. Program stats will be discussed at this time.

COURSE POLICIES:

ALL STUDENTS ARE EXPECTED TO:

1. Adhere to requirements delineated in the Odessa College Nursing Student Handbook.
2. **Must complete all 21 of the assigned PDS simulation lab assignments (with passing score of 75 on EACH of the THREE PATIENTS per System) by due date posted. Refer to calendar.** Must do 21 patient scenarios in PDS that may include Adult Health six sections, Maternal Child three sections, Pediatric three sections, and Pre op or Post op sections. **Only two attempts are allowed on each patient and if additional attempts are required the TOTAL number of attempts for the section will be subtracted from the grade received for that PATIENT.** (example: Respiratory Health scored 100 on John Blow but total attempts for the score were 10 attempts would result in grade of 100 -10 for posted grade of 90 for that patient) Thanks.
 - a. If all the PDS simulation lab assignments are not done by the **due date (see calendar)** they will be considered LATE and considered a make-up grade and the grades from the PDS will be multiplied by 69% of the grade received for each section.
 - b. If all the PDS simulation lab assignments are not done by the **day of the scheduled final exam the student will receive a 0 for each of the PDS simulation lab assignments NOT completed.**
 - c. Academic honesty on the assignment is expected as outlined in the Odessa College Student handbook.
3. **A passing grade of 75 on at least ONE leader grades is required to pass the course.** All simulations are graded based on observation of each of the student's performance or participation. Student should apply skills and theory taught in the classroom and utilizes critical thinking skills to meet the objectives in the simulation skills lab. **Students are encouraged to meet the simulation laboratory coordinator and the faculty member grading the simulations if they fail to make a passing grade by the second time as leader.**
4. **Simulation lab attendance is mandatory since the lab counts as clinical hours.** Back up plans need to be made just in case of family illnesses. **To report simulation absences call the simulation lab instructor on her cell phone at least one hour before the start of class.** Any missed class time **MUST be MADE UP** since it counts as **clinical hours**. All lab time must be made up as determined by the instructor under the following guidelines:
 - #1 Any team leader or team member that calls the lab instructor **WITHIN one hour** of the lab time will be allowed to make up the team member or leader grade at the convenience of the lab instructor. **However, the makeup grade will be multiplied by 79% of the grade earned on the makeup.**
 - #2 If the team leader or team member **does not call and does not show up** for the lab it will be considered a **NO CALL and NO SHOW** and the makeup grade for the **NO Call and NO show** will be further reduced and the grade received will be multiplied by 69% of the grade earned on the makeup. The makeup will be done at the convenience of the lab instructor.
 - #3 **Make up lab time must be completed within TWO WEEKS of the MISSED lab time or the student will not be allowed to make up the lab time and the grade of ZERO will stand for the day of missed simulation lab.**

5. Cellular phones and beepers must be turned off while in the simulation lab. Phone calls must be made during breaks or lunch. **If a student accepts or makes cellular phone calls while in the simulation lab or during the scenarios, it will be considered unprofessional conduct and an unsatisfactory for professionalism will be given for the day and they will have to make up the simulation and be graded as a makeup grade.**
6. All medications are to be **LOOKED UP** before giving them in the simulation lab. A medication list will be posted in advance for you to look up and **BRING** the information with you. You need to know the classifications, therapeutic effects, adverse effects, routes given, **STANDARD DOSAGE**, and nursing considerations of these medications. During the **PREP TIME** the medications information should be **WROTE** on the Students Pharmacology Simulation Record before you start your simulation. **If the medications are NOT written up and turned in at the end of the simulation a 0 will be given for the GROUP for that day of simulation.**

7. Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment. Students and instructors are welcome to exceed these requirements.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will
 - provided my contact information at the beginning of the syllabus;
 - respond to all messages in a timely manner through telephone, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of emergencies during the time I'm unavailable.
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will
 - provide clear information about grading policies and assignment requirements in the course syllabus, and
 - communicate any changes to assignments and/or to the course calendar to students as quickly as possible.
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return classroom activities and homework within one week of the due date and
 - provide grades for major assignments within 2 weeks of the due date or at least 3 days before the next major assignment is due, whichever comes first.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- attend the course regularly and line up alternative transportation in case my primary means of transportation is unavailable;
 - recognize that the college provides free wi-fi, computer labs, and library resources during regular campus hours to help me with completing my assignments; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my personal computer equipment or internet service is unreliable.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
- missing class when a major test is planned or a major assignment is due;
 - having trouble submitting assignments;
 - dealing with a traumatic personal event; and,
 - having my work or childcare schedule changed so that my classroom attendance is affected.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will
- seek out help from my instructor and/or from tutors;
 - ask questions if I don't understand; and,
 - attend class regularly to keep up with assignments and announcements.

TEXTBOOKS:

Deglin, J. & Vallerand, A. (2005). *Davis' Drug Guide for Nurses* (10th Ed.). FA Davis:

Doenges, M., (2008). *Nurses Pocket Guide* (11th Ed.). FA Davis: Philadelphia

Doenges, M., Moorhouse M., Murr A. (2009). *Nursing Diagnosis Manual: Plannig, Individualizing and Documenting Client Care* (3rd ed). FA Davis: Philadelphia.

Jarvis, Carolyn (2010). *Physical Examination & Health Assessment*. (5th Ed.) Saunders: St. Louis.

Evans-Smith, P. (2005). *Taylor's clinical nursing skills: A nursing process approach*. Philadelphia: Lippincott, Williams & Wilkins.

Mosby's medical, nursing & allied health medical dictionary (8th ed.). (2009). St. Louis: C.V. Mosby. (Another current, comparable nursing and medical dictionary may be substituted.)

Pagana, K.D. & Pagana, T.J. (2006). *Mosby's Manual of Diagnostic and Laboratory Tests*. (3rd Ed.). C.V. Mosby: St. Louis

Smeltzer, S.C., Bare, B.G., Hinkle, J.L., & Cheever, K.H. (2009). *Brunner & Suddarth's textbook of medical-surgical nursing* (12th Ed.). Lippincott, Williams & Wilkins: Philadelphia.

Taylor, C., Lillis, C. LeMone, P. & Lynn, P.(2008). *Fundamentals of nursing: The art and science of nursing care*. (6th Ed.). Lippincott, Williams & Wilkins: Philadelphia.

Taylor, C., Lillis, C., LeMone, P., Lynn, P., & LeBon, M. (2008). *Skill checklists to accompany fundamentals of nursing: The art and science of nursing care (6th Ed.)*. Philadelphia: Lippincott, Williams & Wilkins.

Williams, S.P. (2005). *Basic Nutrition and Diet Therapy*. (12th Ed.). Mosby: St. Louis

STUDENT CONTRACT

I have read the syllabus for Skills II and will abide by the rules and guidelines outlined in the syllabus. I have read the Odessa College Handbook, and the Nursing Department Student Handbook. I understand the requirements, grading policies, and attendance policies for the theory of this course.

Student's Signature

Date

Instructor's Signature

Date

The objective of the Odessa College Simulation Lab is to assess, educate, and improve the nursing student's performance in evolving health care crisis situations. The Simulation Lab is designed to challenge the nursing student's response and judgment in a clinical environment. During your participation in a simulated clinical experience at the Odessa College Nursing Simulation Lab, you will be video taped for the purpose of faculty review, debriefing, and improving your nursing skills.

By signing this agreement, you agree to maintain strict confidentiality regarding both yours and others performance, whether seen in real time, on video or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants. You will be discussing the scenarios during debriefing, but we believe that **"All that takes place in the simulation environment – stays in the simulation environment!"** To maintain optimal simulation experiences for the other learners who will be following you in the simulation lab, you are to maintain strict confidentiality regarding the specific scenarios, as well as what happened during the simulation experience. A breach of confidentiality may result in reduction of grades received. **Need to initial each statement below and sign at bottom.**

_____I agree to maintain strict confidentiality about the details of the scenarios, participants, and performance of any participant(s).

_____I authorize the Odessa College Skills Lab staff to video record my performance during clinical simulation experience in the simulation lab.

_____I authorize the Odessa College Skills Lab staff to use the video recording(s) for purposes including, but not limited to: debriefing, faculty review, educational, research, public relations.

Student Signature

Date Signed