



**MATH, SCIENCE & HEALTH  
PROFESSIONS**

**NURSING PROGRAM**

**NURSING 120**

**COURSE INFORMATION AND FORMS**

**FALL 2014**

**STUDENT NAME:** \_\_\_\_\_

**MERCER COUNTY COMMUNITY COLLEGE  
MATH, SCIENCE AND HEALTH PROFESSIONS  
NURSING PROGRAM  
INFORMATION & FORMS**

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**Reviewed & Revised August 2012**

## **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**

**Lecture:**

**College Lab:**

**Clinical:**

##### **Quiz**

3 hours

Cardiac assessment, vital signs and medication calculation

Hospital Orientation & Client Care

**Medication Cards are Due** (please see medication list in other forms packet).

**Medication Calculation Quiz**

#### **WEEK 2:**

##### **Tuesday**

**Lecture:**

**College Lab:**

**Clinical:**

##### **Quiz**

3 hours (HESI case study on Congenital Heart Defects)

Medication Calculation, IV weight based medication, Heparin drips, IV medication and use of IV pumps

Patient Care Assignments

#### **WEEK 3:**

##### **Tuesday**

**Lecture:**

**College Lab:**

**Clinical:**

##### **Theory EXAM Mid Term**

3 hour

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.

Patient Care Assignments

#### **WEEK 4:**

##### **Tuesday**

**Lecture:**

**College Lab:**

**Clinical:**

##### **QUIZ**

3 hours

Case Studies

Respiratory assessment, trach care, infection prevention education plan for the community.

Patient Care Assignments

#### **WEEK 5:**

##### **Tuesday**

**Lecture:**

**College Lab**

**Clinical:**

**Final Exam:**

##### **QUIZ**

3 hours

Review

HESI case study Cystic Fibrosis and Trach care

**Patient Care Assignments**

**Final Clinical Evaluation**

*\*Final Clinical Evaluations Will Be Scheduled By Clinical Instructor\**

***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.**

**MERCER COUNTY COMMUNITY COLLEGE  
DIVISION OF MATH, SCIENCE AND HEALTH PROFESSIONS  
NRS120**

**OPEN HEART SURGICAL OBSERVATION**

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 PRE-OPERATIVE 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.

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 derivatives
- 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 and Inacor
- Vasodilator- Natreacor

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  
Pennicillian G  
Azithromycin  
Vancomycin  
Flagyl

Drugs for Inflammation and Fever- Ch 33

Prednisone  
Corticosteroids- 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.**

Procedure	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials
<b>Tracheostomy Care:</b> Suction Cleaning inner cannula Replacing inner cannula Hyperoxygenation				
<b>Assessment – Lung Sounds</b>				
<b>Oxygen Administration</b> Nasal Cannula Rebreather Mask Nonrebreather Mask Ventimask				
<b>Assessment – Heart Sounds</b>				
<b>Assessment – Peripheral Vascular Checks</b>				
<b>Subcutaneous Injection</b>				
<b>Intramuscular Injection</b>				

**NURSING 120: COLLEGE & CLINICAL LABORATORY SKILLS & PROCEDURE REVIEW FORM**

<b>Procedure</b>	<b>Dates Observed &amp; Faculty Initials</b>	<b>Dates Observed &amp; Faculty Initials</b>	<b>Dates Observed &amp; Faculty Initials</b>	<b>Dates Observed &amp; Faculty Initials</b>
<b>Intravenous Therapy: Preparing large volume IV solutions</b>				
<b>Intravenous Therapy: Adding secondary or piggyback medications to primary IV setups</b>				
<b>Intravenous Therapy: Calculating IV Drip Rate</b>				
<b>Intravenous Therapy: Marking IV bags according to hours to be infused</b>				
<b>Intravenous Therapy: Setting up infusion pumps</b>				
<b>Intravenous Therapy: Converting a running IV to a capped IV (heparin lock)</b>				
<b>Intravenous Therapy: Removing an IV catheter</b>				
<b>Central Venous Lines: PICC Care (peripherally inserted central catheter – single &amp; double lumen)</b>  <p align="center"><b>PICC Line Check</b></p> <p align="center"><b>Flush before &amp; after medication</b></p> <p align="center"><b>Adding IV line after flush</b></p>				

*Mercer County Community College - Division of Math, Science, and Health Professions - Nursing Program*  
*Nursing 120 – Student/Faculty Grading Tool for Student Group Presentations*

PRESENTERS: \_\_\_\_\_

TOPIC: \_\_\_\_\_

EVALUATOR NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

OBJECTIVES	DISTINCTIVE 4 POINTS	EXCELLENT 3 POINTS	SATISFACTORY 2 POINTS	MINIMAL 1 POINT	INSUFFICIENT 0 POINTS
1. Objectives and NCLEX objectives are reviewed at the beginning of the class.					
2. Students receive handouts including objectives, key concept definitions, research article and bibliography of any additional resources.					
3. Presentation is well organized, interesting, and is presented in a logical fashion.					
4. Importance of topic/research to nursing is clearly defined.					
5. Creativity is incorporated into teaching method making topic interesting.					
6. Teaching is done through discussion and questions, not through reading of materials.					
7. Eye contact is made with the group by presenters.					
8. Voice level is appropriate for all group members to hear presenters.					
9. Active involvement by all class members is encouraged by presenters.					
10. Choice of media is appropriately used, enhancing the learning of the topic.					
11. Discussion was 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.					
12. Objectives as stated are met.					
<b>ADD TOTAL POINTS UNDER EACH CATEGORY</b>					
<b>TOTAL SCORE FROM PEERS/INSTRUCTOR</b>					
<b>COMMENTS FROM PEERS/INSTRUCTOR (please use back of form for additional space)</b>					

- 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

