

Austin Community College
Vocational Nursing
VNSG 2331
ADVANCED NURSING SKILLS

I. INTRODUCTION/COURSE DESCRIPTION

VNSG 2331 ADVANCED NURSING SKILLS (3-2-2). This course is an introduction to mastery of advanced nursing skills and competencies in a variety of healthcare settings utilizing the nursing process as a problem-solving tool.

Use of evidence-based practice is integrated into the learning modules to provide the student with current trends in the implementation of advanced nursing skills and to better facilitate the development of clinical reasoning skills. Skills: P

Prerequisites: VNSG 1304, VNSG 1400, VNSG 1115, VNSG 1423, and VNSG 1160. Co requisite: VNSG 1509 and VNSG 1461. Course Type: W

VNSG 2331 is a lab course with a lecture component offered in a classroom and hybrid format. Students enrolled in hybrid sections will meet face to face for lab, testing and any additional dates as assigned by faculty at the beginning of the semester. More information about hybrid courses at ACC can be found at <http://dl.austincc.edu/information/hybrid.php>

II. REQUIRED TEXTBOOKS/INSTRUCTIONAL MATERIALS

A. Textbooks

1. Perry, A., & Potter, P. (2010). Clinical Nursing Skills & Techniques (7th ed.). St. Louis: Mosby.
2. Kozier, Erb, Berman, and Snyder. (2008). Fundamentals of Nursing: Concepts, Process and Practice (8th ed.). Prentice-Hall.
3. Smeltzer, S. & Bare, B. (2010). Brunner and Suddarth's Textbook of Medical-Surgical Nursing (12th ed.). Philadelphia: Lippincott.
4. Lab Pack for Vocational Nursing (order on-line through Medical Equipment Affiliates).

B. Learning activities are included in the module objectives.

III. INSTRUCTIONAL METHODOLOGY

A. Learning experiences in VNSG 2331 include: lecture, discussion, demonstrations, reading assignments, videos, critical thinking exercises, and lab simulations. Learning activities will require students to access and utilize Blackboard.

- B. Students are responsible for reading all assigned materials, participating in all learning experiences, and answering all objectives. The instructor may not cover each objective in class; however, the learning experiences are designed to facilitate attainment of the objectives. The student is responsible for all material covered in the objectives regardless to whether it is in the text or not.

IV. SPECIAL INSTRUCTIONS

Throughout the syllabus, objectives may be highlighted with a “C” / “S.” “C” denotes objectives, which meet the Differentiated Entry Level Competencies. “S” denotes objectives, which meet SCANS competencies. A list with definitions of SCANS competencies can be found on the Austin Community College Website at <http://www.austincc.edu/mkt/scans.php>.

V. COURSE RATIONALE/CURRICULUM THREADS

- A. The levels of the program have a logical progression in introducing the students to the roles of the Vocational Nurse. VNSG 2331 provides advanced level nursing skills required to care for clients in a medical/surgical environment. Courses in other levels will build upon these advanced level nursing skills. VNSG 2331 are prerequisite to VNSG 1510 and 2462.
- B. Curriculum threads are specific concepts that are integrated throughout the curriculum to strengthen the students’ development. They reflect areas of increased knowledge, skills, and attitudes of students as they progress in the program. These threads create cohesive learning experiences. The threads integrated into VNSG 2331 include:
 - 1. Critical thinking and the nursing process
 - 2. Caring behaviors
 - 3. Communication
 - 4. Nursing interventions
 - 5. Roles of the vocational nurse
- C. Co-requisite course for VNSG 1509 and VNSG 1461.

VI. COURSE OBJECTIVES (Specific objectives included in modules)

Underlined phrases indicate the threads present in this course.

- A. Demonstrate competency in selected advanced nursing skills and interventions utilizing principles of safety.
- B. Implement the steps in the nursing process and demonstrate how each relates to nursing care. **(C)**
- C. Demonstrate critical thinking skills and application of scientific principles in performing selected nursing skills. **(C)**

- D. Discuss the delivery of advanced nursing skills in a variety of health care settings.
- E. Describe the use of therapeutic communication skills when performing nursing skills. **(C, S)**
- F. Identify the ethical and legal implications of skill performance.
- G. Demonstrate caring behaviors while performing advanced nursing skills. **(C, S)**
- H. Discuss the roles of the vocational nurse while performing advanced nursing skills. **(C)**

PROGRAM STUDENT LEARNING OUTCOMES: Upon completion of the Certificate in Vocational Nursing program, the student will be able to:

1. Practice within the nurse's legal scope of practice, in accordance with policies and procedures of the practice setting while demonstrating responsibility for continued competence, reflection, self-analysis and self care.
2. Demonstrate responsibility and accountability for the quality of nursing care provided to patients and their families
3. Contribute to activities that promote the development and practice of vocational nursing
4. Use clinical reasoning in the nursing process, and established evidence-based policies as the basis for decision making in nursing practice
5. Demonstrate ability to determine the physical and mental health status, needs and preferences of culturally, ethnically and socially diverse patients and their families based on interpretation of health related data
6. Report data to assist in the identification of problems and formulations of goals/outcomes and patient centered plans of care in collaboration with patients, their family and the interdisciplinary healthcare team and report alterations in responses to therapeutic interventions in comparison to expected outcomes
7. Provide safe, compassionate, basic nursing care within legal, ethical and regulatory parameters and in consideration of patient factors, to assigned patients with predictable health care needs through a supervised, directed scope of practice
8. Implement teaching plans for patients and their families with common health problems and well defined health learning needs while coordinating human, information and material resources in a cost effective manner
9. Demonstrate knowledge of the Texas Nursing Practice Act and Texas Board of Nursing Rules that emphasize safety, as well as all federal, state and local government and accreditation organization safety requirements and standards and comply with all mandatory reporting requirements
10. Implement measures, goals and outcomes to promote quality and a safe environment that reduces risks for patients, self and others
11. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices
12. Accept and make assignments that take into consideration patient safety and organizational policy

13. Communicate and collaborate with patients, their families and the interdisciplinary health care team in a timely manner to assist in the planning, delivery and coordination of patient centered care to assigned patients in a way that promotes optimal health.
14. Participate as an advocate in activities that focus on improving health care for patient and their families and identify patient needs for referral to resource that facilitate continuity of care and ensure confidentiality
15. Communicate patient data using technology to support decision making to improve patient care
16. Assign and supervise nursing care to LVNs or unlicensed personnel for whom the nurse is responsible based on analysis of patient or unit needs

VII. COURSE EVALUATION: TESTING AND GRADING POLICIES

A. Bloom's Taxonomy

Faculty use Bloom's Taxonomy of Educational Objectives as a tool to define the thinking skills instructors expect from students and for helping to establish congruence between the learning objectives and the exam questions asked.

The cognitive domain of Bloom's Taxonomy involves knowledge and the development of intellectual skills. There are six major categories: knowledge, comprehension, application, analysis, synthesis, and evaluation; they start from the simplest behavior to the most complex. The categories can be thought of as degrees of difficulties. That is, the first one must be mastered before the next one can take place.

The practice of vocational nursing requires the application of all levels of cognitive ability. Exam questions are written utilizing Bloom's Taxonomy at increasingly complex levels. Module objectives and the corresponding exam questions for Level I will reflect knowledge, comprehension and application of information, concepts, and principles relevant to the course. The ability to recall the information is important, however, exam questions will assess more than the ability to memorize information. In Level II, the majority of the questions will be at the comprehension and application level. In Level III and IV the majority of exam questions are written at application, analysis or higher levels.

This progression is congruent with the level of questions asked by the NCLEX-PN and the competencies required by the entry level vocational nurse.

NCLEX-PN TEST PLAN

All candidates for licensure are required to meet set requirements that include passing an examination that measures the competencies needed to perform safely and effectively as a newly licensed, entry level vocational nurse. That exam is the National Council Licensure Examination for Practical/Vocational Nurses (NCLEX-PN).

The NCLEX Test Plan provides a concise summary of the content and scope of the licensing examination. The Vocational Nursing program uses the test plan as a guide to exam development. The VNG program exams are developed to mirror the test plan and consist of items that use Bloom's taxonomy for the cognitive domain as a basis for writing items.

The content of the NCLEX Test Plan is organized into four major Client Needs categories. Two of the four categories are further divided into a total of six subcategories:

Safe and Effective Care Environment

- Coordinated Care
- Safety and Infection Control

Health Promotion and Maintenance

Psychosocial Integrity

Physiological Integrity

- Basic Care and Comfort
- Pharmacological Therapies
- Reduction of Risk Potential
- Physiological Adaptation

Faculty will provide more information about the test plan and cognitive levels during the class orientation. For more detailed information, visit the National Council of State Boards of Nursing at <https://www.ncsbn.org/1287.htm>

- B. Students will be tested from module objectives. Questions will be multiple choices.
- C. There are no make-up examinations for module exams; the lowest module examination grade can be replaced by the final examination grade. The final examination grade cannot be replaced. The final examination may be made up only at the discretion of the instructor and based on extraordinary circumstances.
- D. Students are expected to complete the examination in the allocated time frame unless the student has special needs, which have been communicated to the VNG faculty by the Office of Students with Disabilities.
- E. Students are not allowed to copy test questions during the test review. If a student feels his/her answer to a test question should be considered as an acceptable answer, he/she must submit a written request along with supportive documentation to the instructor within one week after reviewing the examination. It is up to the discretion of the instructor whether or not the student receives credit for the test item. Only the student

who submits the written request will receive credit for the test item if the instructor decides to do so.

- F. Grading for this course will be comprised of module exam grades, skills check offs, and a comprehensive final exam. Students will be tested from module objectives. Test questions will be multiple choices. Students will also be graded on skills performance of selected advanced nursing skills. All written work must be turned in complete and on time. If the student is ill and unable to take the exam at the assigned time, the student must contact the instructor the day of the examination to discuss the absence. No make-up exams will be given. Of the three (3) module exams administered, the student's lowest grade may be replaced with the score of the final exam.
- Hybrid class, please refer to your course schedule for check off and exam dates and times.

Examination and Grading Points

1. Exam I	= 15%
2. Exam II	= 15%
3. Exam III	= 15%
4. Skills Performance (Check off)	= 25%
5. Final Exam (Comprehensive)	= 30%
Total	= 100%

Skills Performance

- Students will be evaluated on designated nursing skills. A score of 77% is required on each skill performance check-off to pass the course.
- A student who is absent on the day of a check off will receive a zero "0" and that will count as an attempt at the skill check-off. A student who fails to achieve a 77% on a skills check off or was absent for the check-off must:
 - make an appointment to see the instructor to schedule a retake.
 - make arrangements to practice the skill.
 - complete a retake within one week of the original check-off.
 - If the student is unsuccessful in achieving a 77% on the second attempt, he/she will be placed on probation unless they are not eligible for

probation. If the student is unsuccessful on the third attempt, the student will be withdrawn from the program.

*The highest grade that can be made on a retake of a skills check off is 80%.

- c. Videotaping will be used for a third/final check-off attempt.
- G. In calculation of final course grades, the grades will be rounded up if 0.5 or above and rounded down if below 0.5.
- H. Scholastic ratings are determined by the student's performance in the theoretical and clinical components of the curriculum. To maintain satisfactory standing in the Vocational Nursing program, a student must maintain a "C" (77%) or higher in each theory course, and must be rated satisfactory in each clinical rotation and course.

The minimum acceptable grade in each nursing theory course is a "C" (77%). The scoring of less than "C" (77%) will result in a failure to progress.

Grading Scale:
A = 100 - 91
B = 90 - 83
C = 82 - 77
D = 76-70
F = 69 and below

The following grading system is observed in the Vocational Nursing program:

Letter Grade	Interpretation	Numerical Grade
A	Excellent	100 – 91
B	Good	90 – 83
C	Satisfactory	82 – 77
D	Unable to Progress	76-70
F	Failing	69 and below
I**	Incomplete	not computed
W	Withdrew	not computed

**An "I" grade may be given to students who are progressing satisfactory toward completion of course objectives but are unable to fulfill all course requirements because of extenuating circumstances.

A grade of “I” cannot be carried beyond the date in the following semester established by the College. The Department Chair will approve a change from “I” to a performance grade (A, B, C,D, F) for the course prior to the deadline.

VIII. COURSE POLICIES

A. Attendance

Nursing is a practice discipline. Attendance at scheduled classroom, clinical, and laboratory experiences reflects accountability and is required for professional growth. Students must be present in order to meet the learning objectives of the classroom, clinical, or laboratory experience. Students are responsible for obtaining materials and/or information when absent from class.

B. Withdrawal, Incompletes, Academic Freedom and Student Discipline-see VNG Student Handbook and ACC Student Handbook.

Adding, Dropping, or Withdrawing from a Course

Adding, dropping, or withdrawing from a course may affect financial aid, veterans’ benefits, international student status, or academic standing. See an advisor, counselor, or your instructor before making changes.

Adding or dropping a course (schedule changes): Students may add or drop a course before open registration ends or during the session’s official schedule change (add/drops) period. See the course schedule for information on add/drops procedures, deadlines, and tuition refunds.

Withdrawing from a course: It is the responsibility of each student to ensure that his or her name is removed from the roll should he or she decide to withdraw from the class. The instructor does, however, reserve the right to drop a student should he or she feel it is necessary. If a student decides to withdraw, he or she should also verify that the withdrawal is submitted before the Final Withdrawal Date. The student is also strongly encouraged to retain their copy of the withdrawal form for their records. Students who enroll for the third or subsequent time in a course taken since Fall, 2002, may be charged a higher tuition rate, for that course. Students may withdraw from one or more courses prior to the withdrawal deadline by submitting a request form to Admissions and Records. Withdrawal deadlines are published in the academic calendar. Withdrawal courses appear on the student’s record with a grade of W. Until a student is officially withdrawn, the student remains on the class roll and may receive a grade of F for the course. Students are responsible for understanding the impact withdrawing from a course may have on their financial aid, veterans’ benefits, international student status, and academic standing. Students are urged to consult with their instructor or an advisor before making schedule changes.

Per state law, students enrolling for the first time in fall 2007 or later at any Texas college or university may not withdraw (receive a W) from more than six courses during their undergraduate college career. Some exemptions for good cause could allow a student to

withdraw from a course without having it count toward this limit. Students are encouraged to carefully select courses; contact an advisor or counselor for assistance.

Incompletes: An instructor may award a grade of “I” (Incomplete) if a student was unable to complete all of the objectives for the passing grade in a course. An incomplete grade cannot be carried beyond the established date in the following semester. The completion date is determined by the instructor but may not be later than the final deadline for withdrawal in the subsequent semester.

Scholastic Dishonesty: Acts prohibited by the college for which discipline may be administered include scholastic dishonesty, including but not limited to cheating on an exam or quiz, plagiarizing, and unauthorized collaboration with another in preparing outside work. Academic work submitted by students shall be the result of their thought, research or self-expression. Academic work is defined as, but not limited to tests, quizzes, whether taken electronically or on paper; projects, either individual or group; classroom presentations, and homework. In laboratory courses, discussing check-off details upon completion with classmates waiting to check-off constitutes academic dishonesty. A student will be withdrawn for any documented incidence of academic dishonesty and will not be eligible for readmission to the Vocational Nursing Program.

Academic Freedom: Each student is strongly encouraged to participate in class. In any classroom situation that includes discussion and critical thinking, there are bound to be differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics. It is my hope that these differences will enhance the class and create an atmosphere where students and instructors alike will be encouraged to think and learn. Therefore, be assured that your grade will not be adversely affected by any beliefs or ideas expressed in class or assignments. Rather, we will respect the views of others when expressed in classroom discussions.

Statement on Students with Disabilities: Each ACC campus offers support services for students with documented physical or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of each semester. Students who have received approval for accommodations from OSD for this course must provide the instructor with the ‘Notice of Approved Accommodations’ from OSD before accommodations will be provided. Arrangements for academic accommodations can only be made after the instructor receives the ‘Notice of Approved Accommodations’ from the student. Students with approved accommodations are encouraged to submit the ‘Notice of Approved Accommodations’ to the instructor at the beginning of the semester because a reasonable amount of time may be needed to prepare and arrange for the accommodations. Additional information about the Office for Students with Disabilities is available at <http://www.austincc.edu/support/osd/>

Safety Statement: Austin Community College is committed to providing a safe and healthy environment for study and work. You are expected to learn and comply with ACC environmental, health and safety procedures and agree to follow ACC safety policies. Additional information on these can be found at <http://www.austincc.edu/ehs>. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the Emergency Procedures poster and Campus Safety Plan map in each classroom. Additional information about emergency procedures and how to sign up for ACC Emergency Alerts to be notified in the event of a serious emergency can be found at <http://www.austincc.edu/emergency/>. Please note, you are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities. You are expected to conduct yourself professionally with respect and courtesy to all. Anyone who thoughtlessly or intentionally jeopardizes the health or safety of another individual will be immediately dismissed from the day's activity, may be withdrawn from the class, and/or barred from attending future activities.

Use of ACC email: All College e-mail communication to students will be sent solely to the student's ACCmail account, with the expectation that such communications will be read in a timely fashion. ACC will send important information and will notify you of any college related emergencies using this account. Students should only expect to receive email communication from their instructor using this account. Likewise, students should use their ACCmail account when communicating with instructors and staff. Instructions for activating an ACCmail account can be found at <http://www.austincc.edu/accmail/index.php>.

Student and Instructional Services: ACC strives to provide exemplary support to its students and offers a broad variety of opportunities and services. Information on these services and support systems is available at: <http://www.austincc.edu/s4/>

Links to many student services and other information can be found at: <http://www.austincc.edu/current/>. ACC Learning Labs provide free tutoring services to all ACC students currently enrolled in the course to be tutored. The tutor schedule for each Learning Lab may be found at: <http://www.austincc.edu/tutor/students/tutoring.php>.

For help setting up your ACCeID, ACC Gmail, or ACC Blackboard, see a Learning Lab Technician at any ACC Learning Lab.

Classroom Expectations: As adult learners in the community college experience, several classroom expectations exist. These foster respect and professionalism.

1. Please arrive for class before the start time. The doors will be closed at the start of class. Interruptions are not helpful to the learning environment; therefore if you arrive after the start time and the door is closed, please wait outside the room quietly and enter only at the next break.

2. Cell phone use in the classroom is prohibited. Please keep all cell phones/pagers on “silent” mode.
3. Food/drink in the classrooms is prohibited by ACC policy. Please do not bring open containers of food/drink into the classroom.
4. Please be respectful of your classmates by listening to/participating in the classroom topic and not chattering or whispering during class time.
5. Breaks will be given routinely by the lecturer of the day.
6. If a student misses a lecture, it is their responsibility to get notes from a classmate.
7. If a student has any questions about lecture/lab, they may contact the instructor via email; speak with the instructor after class or during office hours. Questions sent by email the evening before or the day of an exam may not get answered before the exam.

Test Review: A time for students to review the results of exams will be provided on the schedule and/or students can see their results by making an appointment with their faculty advisor or one of the level faculty. Students are not allowed to copy test questions during the test review; this would be considered a form of academic dishonesty. If a student feels their answer to a test question should be considered as an acceptable answer, he/she must go to their faculty advisor, and there, will be able to submit a written request for an item review. The written request along with supportive documentation must be submitted to the instructor within one week after the scheduled test review. It is up to the discretion of the instructor whether or not the student receives credit for the test item. Only the student who submits the written request will receive credit for the test item if the instructor decides to do so.

Each student is responsible to ensure that the lab/equipment is restored to the original condition before leaving: beds are lowered, tray tables put back over the beds, chairs are put back and all trash is picked up.

If a student does not pass a check-off, the student will recheck one week from the original check-off date. (See Skills Performance policy). The student may contact the lab manager at 223-5799 to make an appointment for skills remediation and open lab times. Students must bring the required lab equipment purchased on-line through Medical Equipment Affiliates (lab packs) to practice during lab time, for skills check-off, and for open lab times.

Equipment required in the lab packs will not be provided by the skills lab.

IX. ENTRY BEHAVIORS

Successful completion of VNSG 1423, 1160, 1304, 1400, 1115

X. EXIT BEHAVIORS

The student must satisfactorily perform all nursing skills included in this course within the required time frame, meet all behavioral objectives, and acquire a course average of 77% according to the testing and grading criteria.

XI. ENROUTE BEHAVIORS

Specific behavioral objectives are listed in each module. VNSG 2331 is a co requisite course with VNSG 1509 and VNSG 1160.

XII. FACULTY

Co-lead Instructor:

Office:

Email:

Co-lead Instructor:

Office:

Email:

Conferences/Appointment can be arranged with your faculty by email or by phone.

XIII. **CALENDAR:** Schedule and location for the course is posted on the VNG website: <http://www.austincc.edu/health/vng/resources.php> under Student Resources, Level II.

XIV. **STUDENT AND INSTRUCTIONAL SERVICES:** Information related to student and instructional services available at ACC can be found in the VNG Student Handbook and <http://www.austincc.edu/s4/>.

Skill Module

Skill	VNSG 2331 Module
1. Administering Intermittent Positive-Pressure Breathing (IPPB)	3
2. Administering Nebulized Medications	3
3. Administering Oxygen Therapy	2
4. Administering Pulmonary Therapy and Postural Drainage	3
5. Administering Pulse Oximetry	2
6. Applying a Dry Dressing	1
7. Applying a Splint	8
8. Applying a Transparent Dressing	1
9. Applying a Wet to Damp Dressing (Wet to Moist Dressing)	1
10. Applying Abdominal, T-, or Breast Binders	1
11. Applying an Arm Sling	8
12. Applying Skin Traction – Adhesive and Nonadhesive	7
13. Applying Sterile Gloves via the Open Method	1
14. Assessing Placement of a Large-Bore Feeding Tube	10
15. Assessing Placement of a Small-Bore Feeding Tube	10
16. Assisting a Client with an Incentive Spirometer	3
17. Assisting a Client with Controlled Coughing and Deep Breathing	3
18. Assisting with Casting – Plaster and Fiberglass	8
19. Bandaging	1
20. Care of the Jackson-Pratt (JP) Drain Site and Emptying the Drain Bulb	1
21. Cast Bivalving and Windowing	8
22. Cast Care and Comfort	8
23. Cast Removal	8
24. Catheterizing a Noncontinent Urinary Diversion	9
25. Changing a Bowel Diversion Ostomy Appliance: Pouching a Stoma	11
26. Changing Dressings Around Therapeutic Puncture Sites	1
27. Cleaning and Dressing a Wound with an Open Drain	1
28. Collecting a Clean-Catch, Midstream Urine Specimen	9
29. Collecting Nose, Throat, and Sputum Specimens	3
30. Digital Removal of Fecal Impaction	11
31. Dressing a Wound with Retention Sutures	1
32. External Fixation or Skeletal Pin Care	7
33. Feeding and Medicating via a Gastrostomy Tube	10
34. Managing Irritated Peristomal Skin	11
35. Measuring Peak Expiratory Flow Rates	3
36. Measuring the Output from a Chest Drainage System	6
37. Obtaining a Residual Urine Specimen from an Indwelling Catheter	9
38. Obtaining a Wound Drainage Specimen for Culturing	1

39.	Packing a Wound	1
40.	Pouching a Non Continent Urinary Diversion	11
41.	Preparing a Surgical Site	1
42.	Preventing and Managing a Pressure Ulcer	1
43.	Removing a Nasogastric Tube	10
44.	Removing an indwelling Catheter	9
45.	Removing Skin Sutures and Staples	1
46.	Routine Catheter Care	9
47.	Testing for Occult Blood with Hemocult Slide	10
48.	Ventilating a Client with and Ambu Bag	5