



**HEALTH PROFESSIONS**

**NURSING PROGRAM**

**NRS 112**

**CONCEPTS OF NURSING PRACTICE I**

**LAB MANUAL**

**Spring 2019**



## Lab Manual

**Course Number:** NRS112      **Course Title:** Concepts of Nursing Practice      **Credits:** 6

**Hours:** 3 hours/week theory; 3 hours/week lab; 6 hours/week clinical

**Pre-requisite:** Formal admission into the nursing program

### Course Description

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.

### Course Coordinator

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The most effective way to communicate with Professor Molle and Professor Scaletti outside of class is via e-mail. Student emails 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 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
Health history/Patient Assessment	10%
Dosage calculation exam	15%
Patient teaching activity	10%
Pediatric care plan/Observation paper	10%
Ethics debate	5%
Reflective practice paper	10%
Head to Toe Assessment Test Out	20%
Medication Administration Test Out	15%
HESI Fundamentals Exam	5%
<b>Total</b>	<b>100%</b>

### **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 Assessment**

Students will perform a head to toe assessment on a classmate and document their findings in DocuCare. Please refer to the clinical assignment to practice entering all aspects of the head to toe documentation.

### **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 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.

### **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. No two skills will be duplicated.

### **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 learner.	Return demonstration of the skill is performed by the learner.

**Literature Review Paper**

Choose an article that meets the following guidelines:

- The article must have been published within the last five years from a peer reviewed nursing, medicine or health related journal.
- The article must describe a research study or evidence based practice project that examines the impact of culture on the provision of healthcare, from either care provider, client or societal perspective. Culture may include race/ethnicity, religion, sexuality, social or economic factors.

Students must submit a copy of the article via Blackboard by the announced due date. Once approval is obtained, write a 500-750 word paper summarizing the article.

The summary must include:

1. Article title, author and journal in which it was published
2. A description of the population under study
3. A description of the intervention
4. A description of the results
5. Implications for your nursing practice – how will this information influence how you provide care to clients?

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

### Grading Rubric for Evidence Based Practice Paper

	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	No evidence of how the information could be applied to student's nursing practice.		Evidence of application to the student's nursing practice
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 ten 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, lacks organization of ideas, or contains up to nine spelling or grammar mistakes.	Entry is formatted according to guidelines. Paper is submitted within the expected time frame, reads well and provides clear organization of ideas.

#### **Ethics Debate**

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

#### **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 Topic Examples:**

- 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	

**HESI Fundamentals of Nursing Exam**

This standardized web-based exam is given at the end of the semester to prepare the student for the final exam and assess student learning in the course. Students are required to prepare for this exam by accessing the "practice test" on the Evolve website at <http://evolve.elsevier.com> under the "case studies with practice test" section. Access the practice tests under "Fundamentals." All students will need an Evolve login and password in order to take the HESI exam.

The HESI Fundamental Exam is a weighted grade, worth 5% of the total grade. MCCC Nursing Program has established the minimum expectation for the HESI Fundamental Exam to be a 700 raw score. Since the HESI Fundamental Exam includes content that is not addressed in NRS 112, the following HESI Conversion Score has been established:

HESI Raw Score	HESI Conversion Score
>1000	100
>950	95
>900	90
>850	85
>800	80
>700	77
>600	70
>500	60
>400	50
>300	40

Students who do not achieve the expected benchmark of 700 raw score will be required to do HESI remediation in order to sit for the final exam. Students with a score of 600-699 will be required to

complete two hours of remediation. Students with a score of 599 or less will be required to complete four hours of remediation. Remediation must be completed at least 48 hours prior to final exam.

**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 is submitted after twenty four	Entry is not formatted according to guidelines. Entry is submitted within	Entry is formatted according to guidelines. Paper is submitted
	Hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than five spelling or grammar mistakes.	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.	Within the expected time frame, reads well and provides clear organization of ideas.

**Pediatric Observation Assignments**

You will be visiting a Lakeview Child Center to conduct a pediatric observation. This is a 4 hour clinical experience. 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 Scaletti.

**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.

Pediatric Observation

Complete the following worksheet for pediatric observation. Submit completed worksheet via Blackboard. Worksheet may be typed or scanned in as **legible** handwritten document. The pediatric observation sheet as well as the care plan **MUST** be submitted in blackboard.

Pediatric Care Plan

Develop 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.

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.

Students are encouraged to submit both pediatric observation and pediatric care plan assignments within two weeks of observation date.

Pediatric Care Plan 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.
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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. Save as you go so information is not lost in your submissions.

Complete an assessment on each assigned patient and document the findings DocuCare. The head to toe 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)
- Vital signs
- Braden scale

Create a care plan with **two** priority nursing diagnosis based on your assessment data and medication history. Each diagnosis should include an outcome and at least **two** interventions appropriate to the long term care setting and should include at least one diagnoses related to the current concepts being taught for that week.



NRS112 Demonstrated Skill Competency

Student Name: \_\_\_\_\_  
Semester: Spring 2019

Student ID#: \_\_\_\_\_

**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.

Skill	Program Expectation	Novice	Competent	Proficient	Student Initials	Instructor Initials
<b>General Assessment</b>						
Measuring height	Competent					
Measuring weight	Competent					
Head to toe assessment	Proficient					
<b>Vital Signs</b>						
Assessing body temperature	Proficient					
Assessing an apical pulse (done during head to toe assessment)	Proficient					
Assessing peripheral pulses	Proficient					
Assessing respiration	Proficient					
Assessing blood pressure	Proficient					
Using a pulse oximeter	Proficient					

<b>Activities of Daily Living</b>						
Changing an occupied bed	Proficient					
Providing basic hygiene care (AM/PM care)	Proficient					
Providing oral care for a client who is unconscious or debilitated	Novice					
Bathing an adult or pediatric client	Proficient					

<b>Skill</b>	<b>Program Expectation</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>	<b>Student Initials</b>	<b>Instructor Initials</b>
<b>Medication Administration</b>						
Preparing medications from ampules	Proficient					
Preparing medications from vials	Proficient					
Administering oral medications	Proficient					
Administering medications by enteral tube	Proficient					
Administering sublingual medications	Proficient					
Administering ophthalmic medications	Proficient					
Administering otic medication	Competent					
Administering nasal medications	Competent					
Administering topical medications	Competent					
Applying a transdermal medications patch	Competent					
Administering rectal medication	Novice					
Administering intradermal injections	Novice					
Administering subcutaneous injections	Proficient					
Administering intramuscular injection	Proficient					
Using the Z track method for IM injections	Proficient					
Land marking IM injection sites	Proficient					
<b>Elimination</b>						



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					
<b>Infection</b>						
Hand hygiene	Proficient					
Donning and removing clean gloves	Proficient					
Donning and removing isolation attire	Proficient					
Using a mask	Competent					
<b>Mobility</b>						
Performing passive range of motion exercises	Competent					
Moving a patient in bed, includes support position, moving client up, turning and assisting 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					
<b>Nutrition</b>						
Administering a tube feeding	Proficient					
<b>Oxygenation</b>						
Administering oxygen via nasal cannula, face mask or face tent	Proficient					
<b>Safety</b>						
Applying a Mummy immobilizer	Novice					
<b>Tissue Integrity</b>						

Apply a dry dressing (includes foam, alginates, transparent)	Proficient					
Assessing and staging pressure ulcers	Proficient					
Apply topical wound care ointments	Proficient					
Irrigating a wound	Proficient					

Instructor Initials		Instructor Printed Name	
Instructor Initials		Instructor Printed Name	

Fall 2015  
 Revised Fall 2016  
 Revised Fall 2017  
 Revised Fall 2018

*Mercer County Community College*  
*Division of Health Professions*  
*Nursing Program*  
**Medication Calculation Guidelines**

1. If weight conversion is needed (pounds/kilograms), calculate that as separate problem first.
2. Convert all items to equal units prior to working problem, if needed.
3. Do not round until the end of the problem.
4. Manual drip rates are always reported in whole numbers.
5. All questions should specify rounding requirements for the answer.
6. Infusion pumps can be rounded to the nearest tenth.
7. Five and up, round up. Four and below, round down.
8. No method of calculation (ratio/proportion, dimension analysis, etc.) is preferred; any is acceptable if the right answer is reached.
9. No half credit is given. If the answer is not rounded correctly or not answered to the requested decimal place, the question is marked incorrect.
10. Trailing zeros are prohibited, e.g. 1.0
11. Leading zeros are required, e.g. 0.1.
12. Label all answers with the correct unit.