



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	NURS
Course Number:	244
Descriptive Title:	Nursing Skills Practicum III
Division:	Health Sciences and Athletics
Department:	Nursing
Course Disciplines:	Nursing
Catalog Description:	In this course, students will apply persistent hands-on practice in the skills lab. They will assimilate mastery of the basic to complex nursing skills based on following nursing concepts: medical and surgical asepsis, physical hygiene, vital signs, nutrition, body mechanics, elimination, fluid and electrolyte, acid-base balance and medication administration. Students will use the appropriate equipment and gain skill competency by practicing basic nursing skills in a safe, supportive and supervised environment in the on-campus skills lab. The student's competency as it relates to physical assessment, administration of blood products, venipuncture of all variation, and oxygenation will be assessed.
Prerequisite:	Nursing 230 AND Nursing 232 AND Nursing 234 AND Nursing 238 with a minimum grade of C
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	0
Hours Laboratory (per week):	1.5
Outside Study Hours:	0
Total Course Hours:	27
Course Units:	0.5
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	
Transfer UC:	No
Effective Date:	
General Education: ECC	
Term:	
Other:	
CSU GE:	
Term:	

Other:	
IGETC:	
Term:	
Other:	
Student Learning Outcomes:	<p>SLO #1 Gas Exchange</p> <p>Student will demonstrate appropriate documentation and reporting of oxygen therapy, suctioning, and tracheostomy care.</p> <p>SLO #2 Fluid and Electrolyte</p> <p>Student will compare and contrast the patient data associated with fluid volume excess and deficit.</p> <p>SLO #3 Assessment</p> <p>Student will differentiate signs and symptoms of hemolytic and allergic blood transfusion reactions.</p>
Course Objectives:	<ol style="list-style-type: none"> 1. Develop skills in a professional manner, utilizing awareness of legal/ethical considerations. 2. Apply effective therapeutic communication techniques during the practice and performance of skills. 3. Explain concepts and principles that are basic to the safe performance of nursing skills. 4. Adapt critical thinking techniques when presented with clinical scenarios during practice and performance of skills. 5. Improve basic nursing skills: medical and surgical asepsis, physical hygiene, vital signs, oxygenation, nutrition, body mechanics, elimination, and medication administration. 6. Choose appropriate equipment when demonstrating basic nursing skills in a safe and competent manner. 7. Plan each nursing skill taught in a timely manner, correctly with a maximum of two (2) cues. 8. Distinguish the key elements of a complete physical assessment using a lab mannequin or a lab partner. 9. Explain the key steps used in: <ol style="list-style-type: none"> A. Administering oxygen by cannula or face mask B. Oropharyngeal, nasopharyngeal C. Suctioning a tracheostomy or endotracheal tube D. Providing tracheostomy care 10. Describe the steps for performing venipuncture using a variation of catheters. 11. Formulate the steps in preparing the primary intravenous bag for fluid administration and hanging a secondary intravenous bag. 12. Classify the safety checks utilized to ensure proper blood administration.
Major Topics:	<p>I. Fluid and Electrolytes (2.5 hours, lab)</p> <ol style="list-style-type: none"> A. Venipuncture B. Initiate and administer a primary infusion C. Initiate and administer a secondary infusion D. Calculate IV flow rate E. Initiate and administering blood products <p>II. Gas Exchange, Oxygenation (2.5 hours, lab)</p> <ol style="list-style-type: none"> A. Oxygenation B. Pulse Oximetry

- C. Suctioning
- D. Tracheostomy Care
- III. Invasive Procedure/Elimination (1.5 hours, lab)**
 - A. Foley Catheter Insertion, Care and Removal
 - 1. Female
 - 2. Male
- IV. Health Care Quality (1.5 hours, lab)**
 - A. Physical assessment
- V. Medical and Surgical Asepsis (3 hours, lab)**
 - A. Hand hygiene
 - B. Donning and removing personal protective equipment
 - C. Isolation
 - 1. Contact
 - 2. Droplet
 - 3. Airborne
 - D. Sterile dressings
 - E. Wet-to-Moist dressing
 - F. Irrigation of wound
 - G. Culture of wound
- VI. Physical Hygiene (3 hours, lab)**
 - A. Oral hygiene including upper and lower dentures
 - B. Bed bath with back rub
 - C. Perineal care for female and male
 - D. Foot Care
 - E. Dress patient with affected arm
 - F. Elastic stocking application
 - 1. Knee-high
 - 2. Thigh-high
 - G. Use of sequential compression device
 - H. Bed making
 - 1. Unoccupied
 - 2. Occupied
- VII. Vital Signs (2 hours, lab)**
 - A. Body Temperature
 - B. Locate and palpate pulse sites
 - C. Respiratory assessment
 - D. Blood pressure reading
 - E. Pain level assessment
- VIII. Nutrition (2 hours, lab)**
 - A. Intake and output (measure and record)
 - B. Blood glucose monitoring
 - C. Weight of ambulatory patient (measure and record)
- IX. Body Mechanics (3 hours, lab)**
 - A. Positioning the patient
 - B. Transfers from bed to chair and wheelchair
 - 1. Transfer belt
 - 2. Hoyer lift
 - C. Assists to ambulate using transfer belt
 - D. Performs massive range of motion
- X. Elimination (1 hour, lab)**
 - A. Urinary output (measure and record)
 - B. Assist with use of bedpan
- XI. Invasive Procedure (2 hours, lab)**

	<p>A. Nasogastric tube insertion, feeding and removal</p> <p>B. Gastrostomy or jejunostomy feeding</p> <p>XII. Safety/Medication Administration (3 hours, lab)</p> <p>A. Oral</p> <p>B. Parenteral</p> <p>C. Nasogastric tube</p> <p>D. Gastrostomy or jejunostomy tube</p>
Total Lecture Hours:	0
Total Laboratory Hours:	27
Total Hours:	27
Primary Method of Evaluation:	2) Problem solving demonstrations (computational or non-computational)
Typical Assignment Using Primary Method of Evaluation:	<p>Read the case study and answer the questions below:</p> <p>The nurse manager came to you, as a nursing student, and tells you that Mr. James' physician has ordered whole blood for his patient, to be given immediately, and hands you a unit of blood.</p> <ol style="list-style-type: none"> 1. What is your first action after this interaction nager? 2. What additional data should be collected before implementing this order? 3. After starting the transfusion, the patient develops urticarial, hives, and slight respiratory distress. From these symtoms, what would you conclude about the patient's status and what intervention would you take?
Critical Thinking Assignment 1:	<p>Demonstrate the steps to performing tracheostomy care. Review the patient assessment data and document the following information:</p> <p>Stoma condition</p> <p>Suctioning (amount, color and consistency of secretions)</p> <p>Tracheostomy cares performed including tie changes and stoma dressings</p> <p>Patient condition throughout and following the tracheostomy care and any difficulties experienced during or after procedure.</p>
Critical Thinking Assignment 2:	<p>Oxygen therapy may be administered in several ways, using several different types of devices, In most oxygen delivery devices, the oxygen is first passed through a pressure regulator, which controls the pressure of the oxygen as it moves from an oxygen cylinder (or other source) to a lower pressure. Explain the different routes of administration and care required when administering oxygen.</p>
Other Evaluation Methods:	Class Performance, Performance Exams
Instructional Methods:	Demonstration, Lab
If other:	
Work Outside of Class:	Course is lab only - minimum required hours satisfied by scheduled lab time
If Other:	
Up-To-Date Representative Texts:	<p>Pearson. Nursing: A Concept-Based Approach to Learning, Volume I. 3rd Edition, Pearson, 2019. (Discipline Standard)</p> <p>Pearson. Nursing: A Concept-Based Approach to Learning, Volume II. 3rd Edition, Pearson, 2019. (Discipline Standard)</p> <p>Pearson. Nursing: A Concept-Based Approach to Learning, Volume III. 3rd Edition, Pearson, 2019. (Discipline Standard)</p>
Alternative Texts:	

Required Supplementary Readings:	American Psychological Association (APA). <i>Publication Manual of the American psychological association (7th Ed.)</i> . Washington, DC: APA, 2020. State of California Board of Registered Nursing. <i>California nursing practice act with regulations and related statues</i> . Charlottesville, VA: LexisNexis, 2017. (Discipline Standard)
Other Required Materials:	Students must bring the following equipment to class; Basic Nurse Pac Physical Assessment Kit Stethoscope Sphygmomanometer Pen light Watch with second hand Skills Competency check lists
Requisite:	Prerequisite
Category:	sequential
Requisite course(s): List both prerequisites and corequisites in this box.	Nursing-230 AND Nursing-232 AND Nursing-234 AND Nursing-238
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	<p>Students will demonstrate the application of the nursing process and development of effective communication skills when working with patients who have mental health disorders.</p> <p>NURS 230 - Apply the nursing process in care of a patient within the mental health setting and utilize the techniques of a therapeutic nurse-patient relationship.</p> <p>NURS 230 - Compare and contrast effective communication skills based on the values, morals and belief system related to the patient's culture.</p> <p>NURS 230 - Examine mental health disorders causing impulsive/poor coping behaviors leading to eating disorders, sleeping disorders and other maladaptive coping behaviors. Students will be able to describe the impact of psychological and physiological postpartum complications on the patient and newborn.</p> <p>NURS 232 - Describe postpartum adaptations and complications for cesarean and vaginal deliveries, including, but not limited to bonding and attachment, family adaptation, maternal role attainment, hemorrhage, shock, and thromboembolic disorders.</p> <p>NURS 232 - Describe the adaptation and assessment of the normal newborn during performance of newborn assessment, including comparison of various types of newborn feeding, the problems related to gestational age and acquired congenital conditions in the high-risk newborn.</p> <p>NURS 232 - Discuss the maternal, fetal, and neonatal effects of the most common infections that may occur during pregnancy. The student will identify concepts of growth and development as it relates to nursing care of children undergoing disorders of the physiological systems and the impact on their families.</p> <p>NURS 234 - Identify concepts related to the disruption of growth and development patterns across the life span.</p> <p>NURS 234 - Apply all steps of the nursing process to manage the care of pediatric patients and their families experiencing physiological, safety and security, love and belonging, self-</p>

	<p>esteem, and self-actualization needs.</p> <p>NURS 234 - Identify examples of relevant and recent research findings, particularly as they relate to nursing care of children and their families undergoing disorders to the physiological systems. Demonstrate safe and competent skills in caring for the patient when providing oxygenation, nutrition, body mechanics, elimination and medical administration.</p> <p>NURS 238 - Apply critical thinking techniques when presented with clinical scenarios during practice and performance of skills.</p> <p>NURS 238 - Demonstrate basic nursing skills, medical and surgical asepsis, physical hygiene, vital signs, oxygenation, nutrition, body mechanics, elimination, and medication administration.</p> <p>NURS 238 - Use appropriate equipment and demonstrate basic nursing skills in a safe and competent manner.</p>
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	
Date:	05/10/2018
Original Board Approval Date:	07/16/2018
Last Reviewed and/or Revised by:	Robbie Lee
Date:	03/11/2024

Last Board Approval Date:	06/17/2024
Effective Term:	FALL 2025