



MATH, SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 112

CONCEPTS OF NURSING PRACTICE I

LAB MANUAL

SPRING 2016



COURSE OUTLINE

Course Number: NRS 112

Course Title: Concepts of Nursing Practice I

Credits: 6

Hours: 3 Theory Hours/Week

Weeks: 15

3 College Lab Hours/Week

6 Clinical Lab Hours/Week

Catalog description

This course introduces the student to the fundamental concepts of nursing practice and the application of the concepts with a focus on wellness and health promotion across the lifespan. The application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

Prerequisites: Formal admission into the nursing program **Co-requisites:** NRS 111

Course Coordinator

Professor Elizabeth Mizerek, MSN, RN, CEN, CPEN, FN-CSA

Office: MS 117

Phone: 609-570-3393

Email: mizereke@mccc.edu

The most effective way to communicate with Professor Mizerek outside of class is via e-mail. Student e-mails will be returned within 48-72 hours, excluding weekends and holidays. Due to varying work hours and locations checking of voicemail may not be as timely.

Course Expectations

There are intellectual standards in this course and each student is responsible for his or her own learning. Pre-class assignments are essential to learning in class. All components of the course contribute to learning – lecture, class participation, group learning, textbooks, PowerPoints, clinical, campus lab, Evolve case studies and HESI standardized testing

It is the expectation that all communications during this course will be conducted in a professional manner and that student's personal conduct will be reflective of a professional registered nurse.

Clinical/Lab Grade

While the clinical and lab are scored on a pass/fail basis, the following assignments will be comprise the successful completion of the clinical and lab components of the class. Students must achieve a 77% of the total of clinical and lab activities to receive a passing grade for the clinical portion. **Students cannot successfully complete NRS112 with a failing grade for the clinical portion.**

Activity	Percentage of Total Grade
Windshield survey presentation	10%
Health history	5%
Dosage calculation exam	15%
Patient teaching activity	5%
Clinical Assignment #1	5%
Clinical Assignment #2	5%
Clinical Assignment #3	5%
Clinical Assignment #4	5%
Pediatric observation paper	10%
Clinical Assignment #5	5%
Ethics debate	10%
Clinical Assignment #6	5%
Clinical Assignment #7	5%
Reflective practice paper	10%
Total	100%

NRS 112 Grade Tracking

The student is responsible for maintaining a record of grades as they are achieved. Below is a sample grade calculation along with a form for keeping a record of the grades earned.

Sample

Assessment	Actual Grade	Multiply by	Weighted Grade
Windshield survey presentation	90	0.10	9
Health history	100	0.05	5
Dosage calculation exam	90	0.15	13.5
Patient teaching activity	90	0.05	4.5
Clinical Assignment #1	100	0.05	5
Clinical Assignment #2	100	0.05	5
Clinical Assignment #3	100	0.05	5
Clinical Assignment #4	100	0.05	5
Pediatric observation paper	90	0.10	9
Clinical Assignment #5	100	0.05	5
Ethics debate	100	0.10	10
Clinical Assignment #6	100	0.05	5
Clinical Assignment #7	100	0.05	5
Reflective practice paper	100	0.10	5
		Total	91% (pass)

Clinical/lab Grade Tracking

Assessment	Actual Grade	Multiply by	Weighted Grade
Windshield survey presentation		0.10	
Health history		0.05	
Dosage calculation exam		0.15	
Patient teaching activity		0.05	
Clinical Assignment #1		0.05	
Clinical Assignment #2		0.05	
Clinical Assignment #3		0.05	
Clinical Assignment #4		0.05	
Pediatric observation paper		0.10	
Clinical Assignment #5		0.05	
Ethics debate		0.10	
Clinical Assignment #6		0.05	
Clinical Assignment #7		0.05	
Reflective practice paper		0.10	
		Total	

Windshield Survey

Working in a small group, select a local community. Explore the community through walking or driving to answer the following questions. Prepare a PowerPoint presentation for the class using an SBAR (Situation, Background, Assessment, and Recommendation) format.

Situation

What is the community under study? Who are the members of the team?

Background

What are the physical boundaries of the community? Is it a new community or an established community? Where or how was information about the community obtained?

Assessment

Address the elements listed below to describe the community. All elements must be addressed, even to note that services are missing. Items to consider are suggested thoughts – all do not need to be answered.

Recommendation

Visit NJ State Health Assessment Data (<https://www26.state.nj.us/doh-shad/home/Welcome.html>). Based on your assessment data, select one health indicator for the county in which your community is located. Describe the health indicator that could be improved in your community and explain why the health indicator was selected. Present a suggestion for a change that could be implemented in the community to improve your selected health indicator (assume an unlimited pool of resources and money!).

Element	Items to Consider
Housing	What type of housing is there – single family homes, apartments, trailers? Do people appear to rent or own? What is the state of repair? Any evidence of crime/vandalism?
Shopping	Are there any local shops? How can residents

	access shops if none in area? What types of shops are there? Is there access to healthy food like fruits and vegetables?
Transport	What types of transport are available? Are the systems regular and reliable? Is there enough parking? Is the public transport system safe i.e. bus stops, stations? Do locals have far to walk to public transport?
Open/Recreational Areas/Community facilities	Are there any local parks/ playgrounds? What is the state of repair? Are they used by the target groups? What open space is there around housing/gardens/shared ground? Where can locals go for exercise?
Hazards	Are there any noticeable hazards/roads/parking/lack of streetlights/no pedestrian crossing/poor pavement repair/waste not in appropriate areas etc.
Street People	What are the people like on the streets? Mothers and babies, teenagers, groups, individuals, elderly? Are there any officials such as police, community or social workers? Is there any evidence of drug or alcohol abuse? Any evidence of gangs?
Pets/Animals	Are there any strays/watch dogs? What types of pets/farm animals are kept? Are they suitable for environment? What facilities for walking dogs are there?
Race/Ethnicity	Are any particular groups represented? Do they have local facilities for their needs? Any information/signs in other languages? Do different communities mix?
Religion	Are there any places of worship represented?
Schools	What type of schools are present? Are they public schools, state or private? Do they serve a particular age group?
Health services	What are the local health services? Doctor's office, dentists, health clinics, hospitals?
Social Services	Is there a job center? Child care center? Fire department?

Winshield Survey Grading Rubric

	Deficient Score of "0"	Emerging Score of "1"	Competent Score of "2"
Content (Windshield survey)	Less than 50% of the project criteria were met.	More than 50% of the project criteria were met.	All the project criteria were met.
Critical Application (Advocacy)	Evidence of critical thinking principles and nursing process lacking	Some evidence of use of critical thinking principles and nursing process communicated	Evidence of critical thinking principles and nursing process communicated
Format	Unorganized in ideas, unreadable in format, or contains more than five spelling or grammar mistakes.	Reads poorly or lacks organization of ideas, or contains up to five spelling or grammar mistakes.	Reads well and provides clear organization of ideas.

Health History

Students will interview a standardized patient. Based on that interview, health history information will be entered into DocuCare. A complete history will include:

- History of present complaint
- Past medication history
- Past surgical history
- Social history
- Medications
- Allergies

Patient Teaching Assignment

Working in pairs, select one skill to demonstrate to a client. During lab, you will have to demonstrate teaching the skill, having one student play the role of the nurse and one student play the role of the client. Props, written materials, AV or any other support materials you need to teach the skill are permitted and encouraged.

Any skill learned this semester may be used. Examples may include assessing heart rate, washing hands, transferring a patient, toileting, donning isolation equipment, administering an injection, etc.

Patient Teaching Rubric

	Unsatisfactory	Satisfactory
Skill	Demonstrated incorrectly	Demonstrated correctly
Teaching strategy	The skill is only shown in one medium.	Demonstrates the skill to the client in two or more mediums (written, picture, video, etc).
Communication	Uses jargon or medical terminology to explain skill.	Uses appropriate language for layperson
Evaluation	No return demonstration of the skill is performed by the	Return demonstration of the skill is performed by the

	learner.	learner.
--	----------	----------

Dosage Calculation Exam

The dosage calculation exam will be given week 6 of the semester during college lab. Students should bring a simple calculator. The use of a cell phone as a calculator is NOT allowed. The exam will be timed. The expectation for this exam is 90% or better. If the student does not achieve the 90% on the first attempt, a remediation session must be attended by the student and a new test will be taken. The Dosage Calculation exam is graded as pass/fail with a grade of 90% or better designating the pass grade. Students will not be allowed to pass medications during the clinical experience until the math requirement has been met. If the student is unable to pass medications prior to the end of the semester, an ‘UNMET’ grade will be issued for that competency, which will result in a clinical failure.

Ethics Debate

Students are broken into small groups. Each group will be assigned a debate topic and a pro or con point of view.

Structure of the Debate

- The pro side will be given 5 minutes to state their case.
- The con side will be given 5 minutes to state their case.
- The con side can ask 1 question to the pro side.
- The pro side will be given 3 minutes to answer the question and give a summary
- The pro side can ask 1 question to the con side.
- The con side will be given 3 minutes to answer the question and give a summary.

Debate Guidelines

Debate should stick to fact based discussions. The argument should include reference to ethical principles and the American Nurses Association Code of Ethics. Team members should divide speaking time equitably. Debate should be conducted in a professional manner, demonstrating respect to all involved.

Potential Debate Topics

- Should nurses have an active role in carrying out the death penalty?
- Should nurses force-feed clients on a hunger strike?
- Should nurses participate in active euthanasia?
- Should an adolescent patient be allowed to discontinue cancer treatment?
- Should a child who has not completed age recommended immunization series due to a parent’s personal beliefs be allowed to attend school?
- Can a hospital require that all nurses receive an annual flu shot?

Ethics Debate Rubric

Task	Points possible	Points earned
Position clearly stated	2 points	
Ethical principles referenced	2 points	

Question to opposing team clearly stated	2 points	
Rebuttal clearly stated	2 points	
Maintain professionalism	2 points	
Total points	10 points	

Reflective Practice Paper

Reflection on practice is an essential component to the development of a registered professional nurse. For this paper, you will select a significant patient experience from your clinical experience on which to reflect. A significant patient experience is one which challenged you in some way. Visit <http://latrobe.libguides.com/content.php?pid=177292&sid=1498202> for examples of reflective practice narratives.

Write a 500 word paper, reflecting on your experience. Include the following elements (adopted from Gibbs,1988):

- Description – What happened?
- Feelings – What were you feeling and thinking?
- Evaluation – What was good and bad about the experience?
- Analysis – What sense can you make of the situation?
- Conclusion – What else could you have done?
- Action Plan – If it arose again, what would you do?

Paper should be prepared with double spaced lines, normal (1”) margins on all sides and 12 size font. Follow American Psychological Association (APA) formatting (abstract is NOT required). Use spell and grammar check. Paper must be uploaded via BlackBoard as a Microsoft Word document or Adobe Acrobat pdf file by 23:59 on the announced date due.

Reflective Practice Grading Rubric

	Deficient Score of “0”	Emerging Score of “1”	Competent Score of “2”
Content	Less than 50% of the paper criteria were met.	More than 50% of the paper criteria were met.	All the paper criteria were met.
Reflection	Reflection at this level is very basic, primarily descriptive without critique or comment.	Thoughts, feelings, assumptions and gaps in knowledge are explored as part of the problem solving process.	Thoughts, feelings, assumptions and gaps in knowledge are explored as part of the problem solving process. Relevance of multiple perspectives and how the learning from the chosen incident will impact on other situations is included.
Format	Entry is not formatted according to guidelines. Entry	Entry is not formatted according to guidelines.	Entry is formatted according to guidelines.

	is submitted after twenty four hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than five spelling or grammar mistakes.	Entry is submitted within twenty four hours past the expected time frame. Paper reads poorly or lacks organization of ideas, or contains up to five spelling or grammar mistakes.	Paper is submitted within the expected time frame, reads well and provides clear organization of ideas.
--	--	---	---

Pediatric Observation Assignment

You will be visiting a Lakeview Child Center to conduct a pediatric observation. This is a 4 hour clinical experience that will be in place of a regularly scheduled clinical day. The clinical day off will be during week nine. All observations will take place from 8:00 am – 12:00 pm. Only two students are permitted in each center per day. You must sign up for a specific day with Professor Mizerek.

Lakeview Child Center Locations

Lakeview Child Center Hamilton-Hospital Campus
 4 Hamilton Health Place, Hamilton
 609.890.1442

Lakeview Child Center Lawrenceville
 4 Princess Road, Lawrenceville
 609.896.0500

Lakeview Child Center Robbinsville-Horizon
 500 Horizon Center, Robbinsville
 609.587.8002

At the Child Care Center

- You must wear your uniform and nametag.
- Present yourself to the receptionist and sign the visit log.
- Divide your time between the different rooms in the center. Introduce yourself to the staff in each room in which you enter.
- Perform hand hygiene upon entering and exiting each classroom.
- In each of the rooms, select a specific child to observe. Complete the appropriate age sheet for the child’s age. No pens with removable caps are permitted in the facility.
- The children will go outside to play. Bring outerwear appropriate for the weather.
- You may interact with the children through playing and engaging in class activities. No roughhousing!
- You may not assist with diapering/toileting or render any first aid. You may not pick up any child.
- Please refrain from bringing personal belongings. Cell phone use is prohibited in the classroom. No pictures of children may be taken.
- No food, candy or chewing gum is permitted in the classrooms. Any snack must be eaten in the staff breakroom. The facility is peanut free.

- You may have a water bottle in the classroom, as long as it does not have a cap.

The Written Assignment

There are two parts to the written assignment. The first part is the observed versus expected, see worksheet in following pages. The second part is a nursing care plan, incorporating a developmental theorist. Using the nursing process, describe how you would approach the pre-K child for a physical exam and prepare them for an immunization. Each element of the nursing process must be included. Also include a paragraph explaining the rationale for the choices in the care plan and linking it to a developmental theorist, e.g. Piaget, Erikson, Maslow.

Students are encouraged to submit assignment within two weeks of observation date. Paper should be prepared with double spaced lines, normal (1”) margins on all sides and 12 size font. Follow American Psychological Association (APA) formatting (abstract is NOT required). Use spell and grammar check. Paper must be uploaded via BlackBoard as a Microsoft Word document or Adobe Acrobat pdf file by 23:59 on the announced date due.

Pediatric Observation Grading Rubric

	Deficient Score of “0”	Emerging Score of “1”	Competent Score of “2”
Content	Less than 50% of the paper criteria were met.	More than 50% of the paper criteria were met.	All the paper criteria were met.
Critical Application	Evidence of critical thinking principles and nursing process lacking	Some evidence of use of critical thinking principles and nursing process communicated	Evidence of critical thinking principles and nursing process communicated
Format	Entry is not formatted according to guidelines. Entry is submitted after twenty four hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than five spelling or grammar mistakes.	Entry is not formatted according to guidelines. Entry is submitted within twenty four hours past the expected time frame. Paper reads poorly or lacks organization of ideas, or contains up to five spelling or grammar mistakes.	Entry is formatted according to guidelines. Entry is submitted within the expected time frame, reads well and provides clear organization of ideas.



NRS112
Pediatric Observation

Student: _____

MCCC ID#: _____

Clinical Facility Location: _____

Semester: _____

Date of observation: _____

Instructions

- You must wear your uniform and nametag.
- Present yourself to the receptionist and sign the visit log.
- This is a 4 hour clinical day. Divide your time between the different rooms in the center.
- Introduce yourself to the staff in each room in which you enter.
- Perform hand hygiene upon entering and exiting each classroom.
- In each of the rooms, select a specific child to observe. Complete the appropriate age sheet for the child's age. No pens with removable caps are permitted in the facility.
- The children will go outside to play. Bring outerwear appropriate for the weather.
- You may interact with the children through playing and engaging in class activities. No roughhousing!
- You may not assist with diapering/toileting or render any first aid. You may not pick up any child.
- Please refrain from bringing personal belongings. Cell phone use is prohibited in the classroom. No pictures of children may be taken.
- No food, candy or chewing gum is permitted in the classrooms. Any snack must be eaten in the staff breakroom. The facility is peanut free.
- You may have a water bottle in the classroom, as long as it does not have a cap.

Infant (less than six months old)

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		
Fine motor skills		
Gross motor skills		

Infant (older than six months)

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		
Fine motor skills		
Gross motor skills		

Toddler

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		
Fine motor skills		
Gross motor skills		

Pre-K

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		
Fine motor skills		
Gross motor skills		

Skills

Nursing skills are an essential part of the role of a registered professional nurse. Lab and clinical times are designed to expose students to a wide variety of skills necessary for safe care. Students are responsible to use the lab and clinical time to improve their competency in performing skills.

The nursing program has delineated three levels of skill performance:

- **Novice:** Skill has been introduced in lab, simulation, or clinical setting. Student has observed demonstration and/or demonstrated skills 2 times or less.
- **Competent:** Student has demonstrated the skill 3 times or more in lab, simulation, or clinical setting. Student may require some direction on proper completion of skill.
- **Proficient:** Student has demonstrated the skill 5 times or more lab, simulation, or clinical setting. Student performs the skill independently without direction.

The nursing program has outlined the expectations for skill level achievement by the completion of the program. Some skills are essential to safe nursing practice in any setting. Student performance of these skills must rise to the level of proficiency.

At the end of the semester, course instructors will document the current level of competence for each skill. Students must review and initial the document, which becomes part of the student's permanent record.

Clinical Assignments

All clinical assignments are entered into DocuCare. When you have completed your documentation, please remember to click the "Submit" button on the top right side of screen. This will enable your clinical instructor to review the assignment and give you feedback. DocuCare does not send out automatic notifications when feedback has been entered. Please check your submissions regularly.

Paper copies of the electronic records have been loaded into BlackBoard. You are welcome to print these records and bring to clinical to assist you in your information gathering.

Clinical Assignment #1

Complete an assessment on your patient and document in DocuCare. The following assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)
- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)

- Musculoskeletal
- Mental Health
- Integumentary (intact or chart wounds)
- Pain Scale
- Vital signs
- Braden scale

Clinical Assignment #2

Complete an assessment on your patient and document in DocuCare. The following assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)
- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)
- Musculoskeletal
- Mental Health
- Integumentary (intact or chart wounds)
- Pain Scale
- Vital signs
- Braden scale

Create a care plan in DocuCare with three priority nursing diagnosis based on your assessment data. Each diagnosis should include an outcome and at least three interventions appropriate to the long term care setting.

Clinical Assignment #3

Complete an assessment on your patient and document in DocuCare. The following assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)
- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)
- Musculoskeletal

- Mental Health
- Integumentary (intact or chart wounds)
- Pain Scale
- Vital signs
- Braden scale

Create a care plan with three priority nursing diagnosis based on your assessment data. Each diagnosis should include an outcome and at least three interventions appropriate to the long term care setting.

Clinical Assignment #4

Complete an assessment on your patient and document in DocuCare. The following assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)
- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)
- Musculoskeletal
- Mental Health
- Integumentary (intact or chart wounds)
- Pain Scale
- Vital signs
- Braden scale

Create a care plan with three priority nursing diagnosis based on your assessment data. Each diagnosis should include an outcome and at least three interventions appropriate to the long term care setting.

Clinical Assignment #5

This assignment should be completed on a patient for whom you have previously completed a care plan. Complete an assessment on your patient and document in DocuCare. The following assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)
- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)

- Musculoskeletal
- Mental Health
- Integumentary (intact or chart wounds)
- Pain Scale
- Vital signs
- Braden scale

Revise your prior care plan with three priority nursing diagnosis based on your assessment data. Each diagnosis should include an outcome and at least three interventions appropriate to the long term care setting. Please be prepared to discuss what you changed in your care plan and why.

Clinical Assignment #6

Complete an assessment on your patient and document in DocuCare. The following assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)
- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)
- Musculoskeletal
- Mental Health
- Integumentary (intact or chart wounds)
- Pain Scale
- Vital signs
- Braden scale
- Medications

Create a care plan with three priority nursing diagnosis based on your assessment data and medication history. Each diagnosis should include an outcome and at least three interventions appropriate to the long term care setting.

Clinical Assignment #7

Complete an assessment on your patient and document in DocuCare. The following assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)

- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)
- Musculoskeletal
- Mental Health
- Integumentary (intact or chart wounds)
- Pain Scale
- Vital signs
- Braden scale
- Medications

Create a care plan with three priority nursing diagnosis based on your assessment data and medication history. Each diagnosis should include an outcome and at least three interventions appropriate to the long term care setting.

Week - Theory Class Date	Concept	Theory Assessment	Lab Activities	Lab Assessments	Clinical Activities	Clinical Assessments
1 – January 19 th , 2016	Accountability Assessment Caring interventions Clinical decision making Health, wellness and illness	Not applicable	Vital signs Units of measure and conversions Handwashing Don and doffing clean gloves Changing an occupied bed Measuring height and weight	Not applicable	Site: College Head to toe assessment Taking a health history Handwashing	Health History
2 – January 26 th , 2016	Addiction Culture and diversity Development Family	Not applicable	Vital signs Medication calculations Providing hygiene care Providing oral care Bathing a patient Changing a gown Providing perineal-genital care Providing foot care	Not applicable	Site: College Windshield Survey Presentations Head to toe assessments Vital signs	Windshield Survey Presentations

3 – February 2 nd , 2016	Pharmacology Tissue integrity Violence	Exam #1	Hearing aids Vital signs Medication calculations Assessing wounds Wound treatments Topical medications		Site: College Head to toe assessments Preparing medications from ampules Preparing medications from vials Administering oral medications Administering medications by enteral tube Administering sublingual medications Administering ophthalmic medications Administering otic medications Administering nasal medications Applying a transdermal medications patch Administering rectal medication Administering intra-dermal injections Administering	
--	--	---------	---	--	--	--

					subcutaneous injections Administering subcutaneous anticoagulant injections Administering intramuscular injection Using the Z track method to administer intramuscular injection	
4 – February 9 th , 2016	Cognition Safety Self Sensory perception	Submit literature review paper for approval	Vital signs Medication calculations Applying a mummy immobilizer Administering ophthalmic medications Administering otic medications		Site: College Head to toe assessment Medication administration simulation Review of medication administration skills	
5 – February 16 th , 2016	Comfort Mobility	Not applicable	Vital signs Medication calculations Performing passive range of motion exercises		Site: College Performing passive range of motion exercises Supporting a client's position in bed	

			<p>Supporting a client's position in bed</p> <p>Moving a client up in bed</p> <p>Turning a client to the lateral or prone position in bed</p> <p>Assisting a client to sit on side of bed</p> <p>Transferring a client between bed and chair</p> <p>Assisting a client to ambulate</p> <p>Assisting a client to use a cane</p> <p>Assisting a client to use a walker</p>		<p>Moving a client up in bed</p> <p>Turning a client to the lateral or prone position in bed</p> <p>Assisting a client to sit on side of bed</p> <p>Transferring a client between bed and chair</p> <p>Assisting a client to ambulate</p> <p>Assisting a client to use a cane</p> <p>Assisting a client to use a walker</p>	
6 – February 23 rd , 2016	Collaboration Communication Perioperative care	Exam #2	Vital signs Medication calculations	Medication test given	Site: College Head to toe assessment	

	Teaching and learning		Assisting with a bedpan Assisting with a urinal Assisting a client to the commode Patient teaching activity introduced		Review prior skills Clinical site overview	
7 – March 1 st , 2016	Immunity Infection Inflammation Thermoregulation	Literature review paper due	Vital signs Medication calculations Don and doffing isolation attire Using a mask Infection prevention choice activity Patient teaching activity	Patient teaching activity	Site: Clinical Facility 1 patient assignment	Clinical Assignment #1 assessment and vital signs
8 – March 8 th , 2016	Digestion Metabolism Nutrition	Not applicable	Vital signs Medication calculations Administering a tube feeding, intermittent	Patient teaching activity	Site: Clinical Facility 1 patient assignment	Clinical Assignment #2 Assessment, vital signs and care plan

			and infusion. Patient teaching activity			
Spring Break – March 13-19th, 2016						
9 – March 22 nd , 2016	Grief and loss Mood and affect Spirituality Stress and coping	Exam #3	Vital signs Medication calculations Reinforce prior skills		No Clinical Saturday or Sunday	Not applicable
10 – March 29 th , 2016	Elimination Fluid and electrolytes	Not applicable	Vital signs Medication calculations		Site: Clinical Facility 1 patient assignment	Clinical Assignment #3 Assessment, vital signs and care plan
11 – April 5 th , 2016	Advocacy Ethics Health policy Healthcare Systems Legal issues	Not applicable	Vital signs Medication calculations Collecting a urine specimen Obtaining stool specimens Assisting with a bedpan Assisting with a urinal Assisting a client to the commode Applying an external	Pediatric observation paper	Site: Clinical Facility 1 patient assignment	Mid-semester clinical evaluation Clinical Assignment #4 Assessment, vital signs and care plan

			urinary device			
12 – April 12 th , 2016	Oxygenation Cellular regulation	Exam #4	Vital signs Medication calculations Administering oxygen via nasal cannula, face mask or face tent Ethics debate	Ethics debate	Site: Clinical Facility 1 patient assignment	Same patient assigned as a prior week; Clinical Assignment #5 Assessment, vital signs and revised care plan of prior patient
13 – April 19 th , 2016	Acid base balance Perfusion	Not applicable	Vital signs Medication Calculations Arterial Blood Gases (ABG) interpretation Performing postmortem care		Site: Clinical Facility 1 patient assignment	Clinical Assignment #6 Assessment, vital signs, medication history and care plan related to medications
14 – April 26 th , 2016	Evidence based practice Informatics Managing care Professional behaviors Quality improvement	Exam #5 HESI (Saturday 4/30/16 at 3pm)	Vital signs Medication calculations Systems Process Improvement exercise Review prior skills		Site: Clinical Facility 2 patient assignment	Clinical Assignment #7 Assessment, vital signs and care plan
15 – May 3 rd , 2016	Reproduction Sexuality	Not applicable	Vital signs Medication	Reflective practice	Site: Clinical Facility 2 patient	Final Clinical Evaluations

			calculations Review prior skills	paper	assignment	Completed No Clinical Assignment
16 – May 10 th , 2016	5:30 pm in MS204	Comprehensive final	Not applicable	Not applicable	Not applicable	Not applicable

Drug class: _____

Therapeutic Effect	Drug Names (generic and brand)	Common Adverse Effects	Serious Adverse Effects	Administration Considerations



NRS112
Clinical Evaluation Tool

Student: _____

MCCC ID#: _____

Clinical Facility: _____

Semester: _____

Clinical Evaluation Grading Criteria:

Met Performance criteria met, performing as expected for this level

Not met Performance criteria not met, areas needing improvement requiring remediation plan

Unsafe Significant concerns for patient safety

	Week 10	Week 15
<p>Program Outcome 1: At a basic level, provide safe, quality, evidence-based, patient-center nursing care in a variety of healthcare settings to diverse patient populations related to wellness and for patients experiencing uncomplicated conditions.</p> <ol style="list-style-type: none"> 1. Conduct a basic level head to toe assessment, including physical, behavioral, psychological and spiritual assessment of health and illness parameters in patients, using a developmentally and culturally appropriate approach. 2. Identify basic patient needs based on assessment findings. 3. Develop a simple individualized plan of care, using best available evidence. 4. Implement basic patient centered care that reflects an understanding of human growth and development, pharmacology, nutrition, medical management and nursing management. 5. Describe factors that create a culture of safety. 6. Describe information to include in a patient teaching plan considering basic aspects of developmental stage, age, culture, patient preference and health literacy. 7. Describe expected patient outcomes to evaluate the effectiveness and impact of nursing care. 8. Deliver care within the expected timeframe. 9. Begin to use hand-off communications to ensure the receiving caregiver has the knowledge needed to provide safe care. 10. Explain how cultural awareness/sensitivity is used when providing care to patients. 11. Suggest possible revisions to the care plan based on the 		

<p>patient's response to the care provided.</p> <p>12. Demonstrate safe performance of basic psychomotor skills for efficient, safe and compassionate care.</p> <p>13. Accurately document aspects of patient care provided.</p>		
<p>Week 10 Comments:</p>		
<p>Week 15 Comments:</p>		
	<p>Week 10</p>	<p>Week 15</p>
<p>Program Outcome 1: At a basic level, provide safe, quality, evidence-based, patient-center nursing care in a variety of healthcare settings to diverse patient populations related to wellness and for patients experiencing uncomplicated conditions. Specifically regarding medication administration:</p> <ol style="list-style-type: none"> 1. Recalls patient medication information including therapeutic effect, common adverse effects, serious adverse effects and administration considerations. 2. Calculates medication dosages correctly. 3. Checks "Seven rights" of medication administration. 4. Performs appropriate assessments prior to, during and after medication administration. 5. Follows correct procedures in preparing and administering medications. 6. Utilizes critical thinking and clinical judgement when administering medication to assigned patients. 7. Evaluates the effects of medication administered while identifying is appropriate clinical outcomes have been achieved. 8. Incorporates assessment data in decision-making related to medication administration. 9. Relates patients' medications to their health status. 		

Week 10 Comments:

Week 15 Comments:

	Week 10	Week 15
<p>Program Outcome 2: Discuss clinical reasoning used to make patient-centered care decisions at the fundamental level.</p> <ol style="list-style-type: none">1. Begin to use clinical reasoning when making decision to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.2. Use beginning clinical reasoning when implementing all steps of the nursing process.3. At the fundamental level, anticipate risks and predict and manage potential complications.4. Identify ways to prioritize patient care.5. Describe at the basic level, aspects of the clinical microsystem that may impact the nurse's ability to provide safe, quality care.		
<p>Week 10 Comments:</p>		
<p>Week 15 Comments:</p>		

	Week 10	Week 15
<p>Program Outcome 3: Explain how quality improvement processes are used to improve patient care.</p> <ol style="list-style-type: none"> 1. Describe quality improvement processes to ensure safety initiatives and monitor performance measures. 2. Discuss the importance of analyzing errors and how this is used to identify system improvements. 3. Discuss the importance of National Patient Safety Goals in the care of the patient experiencing uncomplicated conditions. 		
Week 10 Comments:		
Week 15 Comments:		
	Week 10	Week 15
<p>Program Outcome 4: Recognize the importance of collaboration with members of the interprofessional team, the patient and the patient's support system.</p> <ol style="list-style-type: none"> 1. Identify communication techniques used by members of the healthcare team, including the patient and the patient's support network when making decisions and planning care. 2. Identify the interprofessional healthcare providers with whom the nurse works when providing care to patients. 3. Discuss how the interprofessional team impacts patient safety and quality improvement for patients. 4. Describe conflicts that may occur in the healthcare setting. 		

Week 10 Comments:

Week 15 Comments:

	Week 10	Week 15
<p>Program Outcome 5: Summarize how information management (informatics) principles, techniques, and systems and patient care technology are used in the healthcare setting.</p> <ol style="list-style-type: none">1. Begin to use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice in the care of patients.2. Explain the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.3. Describe specific patient care technologies used in the care of patients.		

Week 10 Comments:

Week 15 Comments:		
	Week 10	Week 15
<p>Program Outcome 6: Explain the leadership, management, legal and ethical guidelines that are used as a Registered Nurse.</p> <ol style="list-style-type: none"> 1. Describe the legal and ethical frameworks used in nursing practices, including the New Jersey Nurse Practice Act. 2. Describe the American Nurses Association Standards of Practice. 3. Demonstrate accountability for nursing care given by self. 4. Explain the delegation process used when working with other healthcare team members. 5. Explain how the nurse acts as a patient advocate in the care of patients. 6. Identify the importance of economic, political, social and demographic forces on the delivery of health care for patients. 		
Week 10 Comments:		
Week 15 Comments:		

Week 10

Student Signature: _____

Faculty Signature: _____

Week 15

Student Signature: _____

Faculty Signature: _____

Remediation plan instituted (attach copy): _____

NRS112 Demonstrated Skill Competency in the Clinical Setting

Competency Level refers to the level of competency the student should be able to demonstrate by the completion of the nursing program. The levels of competency for the nursing demonstrated skills are:

- **Novice (N):** Skill has been introduced in lab, simulation, or clinical setting. Student has observed demonstration and/or demonstrated skills 2 times or less.
- **Competent (C):** Student has demonstrated the skill 3 times or more in lab, simulation, or clinical setting. Student may require some direction on proper completion of skill.
- **Proficient (P):** Student has demonstrated the skill 5 times or more lab, simulation, or clinical setting. Student performs the skill independently without direction.

Skill	Competency Level	Novice	Competent	Proficient	Not Assessed
General Assessment					
Measuring height	Competent				
Measuring weight	Competent				
Head to toe assessment	Proficient				
Vital Signs					
Assessing body temperature	Proficient				
Assessing an apical pulse	Proficient				
Assessing peripheral pulses	Proficient				
Assessing respiration	Proficient				
Assessing blood pressure using a pulse oximeter	Proficient				
Activities of Daily Living					
Changing an occupied bed	Proficient				
Providing basic hygiene care (AM/PM care)	Proficient				
Providing oral care for a client who is unconscious or debilitated	Competent				
Bathing an adult or pediatric client	Proficient				
Changing gown for client with an IV	Proficient				
Providing perineal-genital care	Proficient				

Providing foot care	Proficient				
Removing, cleaning and inserting a hearing aid	Novice				
Medication Administration					
Preparing medications from ampules	Proficient				
Preparing medications from vials	Proficient				
Administering oral medications	Proficient				
Administering medications by enteral tube	Proficient				
Administering sublingual medications	Novice				
Administering ophthalmic medications	Competent				
Administering otic medication	Competent				
Administering nasal medications	Competent				
Administering topical medications	Proficient				
Applying a transdermal medications patch	Proficient				
Administering rectal medication	Competent				
Administering intradermal injections	Novice				
Administering subcutaneous injections	Proficient				
Administering subcutaneous anticoagulant injections	Proficient				
Administer subcutaneous insulin injections with insulin pen	Proficient				
Administering intramuscular injection	Proficient				
Using the Z track method for IM injections	Proficient				
End of Life Care					
Performing postmortem care	Novice				
Elimination					
Collecting a urine specimen	Proficient				
Obtaining stool specimens	Proficient				
Assisting with a bedpan	Proficient				
Assisting with a urinal	Proficient				
Assisting a client to the commode	Proficient				
Applying an external urinary device	Proficient				
Infection					
Hand hygiene	Proficient				
Donning and removing clean gloves	Proficient				
Donning and removing isolation attire (PPE)	Proficient				

Using a mask	Proficient				
Mobility					
Performing passive range of motion exercises	Competent				
Supporting a client's position in bed	Proficient				
Moving a client up in bed	Proficient				
Turning a client to the lateral or prone position in bed	Proficient				
Assisting a client to sit on side of bed	Proficient				
Transferring a client between bed and chair	Proficient				
Assisting a client to ambulate	Proficient				
Assisting a client to use a cane	Proficient				
Assisting a client to use a walker	Proficient				
Nutrition					
Administering a tube feeding	Competent				
Oxygenation					
Administering oxygen via nasal cannula, face mask or face tent	Proficient				
Safety					
Applying a Mummy immobilizer	Novice				
Tissue Integrity					
Performing a dry dressing change	Proficient				
Preventing pressure ulcers (assessment and staging)	Proficient				
Applying a transparent film dressing	Proficient				
Irrigating a wound	Proficient				
Using alginates on wounds	Proficient				
Using a hydrocolloid dressing	Proficient				
Applying a transparent wound barrier	Proficient				

Instructor Initials		Instructor Printed Name	
Instructor Initials		Instructor Printed Name	