

NU 208, Advanced Skills
DONNELLY COLLEGE
Spring 2018
Thursday 9am-12pm
Marian Hall Skills lab
3 credit hours

INSTRUCTOR INFORMATION:

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COURSE DESCRIPTION:

This course will prepare the LPN transition to the RN role by instruction with performance of thorough health assessments, complete intravenous procedures including insertion, maintenance, and discontinuation, advanced pharmacologic therapy with IV, instruction and perfection of advanced skill sets in airway management, various procedures that will be performed or that the nurse will assist with, stoma care, wound care, and other procedures geared toward the acutely or critically ill patient. Instruction will be conducted in a simulation/skills lab with discussion, teach/teach back/perform and will require competency testing.

PREREQUISITES:

Co-requisite with BL 130 and NU 206. Co-requisites will be allowed up to 6 cr. hours.

REQUIRED TEXTBOOK & SUPPLIES:

ATI online resources

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.

Note: The Philosophy of General Education can be viewed in its entirety on the college's website.

PROGRAM OUTCOMES:

Associate of Applied Science (AAS), Concentration in Nursing

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 Associate of Applied Science degree with a concentration in Nursing, students will be able to demonstrate:

1. Effective communication methods to manage client needs and to interact with other health care team members.
2. Skills required for management of care to meet client needs using available resources and current technology
3. The ability to adapt using the nursing process to think critically and make safe, effective clinical judgments incorporating evidenced-based practice.
4. The student will be able to demonstrate the ability to gather information to plan care for clients and the community
5. The ability to Integrate caring behaviors in practicing the art and science of nursing within a diverse population.
6. The student will demonstrate a recognition of the importance of effective lifelong learning
7. The implementation of professional standards and scope of practice with legal, ethical, and regulatory frameworks.

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

1. Identify advanced nursing skills needed to thoroughly assess the patient's health status and the patient's response to actual health problems.
2. Perform advanced intravenous (IV) procedures including maintenance of varying types of intravenous methods and blood product administration.
3. Demonstrate the ability to perform or assist with advanced procedures.
4. Test and refine core skills necessary of a registered nurse based on the Nurse Practice Act from the Kansas State Board of Nursing including advanced medication administration.
5. Demonstrate professional accountability in personal obligations as well as accountability needed in the provision of patient care.

6. Ability to communicate with clients, community and members of the health care team using written or verbal methods.

Donnelly Student Learning Outcomes	Program Student Learning Outcomes	Student Learning Outcomes	Application/Assessment
Communication Skills: Students will communicate effectively in writing and speaking	The student will be able to demonstrate effective communication methods to manage client needs and to interact with other health care team members	The student will have the ability to communicate with clients, community and members of the health care team using written or verbal methods.	Student will document in a nurse note format, care provided after each demonstration of nursing skills
Technology and Information Literacy Skills: Students will demonstrate proficiency in information literacy skills.	The student will be able to demonstrate the skills required for management of care to meet client needs using available resources and current technology	The student will have the ability to perform advanced intravenous (IV) procedures including maintenance of varying types of intravenous methods and blood product administration	
Symbolic Problem Solving: Students will demonstrate competency in qualitative and quantitative problem solving	The student will be able to adapt through the use of the nursing process the ability to think critically and make safe and effective clinical judgments incorporating evidenced-based practice	The student will have the ability to identify advanced nursing skills needed to thoroughly assess the patient's health status and the patient's response to actual health problems	
Analytical Thinking: Students will employ reflective thinking to evaluate diverse ideas in the search for truth.	The student will be able to demonstrate the ability to gather information to plan care for clients and the community	The student will have the ability to perform or assist with advanced procedures	
Personal and Interpersonal Skills: Students will develop	The student will be able to demonstrate the ability to integrate		

an understanding across cultural differences locally, nationally, and internationally.	caring behaviors in practicing the art and science of nursing within a diverse population.		
Academic Inquiry: Students will engage independently and effectively in lifelong learning	The student will be able to demonstrate a recognition of the importance of effective lifelong learning	The student will have the ability to demonstrate professional accountability in personal obligations as well as accountability needed in the provision of patient care	Student will analyze care provided and ways to adapt for better patient care weekly. (reflective journaling)
Values: Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.	The student will be able to demonstrate the implementation of professional standards and scope of practice with legal, ethical, and regulatory frameworks.		

COURSE REQUIREMENTS:

Regular class attendance and participation is expected. Completion of all assignments and activities is expected.

Pass the class with a 78% or above. There is no rounding (i.e. if the student receives a 77.98% in a class, it will not be rounded up to 78%).

GRADING POLICY:

Method of Evaluation

Activity	# of Sessions	Possible Points per Sessions	Points Possible
Advanced Skills Demonstration	10	30 points per Session	300 points
Simulation	5	30 points per Session	150 points
Reflective Journal Entry	15	10 points per Session	150 points
Final Exam	1	100 points	100 points
			Total points possible: 700

Rubrics for Grading

Simulation 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	
Skills Grading Criteria	6	4	2	0	
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	Able to verbalize relevant information relating to the designated skill that is	Limited ability to verbalize relevant information relating to the designated	Fails to verbalize relevant information relating to the skill being checked off. Unable to answer instructor's	

	instructor's questions regarding the skill and its importance plus the impact to the client without difficulty.	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.	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.	questions regarding the skill and its importance and/or impact to the client.
<p>Final Steps and Lab Area-Bed locked, call light in reach, bed in low position, privacy done, pillow, blanket repositioned, empty trash, wash hands, and completion of nurses note.</p> <p>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</p>	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. Nurses note includes all needed components	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. Nurses note includes 3 or less of the needed components	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. Nurses note includes 2 or less of the needed components	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. Nurses note does not include any of the needed components
Mannerism/professionalism- Prepared to perform skills, professional attire and attitude	Calm demeanor with appropriate mannerisms	Appears nervous yet able to continue with check off with some distraction.	Student has limited ability to check off for the skill at this time. Body language and	Student is not prepared to check off at this time. Not familiar with the designated skill. Frustration noted, body

		Mannerisms are appropriate	mannerisms are inappropriate at times	language and mannerisms are inappropriate for most of the check off.
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Every simulation offers opportunities to learn. It may not be a skill or directly linked to the Medical Surgical topic of the simulation. It may be related to other, more subtle areas. For example; A student with anxiety performs well during simulation. Their journal entry may focus on the learned ability to control their anxiety in order to better care for their patient.

I am looking for a self-reflection of learning. I am NOT looking for a list of what happened in simulation.

Reflective Journal Grading Rubric	Outcome Met 10 points	Outcome Not Achieved
What did you learn today? (Do not list the events of the day! Tell me what you learned)	2.5 points	Less than 2.5 points
Did you feel prepared for simulation lab? Explain how you prepared or will be more prepared for next week	2.5 points	Less than 2.5 points
How are you going to apply the skills that you learned today in your future nursing practice?	2.5 points	Less than 2.5 points
Journal length: 1-2 pages; 12 font size; double spaced	2.5 points	Less than 2.5 points

Quizzes will be given at the discretion of the instructor and may not always be announced.

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)

- A: 92%-100%
- B: 85%-91%
- C: 78%-84%
- D: 60%-77%
- F: 59% and below

78% is the lowest passing grade. There will be no rounding of grades. Therefore, 77.99% is not passing. Students must earn a grade of a “C” or better to pass the course.

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, and 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: Due to the amount of content taught in the class, attendance is highly important to the success of the student in both class and clinical. If you cannot make it to the class or clinical, you must notify your instructor at least 1 hour before you are scheduled to meet.

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, she/he 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 his/her 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

<i>Class Meeting</i>	<i>Classroom/Laboratory Protocol</i>	<i>Assignments/Assessment</i>
<i>1 Jan 18</i>	Syllabus Review; Introduction to lab	
<i>2 Jan 25 SLO 1</i>	Physical assessment of infant, child & adult	Each student will demonstrate a thorough head to toe assessment of an infant, child and adult (Recorded)
<i>3 Feb 1 SLO 2</i>	IV therapy: insertion, complications & care	Each student will demonstrate proper IV insertion technique and care to avoid complications
<i>4 Feb 8 SLO 2</i>	IV therapy: dosage calculations, IV fluid review, titrations and medications	Each student will demonstrate proper dosage calculations and IV medication administration
<i>5 Feb 15 SLO 2</i>	IV therapy: IVPB, manual IV drip rates and IV pump usage	Each student will demonstrate proper setup of manual and pump IV fluid administration with IVPB infusion
<i>6 Feb 22 SLO 2</i>	IV therapy: Accessing ports, PICCs & blood administration; Discussion: hemodialysis	Each student will demonstrate proper access of ports, PICC lines and blood administration
<i>7 Mar 1 SLO 5</i>	Cardiac rhythm assessment	Each student will demonstrate proper assessment of cardiac rhythms and patient care related to that rhythm
<i>8</i>	Ventilation and Airway Management:	Each student will demonstrate

Mar 8 SLO 1	tracheostomy care, ABG interpretation, Ventilated patient care	proper assessment and care of a ventilated patient with a tracheostomy
9 Mar 22 SLO 3	Advanced Airway with chest tube care	Each student will demonstrate proper care of a patient with an advanced airway and chest tube
10 Mar 29 SLO 3	Advanced procedure assistance: lumbar puncture, paracentesis, thoracentesis, etc	Each student will demonstrate understanding of proper patient care during advanced procedures
11 Apr 5 SLO 1, 2, 3, 4, 5	Simulation #1: Advanced wound care	
12 Apr 12 SLO 1, 2, 3, 4, 5, 6	Simulation #2: Advanced IV care	
13 Apr 19 SLO 1, 2, 3, 4, 5, 6	Simulation #3: Hemodynamic monitoring	
14 Apr 26 SLO 1, 2, 3, 4, 5, 6	Simulation #4: Advanced Airway care	
15 May 3 SLO 1, 2, 3, 4, 5, 6	Simulation #5: Advanced Cardiac care Final Exam	