SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NURSING 120

Course Information and Forms

Spring 2013

Student Name: ____________________
MERCER COUNTY COMMUNITY COLLEGE  
SCIENCE AND HEALTH PROFESSIONS  
NURSING PROGRAM  
INFORMATION & FORMS

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Information Resources

Classroom – Theory

Classroom theory presentation is based on unit objectives. The focus will be on discussion of relevant theoretical basis of pathophysiology, medical management, and the nursing process for patients with varied psychiatric, pediatric, and medical/surgical problems. The purpose of the theoretical discussions is to update information, to clarify problem areas, to emphasize important concepts, and to assist students to correlate theoretical knowledge into clinical situations; thus strengthening students' critical thinking and problem solving skills. Students are expected to have completed related readings and answer the pre-class assignment prior to classroom theory presentation.

College Lab

Four College labs will focus on discussion, relevant article review and discussion, skills, video, computer assisted learning, and math calculations. Students are expected to read assigned text and articles prior to the lab and be prepared to work in small groups to discuss pathophysiology, medical management, and the nursing process for assigned topics.

Clinical Lab

Preparation for clinical lab will focus upon weekly unit clinical objectives. Specific instructions will be given by the clinical instructor. You may be asked to submit selected assignments; these papers, videos and/or oral presentations will be graded satisfactory/unsatisfactory and this notation included in the clinical evaluation.

Medical Surgical Clinical Lab:

One written Concept Map will be submitted during the final week of the med/surg rotation. The due date will be announced by the course coordinator. The nursing care map will be graded by the clinical instructor. Nursing Care Plan Guidelines are on page 5.

Clinical Post-Conference presentation. See page 4.
NRS 120 - WEEKLY SCHEDULE
(This is just a brief overview for you at a glance. This does not replace your
detail course outline)

MEDICAL/SURGICAL NURSING

WEEK 1:
Tuesday Quiz
Lecture: 3 hours
College Lab: Cardiac assessment, vital signs and medication calculation
Clinical: Hospital Orientation & Client Care
Medication Cards are Due (please see medication list in other forms packet).
Medication Calculation Quiz

WEEK 2:
Tuesday Quiz
Lecture: 3 hours
College Lab: HESI case study on Congenital Heart Defects
Medication Calculation, IV weight based medication, Heparin drips,
IV medication and use of IV pumps
Clinical: Patient Care Assignments

WEEK 3:
Tuesday Theory EXAM Mid Term
Lecture: 3 hour
College Lab: PICC line dressing change, care of the patient with a PICC line, spike
and prime IV tubing, drip rates, calculate weight based IV medications
and Heparin drip.
Clinical: Patient Care Assignments

WEEK 4:
Tuesday QUIZ
Lecture: 3 hours
Case Studies
College Lab: Respiratory assessment, trach care, infection prevention education plan
for the community.
Clinical: Patient Care Assignments

WEEK 5:
Tuesday QUIZ
Lecture: 3 hours
Review
College Lab: HESI case study Cystic Fibrosis and Trach care
Clinical: Patient Care Assignments
Final Clinical Evaluation
*Final Clinical Evaluations Will Be Scheduled By Clinical Instructor*

Final Exam:
PLEASE MAKE SURE YOU MAKE THE PROPER ARRANGEMENTS FOR THE FINAL EXAM.

****(Final exam will be scheduled and announced by course coordinator PLEASE SEE ABOVE DATES)*
NRS 120 Alterations I

Written Clinical Prep Guidelines

Nursing 120 Clinical Prep:
- May be typed or handwritten – must be legible.
- Done once per week for clinical for one assigned patient. If you are assigned more than one patient, you need to develop a plan of care for all patients.
- Presented in the format of a concept map – using the forms/shapes that were given out during orientation.
- Based on the nursing process.

The weekly prep contains all of the following elements:
Medical Diagnosis – write a short synopsis of diagnosis, medical treatment, and any medical history. – Including pathophysiology, clinical picture (signs & symptoms), pertinent labs and radiology studies that are routinely done to make the medical diagnosis. (Include clinical signs and symptoms)

Concepts: List the concepts that may be affected by the client’s present health status. (You may have more than one nsg diagnosis for any affected concept).

For each basic need, list the following:

Concept #1:
- Nursing Diagnosis
- Goal – Short term and long term – written in patient behavioral statements
- Nursing Care Plan:
  - Assessment – List priority assessments for this client related to this basic need
  - Action – list nursing actions will you perform for this client related to this basic need
  - Client Education – what will you teach (be specific) this client related to this nsg dx – could be treatments, body mechanics, respiratory tx, medications, community resources.

Concept #2:
- Nursing Diagnosis
- Goal – Short term and long term – written in patient behavioral statements
- Nursing Care Plan:
  - Assessment – List priority assessments for this client related to this basic need
  - Action – list nursing actions will you perform for this client related to this basic need
  - Client Education – what will you teach (be specific) this client related to this nsg dx – could be treatments, body mechanics, respiratory tx, medications, community resources.

Concept #3:
- Nursing Diagnosis
- Goal – Short term and long term – written in patient behavioral statements
- Nursing Care Plan:
  - Assessment – List priority assessments for this client related to this basic need
  - Action – list nursing actions will you perform for this client related to this basic need
  - Patient Education – what will you teach (be specific) this client related to this nsg dx – could be treatments, body mechanics, respiratory tx, medications, community resources.
Please do not cluster the NCP, but list each plan out after each affected concept. Also, you may list the concept or multiple concepts for any disease. Make sure for any nursing diagnosis you have developed a full plan of care there must be separate goals, areas to assess, actions, and patient education.

Use the bolded titles as headings for your plan of care.

Weekly clinical prep will be the foundation of your cap map project.
Your clinical instructor will provide you with written feedback on your weekly clinical prep.
Students will report to Deborah Heart and Lung on assigned date by course coordinator. Please make sure you have eaten prior to going to the OR.

Student objectives:

1. Describe the nurse’s role in priority setting when preparing a patient to go to the operating room for surgery.
2. Observe patient in the pre-operative area and what precautions are taken before surgery to prevent complications.
3. Identify the different roles the nurses are in the operating room.
4. Observe monitoring equipment commonly used in client assessment.
5. Observe the different forms of communication used in the operating room.
6. Describe and identify the different roles of the RN in the pre, intra and post operative times caring for the patient having open heart surgery.

Student Preparation:

Student will prepare for this observation by reviewing RN role in the pre, intra and post operative locations. What indication would make a patient require open heart surgery?

Medication Cards are Due the first day of clinical.
The student is to use the Maxi Learn A Pre-Structured Drug Card System to hand write out the medication cards. These are the medication the students will be expected to know and will be administering during this course. Students will be considered unprepared for clinical if these cards are not completed. Students that are not prepared for clinical will be sent home and be considered absent for the day.

Hypertension- Ch 23
ACE inhibitors
Beta Blockers
Calcium Channel Blockers
Diuretics-HCTZ, lasix, bumex, aldactone
Alpha blockers
Alpha agonist
Angiotension II Receptor Blockers
Hydralazine

Lipid drugs- Ch 22
Statins
Bile Acids
Nicotinic acid
Fibric acid derivitives
Ezetimibe
Angina & AMI drugs- Ch 25
Nitrates- NTG
Morphine
Antiplatelet Therapy- Ch 27 pg 381-382
Asprin
ADP receptor Blocker- Plavix, Effient
Glycoprotein IIB/IIIA receptor inhibitor-Integrilin
Pletal
Brilinta
Heart Failure Drugs- Ch 24
Glycosides- Digoxin
Phosphodiesterase inhibitors- Primacor aned Inocor
Vasodilator- Natrecor
Dysrhythmia Drugs- Ch 26
Calcium Channel Blockers & Beta Blockers- as it relates to Afib
Coagulation Drugs- Ch 27
Thrombolytics
Heparin
Lovenox
Warfrin
Pradaxa
Drugs for Viral Infections - Ch 36
Symmetrel
Flumandine
Relenza
Tamiflu
Virazole
Ribavirin
Drugs for Bacterial Infection – Ch 34
Isoniazid
Rifampin
Pyrazinamide
Ethambutol
Penicilllian G
Azithromycin
Vancomycin
Flagyl
Drugs for Inflammation and Fever- Ch 33
Prednisone
Coritcosteriods- Flovent, Aerobid, Advair, Decasron
Leukotriene Modifiers- Singular
Acetaminophen
Ibuprofen
Resp Drugs Ch 38 & 39
Beta agonist long and short acting
Adrenergic Stimulants- Proventil, Ventolin, Combivent, Advair
Anticholinergics- Atrovent, Spiriva
Expectorant- Mucinex
MERCER COUNTY COMMUNITY COLLEGE  
DIVISION OF SCIENCE AND HEALTH PROFESSIONS  
NRS 120: COLLEGE & CLINICAL LABORATORY SKILLS & PROCEDURE REVIEW FORM

STUDENT’S NAME: _______________________________ CLASS OF 20____

Each NURSING 120 student should keep the original copy of this form with them during college and clinical labs. Please have faculty document each time you were observed performing the procedure or skill.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Dates Observed &amp; Faculty Initials</th>
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<tbody>
<tr>
<td>Tracheostomy Care:</td>
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<td>Suction</td>
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<td>Cleaning inner cannula</td>
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<td>Replacing inner cannula</td>
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<td>Hyperoxygenation</td>
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<td>Assessment – Lung Sounds</td>
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<td>Oxygen Administration</td>
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<td>Nasal Cannula</td>
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<td>Rebreather Mask</td>
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<td>Nonrebreather Mask</td>
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<td>Ventimask</td>
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<td>Assessment – Heart Sounds</td>
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<td>Assessment – Peripheral Vascular Checks</td>
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<td>Subcutaneous Injection</td>
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<td>Intramuscular Injection</td>
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<td>Procedure</td>
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<td>Intravenous Therapy: Preparing large volume IV solutions</td>
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<td>Intravenous Therapy: Adding secondary or piggyback medications to primary IV setups</td>
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<td>Intravenous Therapy: Calculating IV Drip Rate</td>
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<td>Intravenous Therapy: Marking IV bags according to hours to be infused</td>
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<td>Intravenous Therapy: Setting up infusion pumps</td>
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<td>Intravenous Therapy: Converting a running IV to a capped IV (heparin lock)</td>
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<td>Intravenous Therapy: Removing an IV catheter</td>
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<td>Central Venous Lines: PICC Care (peripherally inserted central catheter – single &amp; double lumen)</td>
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<td>PICC Line Check</td>
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<td>Flush before &amp; after medication</td>
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<td>Adding IV line after flush</td>
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<tr>
<td>OBJECTIVES</td>
<td>DISTINCTIVE 4 POINTS</td>
<td>EXCELLENT 3 POINTS</td>
<td>SATISFACTORY 2 POINTS</td>
<td>MINIMAL 1 POINT</td>
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<td>1. Objectives and NCLEX objectives are reviewed at the beginning of the class.</td>
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<td>2. Student group receives handouts including objectives, key concept definitions, research article and bibliography of any additional resources.</td>
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<td>3. Presentation is well organized, interesting, and is presented in a logical fashion.</td>
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<td>4. Importance of topic/research to nursing is clearly defined.</td>
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<td>5. Creativity is incorporated into teaching method making topic interesting.</td>
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<td>6. Teaching is done through discussion and questions, not through reading of materials.</td>
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<td>7. Eye contact is made with the group by presenters.</td>
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<td>8. Voice level is appropriate for all group members to hear presenters.</td>
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<td>9. Active involvement by all class members is encouraged by presenters.</td>
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<td>10. Choice of media is appropriately used, enhancing the learning of the topic.</td>
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<td>11. Discussion was completely summarized with essential points restated for the class through at least five test questions which have been passed out to the class. Presentation was completed within 20 minutes.</td>
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<td>12. Objectives as stated are met.</td>
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ADD TOTAL POINTS UNDER EACH CATEGORY

TOTAL SCORE FROM PEERS/INSTRUCTOR

COMMENTS FROM PEERS/INSTRUCTOR
DISTINCTIVE: Exceptional competence, beyond expectations of objectives, stands alone, highly creative
EXCELLENT: Fulfills all objectives, utilizes creativity, demonstrates high level of competence
SATISFACTORY: Meets objectives with some use of creativity and average competence
MINIMAL: Partially meets objectives with minimal use of creativity and below average competence
INSUFFICIENT: Does not meet objectives, no use of creativity, no demonstration of competence