

NU 100.1 Foundations of Nursing Lab
DONNELLY COLLEGE
Spring 2018
Tuesday 9:30am-2pm & 4:30pm-8:30pm
Marian Hall Skills Lab
4 credit hours; 64 classroom contact hours

INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

Deliberate practice is the key to the development of clinical competence. Deliberate practice involves repetitive performance of skills in a focused domain and is coupled with rigorous assessment that provides learners with feedback, so they may improve their next performance (Ericsson, 2004). Learners may make, detect, and correct patient care errors without adverse consequences (Issenberg et al. 2005), while instructors can focus on learners, not patients. Education in a controlled environment allows instructors to focus on ‘teachable moments’ without distraction and take full advantage of learning opportunities.

PREREQUISITES:

Prerequisite: Successful admission into the LPN Program
Corequisite: NU 100, NU 101

REQUIRED TEXTBOOK & SUPPLIES:

Skills Pack provided

ATI online learning resources

Burton, M. & L. Ludwig. (2015). Fundamentals of Nursing Care: Concepts, Connections and Skills. 2nd ed., F.A. Davis, Philadelphia.

PHILOSOPHY OF GENERAL EDUCATION:

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students’ place in the world and their pursuit of truth. Therefore, the College’s general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.

5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Practical Nursing Program, graduates will be able to demonstrate:

1. Collaborate with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.
2. Use information and client care technology to support the delivery of safe, quality client care.
3. Participate in quality improvement activities assessing their effect on client outcomes.
4. Provide an environment that is safe and reduces risk of harm for clients, self, and others.
5. Provide nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.
6. Use current evidence as a basis for nursing practice
7. Demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.

STUDENT LEARNING OUTCOMES: Upon successful completion of this course the student will have the ability to;

1. Exhibit competency in assigned skills.
2. Adjust care to include socio-cultural, spiritual and developmental needs of a stable patient in a simulated environment.
3. Perform safe and accurate beginning nursing skills/care for a stable patient in a simulated environment.
4. Administer medications safely to a stable patient in a simulated environment.
5. Prioritize care for a stable patient in a simulated environment.
6. Begin to use available resources when planning and demonstrating essential skills and care for stable patients in a simulated environment.
6. Manage the care of a single stable patient in a simulated environment situation.
7. Collaborate with peer to provide appropriate care for the stable patient in a simulated environment.

Donnelly College Learning Outcomes	Program Learning Outcomes¹	Student Learning Outcomes²	Application and Assessment³
<p>Communication Skills: Students will communicate effectively in writing and speaking.</p>	<p>The student will demonstrate the ability to collaborate with the client and members of the inter-professional health care team to promote continuity of client care and shared decision-making.</p>		
<p>Technology and Information Literacy Skills: Students will demonstrate proficiency in information literacy skills.</p>	<p>The student will be able to demonstrate use of information and client care technology to support the delivery of safe, quality client care.</p>	<p>The student will have the ability to use available resources when planning and demonstrating essential skills and care for stable patients in a simulated environment.</p>	
<p>Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving.</p>	<p>The student will demonstrate participation in quality improvement activities assessing their effect on client outcomes.</p>	<p>The student will have the ability to perform safe and accurate beginning nursing skills/care for a stable patient in a simulated environment.</p> <p>The student will have the ability to administer medications safely to a stable patient in a simulated environment.</p> <p>The student will have the ability to prioritize care for a stable patient in a simulated environment.</p>	<p>Students will perform assigned skills successfully as outlined on the grading policy, using the skills grading rubric</p>

<p>Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.</p>	<p>The student will demonstrate an environment that is safe and reduces risk of harm for clients, self, and others.</p>		
<p>Personal and Interpersonal Skills: Students will develop an understanding across cultural differences locally, nationally, and internationally.</p>	<p>The student will demonstrate nursing care that is relationship-centered, caring, culturally sensitive and based on the physiological, psychosocial and spiritual needs of clients with commonly occurring health alterations that have predictable outcomes.</p>	<p>The student will have the ability to adjust care to include socio-cultural, spiritual and developmental needs of a stable patient in a simulated environment.</p>	
<p>Academic Inquiry: Students will engage independently and effectively in lifelong learning.</p>	<p>The student will demonstrate the use of current evidence as a basis for nursing practice</p>		
<p>Values: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.</p>	<p>The student will demonstrate accountability for client care that incorporates legal and ethical principles, regulatory guidelines, and standards of nursing practice.</p>	<p>The student will have the ability to collaborate with peer to provide appropriate care for the stable patient in a simulated environment.</p>	<p>Students will participate in patient simulation and achieve a minimum of 78% using the grading rubric</p>

COURSE REQUIREMENTS:

Regular class attendance and participation. Completion of all assignments and activities. Completion of lab hours.

Each lab procedure must be passed by satisfactorily completing 100% of the critical elements. Any student who does not meet the criteria for passing an essential procedure within two opportunities will be considered to have a lab failure.

The time limit set for student testing lab procedures will be enforced. Any students failing to comply or complete the procedure in the set time limits will receive a failure for any procedure not completed. All appointments for retesting must be made at time of failure. Retesting may not be done the same day.

Failure to attend scheduled testing time for any reason will count as a testing failure.

Clinical simulations may be part of the lab experience. All regulations that apply to a clinical site also apply to the simulation. Uniforms and name tags are required.

Nurses Note requirements;

Nursing notes must include the following components to meet competency:

Date and time of procedure

Pertinent assessments related to the procedure

Details of the procedure

Proper medical language/nursing note criteria (found in Foundations of Nursing text)

Student signature

Skills Checklist;

All student must successfully demonstrate the following skills:

1. Ambulation, transferring, positioning and Range of Motion
2. Hygiene: Bathing, Perineal care, bedmaking, oral care
3. Elimination: catheter insertion, enema administration, bedpan/urinal use
4. Nutrition: Nasogastric tube insertion, tube feeding, blood glucose monitoring
5. Infection control: Hand hygiene, Personal Protective Equipment, sterile field and gloving techniques
6. Medication Administration: oral, topical, optic, nasal, vaginal, rectal, injectable
7. Pain Management & Airway management: oxygen administration, tracheostomy care and suctioning
8. Assessment: Adult head to toe assessment
9. Vital signs
10. Specimen Collection, wound care

Each skill assessed will have an assigned point value with accompanying step by step check off guide. If a student does not adequately pass the skills demonstration, they will be required to repeat the skill and an average of the scores will be recorded.

GRADING SCALE: (note the grading scale utilized by the nursing department is different from the other departments at Donnelly College. This is a nursing department specific difference)

92-100 % = A

85-91 % = B

78-84 % = C

65-77 % = D

64 % and below = F

Updated: 2/26/18

*78% is the lowest passing grade. There will be no rounding of scores. Therefore 77.99% will result in a failing grade. *Students must earn a grade of “C” or better to pass the course.*

To pass the clinical course, the following must occur:

- All objectives must be passed by 78% of all performance standards.
- Essential procedures must be passed.
- Written work must be satisfactorily completed.
- If the lab is failed, then the didactic and clinical components must be repeated.

There is to be no extra credit for missed days or late paper work. Late paper work will result in a zero (0).

METHOD OF INSTRUCTION

A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, conferencing, debriefing, return demonstrations. Methodology will be selected to best meet student needs. Open lab hours will be available for students who wish to practice already learned skills.

METHOD OF EVALUATION

ACTIVITY	# OF SESSIONS	POSSIBLE POINTS PER SESSION	TOTAL POSSIBLE POINTS
1. SIMULATION	1 SESSION	30 POINTS	30
2. SKILLS	10 SESSIONS	30 POINTS PER COMPETENCY	300
3. LAB PARTICIPATION	16 SESSIONS	5 POINTS PER DAY POINTS AWARDED BASED ON PARTICIPATION RUBRIC	80
4. FOUNDATIONS FINAL EXAM	ONCE AT END OF SEMESTER	50 POINTS	50

			TOTAL POINTS = 460
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Simulation Grading Criteria	7.5	5	3	1.5	Points earned
Focused Observation	Observations and assessments are accurate; able to incorporate subtle clinical cues	Observations reflect integration of subjective and objective data, but not subtle clinical cues	Overwhelmed by case scenario data but able to make accurate assessments	Confused by clinical situation; observation is not organized and key assessment errors are made	
Deviations from Expectations	Discovers and uses subtle clues to guide assessment and interventions	Recognizes most patterns in deviations and incorporates knowledge in interventions	Correctly identifies patterns of deviation from expected patterns but does not incorporate knowledge in interventions	Only focuses on single assessment data; does not attempt to refine assessment	
Prioritizes Data	Able to prioritize most important data in care of client	Recognizes important data in prioritization, but still includes irrelevant details	Attempts to use a focused approach and prioritize data	Has difficulty assessing and using data to prioritize care	
Appropriate Interventions	Interprets and develops interventions and rationale without guidance	Interprets and develops interventions with little guidance	Is able to identify appropriate interventions but not able to act on them without advice	Has difficulty making appropriate interventions	
Faculty Comments:					
Student Comments:					

Skills Grading Criteria	6	4	2	0	Points earned
Initial Steps of Skills -Knocks on door, greets resident, introduces self, privacy, and sets up for procedure	Performs all initial steps without difficulty that are required in the skill area	Performs more than three initial steps required in the skill performance or 75% of combined skill and indirect care measures	Performs less than two initial steps required in the skill listed, or 50% of the combined skill and indirect care measure	Does not perform any of the initial steps required in the skill listed, or indirect care measures	
Indirect Care/Critical Steps -Locks wheels on mobile devices, washes hands, checks patients ID band	Recognizes, verbalizes and demonstrates all critical steps in a logical manner consistently without difficulty	Recognizes, verbalizes and demonstrates the critical steps in a logical manner 75% of the time during check off	Able to recognize, verbalize, and demonstrate the critical steps in a logical manner 50% of the time during check off	Fails to recognize, verbalize, and or demonstrate the critical steps in a logical manner less than 25% of the time during this check off	
Rationale -Student explains to examiner steps of procedure while performing	Verbalizes relevant information relating to the skill being checked off on. Answers instructor's questions regarding the skill and its importance plus the impact to the client without difficulty.	Able to verbalize relevant information relating to the designated skill that is being checked off. Able to answer more than four questions regarding the skill and its importance regarding the skill and its importance plus the impact to the client.	Limited ability to verbalize relevant information relating to the designated skill that is being checked off. Able to answer less than 3 questions regarding the skill and its importance plus the impact to the client.	Fails to verbalize relevant information relating to the skill being checked off. Unable to answer instructor's questions regarding the skill and its importance and/or impact to the client.	
Final Steps and Lab Area -Bed locked, call light in reach, bed in low position, privacy done, pillow, blanket repositioned, empty trash, wash hands	Able to verbalize final steps, mention documentation of the skill, mention client response to skill, clean up after skill is performed by returning bed to lowest position, mentions call bell is placed within reach, and maintains privacy.	Misses one of the following: able to verbalize final steps, mention documentation of the skill, mention client response to skill, clean up after skill is performed by returning bed to lowest position, mentions call bell is placed within reach, and maintains privacy.	Misses two of the following: able to verbalize final steps, mention documentation of the skill, mention client response to skill, clean up after skill is performed by returning bed to lowest position, mentions call bell is placed within reach, and maintains privacy.	Misses three or more of the following: able to verbalize final steps, mention documentation of the skill, mention client response to skill, clean up after skill is performed by returning bed to lowest position, mentions call bell is placed within reach, and maintains privacy.	
Mannerism/professionalism -Prepared to perform skills, professional attire and attitude Updated: 2/26/18	Calm demeanor with appropriate mannerisms	Appears nervous yet able to continue with check off with some distraction. Mannerisms are appropriate	Student has limited ability to check off for the skill at this time. Body language and mannerisms are inappropriate at times	Student is not prepared to check off at this time. Not familiar with the designated skill. Frustration noted, body language and mannerisms are inappropriate for most of the check off.	

Lab Participation Criteria	5	4	3	0
Lab absences and/or tardiness has limited allowances. (See student handbook).	On time	1-5 minutes late	6-14 minutes late	15 or more minutes late/absent
Participated fully to the extent possible in lab	80- 100%	60-79%	40-59%	Less than 40% participation

Faculty Comments:
Student Comments:

ACADEMIC INTEGRITY: "...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee appointed by the appropriate dean. Appropriate sanctions will be imposed."

PLAGIARISM: Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

ACCOMMODATIONS: In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

CIVILITY & DECORUM: As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

ATTENDANCE POLICY:

Lab/Sim Absences

Updated: 2/26/18

Students are expected to be prepared and report promptly when lab is scheduled. Students denied admission, for any reason will be counted absent. Students must report absences from lab at least one hour before the scheduled starting time.

The lab experiences are highly valued by the nursing faculty. Attendance is expected. The following will result in being refused admission (sent home) from the lab experience:

- Lack of preparation
- Accruing 3 late arrivals of 1-14 minutes, and/or
- Any tardy greater than or equal to 15 minutes.

Students that exceeds 2 absences will not be allowed to continue in the current course. Therefore, didactic, lab and clinical courses must be repeated.

WITHDRAWAL FROM COURSES OR FROM SCHOOL: It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid. Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

Class Meeting	Classroom/Laboratory Protocol	Assignments (due prior to lab time)	Assessment
1 Jan 16 SLO 1	Lab orientation, syllabus review. Hygiene, Ambulation, transferring, positioning and Range of Motion, urinal and bedpan use	ATI Skills modules Practice in lab	
2 Jan 23 SLO 1,2	Infection Control: Personal protective equipment, sterile gloving, sterile field	ATI Skills modules Practice in lab	Check off: Hygiene, Ambulation, transferring, positioning and Range of Motion, urinal and bedpan use
3 Jan 30 SLO 1,2	Vital Signs: Pulse, Apical pulse, blood pressure, respirations, temperature, oxygenation	ATI Skills modules Practice in lab	Check off: Infection control: Personal protective equipment, sterile gloving, sterile field
4 Feb 6 SLO 1,2	Specimen Collection & Wound care: sterile dressing change	ATI Skills modules Practice in lab	Check off: Vital Signs
5 Feb 13 SLO 1,2	NG tube insertion and feeding, Accucheck	ATI Skills modules Practice in lab	Check off: Specimen collection and wound care: sterile dressing change
6 Feb 20 SLO 1,2	Urinary Catheter insertion, Enema administration, ostomy care	ATI Skills modules Practice in lab	Check off: NG tube insertion and feeding, Accucheck
7 Feb 27 SLO 1,2	Urinary Catheter insertion, Enema administration, ostomy care	ATI Skills modules Practice in lab	Check off: Urinary Catheter insertion, Enema administration, ostomy care
8 Mar 6 SLO 1,2	Oxygenation: oxygen administration, tracheostomy care and suctioning	ATI Skills modules Practice in lab	Check off: Urinary Catheter insertion, Enema administration, ostomy care
9 Mar 20 SLO 1,2	Oxygenation: oxygen administration, tracheostomy care and suctioning	ATI Skills modules Practice in lab	Check off: Oxygenation: oxygen administration, tracheostomy care and suctioning
10 Mar 27	Medication Administration: oral, topical, optic, nasal,	ATI Skills modules Practice in lab	Check off: Oxygenation: oxygen administration, tracheostomy care and

SLO 1,2	vaginal & rectal		suctioning
11 April 3 SLO 1,2	Medication Administration: Injectable	ATI Skills modules Practice in lab	Check off: Medication Administration: oral, topical, optic, nasal, vaginal & rectal
12 April 10 SLO 1,2	Head to Toe Assessment: Head, eyes, nose, throat, heart and lung sounds	ATI Skills modules Practice in lab	Check off: Medication Administration
13 April 17 SLO 1,2	Head to Toes Assessment: Abdomen, extremities, neurological	ATI Skills modules Practice in lab	Check off retakes
14 April 24 SLO 1, 2	Head to Toe Assessment: Abnormal findings, ethnic/ cultural specific assessment Check off retakes	ATI Skills modules Practice in lab	Check off retakes
15 May 1 SLO 1,2,3,4,5	Simulation	Simulation patient review	RECORDED CHECK OFF: H2T DUE
16 May 8	Final Exam		