

*Mercer County
Community College
Division of Math, Science
&
Health Professions
Nursing Program*

*NRS 231
College
Lab/Simulation/Clinical
Manual*

Spring 2016

Mercer County Community College
Division of Math, Science and Health Professions
Nursing Program
NRS 231 College/Simulation/Clinical Lab Manual

NRS 231 students are expected to:

1. Review related class notes, reading assignments and specific lab objectives prior to each college lab/clinical
2. Participate in discussion topics listed for each lab/clinical
3. Bring college/clinical lab manual to each class
4. Bring required equipment to each lab/clinical
5. Complete Emergency Preparedness Assignment
6. Pass Dosage Calculation/Medication Math exam with minimum score of 90%
7. Attend all scheduled college lab and clinical sessions.
8. Arrive on time for all aspects of the course

College Lab1: Alterations in Sensory Perception, Med/Dose Calculations

Lab Objectives:

At the completion of this lab, the student will be able to:

1. Examine the impact of SCI health problems on patients and families.
2. Identify the coping strategies of patients with spinal cord injuries.
3. Describe the steps of the primary and secondary assessment.
4. Differentiate common complications in SCI patients.
5. Demonstrate proficiency in dosage calculation.

Videos:

1. Aging with Spinal Cord Injury (YouTube)
2. Understanding Spinal Cord Injury (Sheppard Center)

Skills: (Pearson Skills Checklist)

Use of a cervical collar, transfer (long) board, log roll (6.8)
Insertion of OPA (7.13), NPA (7.14), suctioning (7.19 and 7.20)
Assisting with insertion of an Endotracheal tube (ETT), (7.15)
Administration of oxygen devices (7.6)

Discussion:

Performing a Primary and Secondary Assessment

College Lab 2: Alteration in Intracranial Regulation, Weight Based Infusions

Lab Objectives:

At the completion of this lab, the student will be able to:

1. Identify common complications associated with traumatic brain injury.
2. Discuss care priorities for patients with ↑ICP.
3. Analyze interventions to prevent ↑ICP.
4. Examine appropriate interventions to maintain intracranial homeostasis.
5. Demonstrate proficiency in weight based infusion calculations.

Videos:

1. Coma (Brain trauma Foundation)
2. Concussion (Brain Trauma Foundation)
3. Understanding Brain Injury (Sheppard Center)

Skills: (Pearson Skills Checklist)

Glasgow Coma Scale (11.40)

Reconstitution of medication (12.43)

IV push medications (12.54)

Care of the patient experiencing seizures (13.8)

Discussion:

Anti-epileptic drugs

Administering Mannitol

Administering medications via filtered system

Drawing up and diluting IV push medications

Administering analgesics, sedatives, and paralytics

College Lab3: Alterations in Tissue Integrity

Lab Objectives:

At the completion of this lab, the student will be able to:

1. Differentiate the depth and percentage of burns.
2. Compare presentations during each phase of burn injury.
3. Discuss appropriate interventions to prevent complications.
4. Identify the need for specialized long term care of burn victims.

Videos:

1. Burn Center (USDMC Burn Unit)
2. Skin Gun (YouTube)
3. After the Fire (SBMC Burn Unit)

Skills: (Pearson Skills Checklist)

- Care of an implanted Port (12.60)
- Maintenance of a central line (12.58)
- Care of a thoracostomy tube (chest tube) (7.26)
- Administering secondary IV medication (12.53)
- Administering IM injections (12.50)
- Administering SQ injections (12.45)
- Using a Z-track method (12.51)

Discussion:

- Rule of Nines
- Palmar Method
- Parkland Formula

College Lab 4: Safety (Emergency/Disaster Preparedness)

LAB OBJECTIVES:

At the completion of this lab, the student will be able to:

1. Identify natural vs. manmade disasters.
2. Analyze the impact of disasters on hospital facilities and personnel.
3. Discuss the roles and responsibilities of Emergency nurses.
4. Examine the nurse's role in preparing for and responding to a disaster.
5. Explain the process of decontamination.
6. Differentiate between ESI triage and START triage.

Videos:

1. Bioterrorism and Other Emergencies: Be Prepared, Be Safe (Medcom Trainex)
2. Terrorism: Medical response (Detrick Lawrence Corp)
3. Patient Decontamination (Medcom Trainex)

Discussion:

- ESI triage
- MCI triage

College Lab 5: Pediatric HESI

NRS 231 Medication List

All NRS 231 students will be responsible for knowing the correct dose, mechanism of action, administration guidelines, and side effects of the following medications.

Sensory Perception (SCI)

1. Glucocorticoids: Methylprednisolone (SoluMedrol)
2. Anticholinergic: Atropine
3. Antiulcer Agents: Prevacid (Lansoprazole), Protonix (Pantoprazole), Pepcid (Famotidine)
4. Vasopressors: Dopamine, Norepinephrine (Levophed)
5. Skeletal Muscle Relaxants: Baclofen (Liorseal)

Intracranial Regulation (TBI)

1. Antiepileptic Drugs (AEDs): Phenytoin (Dilantin), Valproic Acid (Depakote)
2. Diuretics: Mannitol (Osmotrol), Furosemide (Lasix)
3. Glucocorticoids: Methylprednisolone (SoluMedrol)
4. Opioids: Morphine Sulfate, Fentanyl, Hydromorphone (Dilaudid)
5. Sedatives: Lorazepam (Ativan), Midazolam (Versed), Propofol (Diprivan)
6. Neuromuscular Blocking Agents: Succinylcholine
7. Antidiuretic Hormone: Desmopressin (DDAVP)

Tissue Integrity (Burns)

1. Anti-infective Agents: Silver Sulfadiazine (Silvadene)
2. Isotonic Crystalloids: Normal Saline, Ringer's Lactate

EMERGENCY ROOM OBSERVATION GUIDELINES

Students will report to the Robert Wood Johnson Hamilton Emergency Department on the day and time scheduled. You will report to the charge nurse in the ED for observation assignment. Under the supervision of the registered nurse, students can assist with care as directed by the nurse and may perform any skill successfully demonstrated within your scope of practice. During the observation period, the student should rotate through the following three areas:

- 1. Main Adult Emergency Room**
- 2. Pediatric Emergency Room**
- 3. Adult ED Triage Area**

The observation is 8 hours. You will be allowed a 30 minute break for lunch/dinner. Please report off to the nurse to whom you have been assigned when leaving the unit for a break. All MCCC uniform dress code requirements (including stethoscope) are in effect for this

observation. Please have your MCCC student ID on and visible during this observation. No personal cell phones are to be used by students during the observation. RWJ Hamilton is a smoke free campus. There is no written assignment due with this observation, but you may be asked to share your experience with the class.

Student objectives:

1. Describe the responsibilities of the triage nurse in assessing patients as they arrive.
2. How does the triage nurse prioritize assessment findings and determine the order in which patients receive care.
3. Understanding of the Emergency Severity Index (ESI) 5 level triage system.
4. Observe patient triage and preparation for diagnostic procedures.
5. Differentiate therapeutic communication techniques used for adult and pediatric patients.
6. Describe how family members are included during examination and treatment.
7. Observe RN administering medications; describe their effect on the patient as it relates to their medical diagnosis.
8. Describe the nursing care pre and post any emergency procedure.
9. Identify differences in how children are assessed and how treatment is implemented.

Students will sign up for this experience during the first week of the course during lecture. It is on a first come basis. There are two time slots/day (8a-4:30p or 2p-10:30p). No more than 2 students can sign up each day – only one in each time slot.

Emergency Preparedness Assignment

Below is a list of disasters that could occur in Mercer County and have a great impact to the health care delivery system. Students will select one topic to research and follow the grading rubric to develop a scholarly paper. This assignment will be typed using APA format, double spaced, with references, using Times New Roman (font 12). Students must follow the grading rubric in order to receive the maximum points allotted. Students may use (but are not limited to) the following websites: FEMA (ready.gov), New Jersey Office of Emergency Management, CDC, and NIH. The body of the paper should not exceed three pages. This assignment must be posted on BlackBoard (MercerOnline) by 11:59pm on the following dates:

A session: Friday, February 19, 2016

B session: Friday, April 1, 2016

Active shooter	Biological terrorism	Earthquake
Epidemic	Fire	Snow Storm
Tornado	Hurricane	Mass casualty incident

Emergency Preparedness Assignment - Grading Rubric

Graded Item	Points	Earned Points
What is the nurse's role working in a hospital that is affected by this disaster?	15	
How can the nurse protect the safety of themselves during this disaster?	10	
How can the nurse protect the safety of patients during this disaster?	10	
What is the role of the healthcare facility in protecting the safety of the patients and staff?	10	
How can a nurse be prepared to respond appropriately during this disaster?	10	
Provide at least one example of this disaster and how it affected a healthcare facility in the past. Note the date, location, number of people affected, infrastructure damage, lives lost, and lessons learned.	30	
APA format (includes title page, reference page, spelling, and grammar).	15	
TOTAL	100	

Mercer County Community College
Division of Science & Health Professions
Nursing Program
Clinical Laboratory Performance Evaluation
NRS 231 - Alterations in Health VI

Course: (Medical-Surgical Nursing - 5 week Clinical Experience)

Student: _____ **MCCC ID #** _____

Semester: _____ **Clinical Facility:** _____

1. **Program objective:** Functions within the provisions of the Nurse practice Act while maintaining professional standards, the Code of Ethics and accepting responsibility for self growth and life-long learning

Evaluation Period	Week 3	Week 5
Clinical Competency: Demonstrate professional and ethical behaviors		
Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to): <ol style="list-style-type: none"> 1. Complies with agency and MCCC nursing program policies and standards. 2. Treats all individuals with dignity and respect. 3. Is prepared for clinical experiences and observations. 4. Utilizes objectives for clinical/observation experience preparation and actively evaluates the experience in post conference. 5. Protects patient rights (privacy, autonomy, confidentiality) 6. Practices within the legal and ethical framework of nursing. 7. Demonstrates appropriate professional behaviors (attendance, punctuality, honesty, appearance, attitude, acceptance of criticism) 8. Reports errors promptly 9. Assumes responsibility for learning. 10. Maintains professional boundaries. 11. Accepts responsibility for assigned patients. 12. Demonstrates accountability for actions. 		

2. **Program Objective:** Assess the patient’s health status in a comprehensive and holistic manner.

Evaluation Period	Week 3	Week 5
Clinical Competency: Collects and analyzes comprehensive patient assessment data		
Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to): <ol style="list-style-type: none"> 1. Uses correct techniques for physical assessment. 2. Uses effective interview and data collection techniques. 3. Identifies support systems and appropriately assesses patient hemodynamics. 4. Collects and analyzes relevant diagnostic testing results, interventional radiological and cardiovascular procedures, as well as surgical procedures. 5. Validates data collected for accuracy. 6. Adapts assessment techniques based on individual patient needs and characteristics (culture, spiritual, age, developmental level, illness, mental state). 7. Reports abnormal data and changes in patient’s condition to the instructor and appropriate health care professionals within appropriate timeframe. 8. Assesses patients in a timely and efficient manner. 9. Assesses patients and families based on basic human needs. 10. Anticipates changes in health status based on assessments. 11. Utilizes an efficient method of data collection when organizing collected information for assigned patients (student created form, hospital form, course form) 12. Utilizes available technology to collect data necessary to provide appropriate care. 		

3. **Program Objective:** Provide individual patient care in a safe physical and psychological environment.

Evaluation Period	Week 3	Week 5
Clinical Competency: Adheres to principles of patient safety and infection control.		

Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to):

1. Comes to clinical mentally and physically prepared to provide safe and effective care to assigned patients.
2. Protects assigned patients from injury, infection, and harm.
3. Protects self and others from injury, infection, and harm.
4. Maintains a safe, effective care environment.
5. Uses available technology in accordance with agency policies and procedures.
6. Requests assistance when needed.

4. **Program Objective:** Provide individual patient care in a safe physical and psychological environment. (Medication Administration)

Evaluation Period	Week 3	Week 5
Clinical Competency: Administers medications safely		
Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to): <ol style="list-style-type: none"> 1. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications. 2. Calculates medication dosages and IV rates correctly. 3. Checks “seven” rights prior to medication administration (right drug, right patient-using two identifiers, right dose, right time, right route, right reason, and right documentation). 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 judgment when administering medications to assigned patients. 7. Administers medications within the agency-allotted timeframe. 8. Evaluates the effects of medications administered while identifying if appropriate clinical outcomes have been achieved. 9. Incorporates assessment data in decision-making related to medication administration. 10. Relates patients’ medications to their health status. 11. Documents medication administration correctly according to agency policy. 		

5. **Program Objective:** Analyze, synthesize and evaluate patient-related data to develop and implement individualized patient care and teaching plans.

Evaluation Period	Week 3	Week 5
Clinical Competency: Provide individualized care based on relevant patient data		

Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to):

1. Determines and supports assigned patients' preferences.
2. Prepares assigned patients for interventions
3. Performs nursing skills competently to assigned patients.
4. Demonstrates caring behaviors towards patients and families.
5. Responds to patients in distress in order of priority.
6. Ensures patients' ADLs are completed for the respective time of day.
7. Considers patients' family and community when developing and implementing the plan of care.
8. Independently implements nursing care plan in an organized fashion.
9. Utilizes priority patient needs to determine order of care provided to assigned patients.
10. Modifies interventions in a flexible manner to assigned patients based on changing health needs.
11. Independently manages time constructively when providing care to assigned patients.
12. Assesses assigned patients' learning needs.
13. Provides patient teaching as a part of plan of care.
14. Applies knowledge about development and pathophysiology of complex health problems in a variety of patient settings.

6. **Program objective:** Evaluate the achievement of patient outcomes.

Evaluation Period	Week 3	Week 5
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.		

Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to):

1. Gathers adequate, relevant information for decision-making.
2. Reports abnormal data and changes in patient condition to the instructor and appropriate health care professionals within appropriate timeframe.
3. Responds appropriately to information from team members and/or other sources.
4. Uses clinical data and evidence-based practice to support decisions in providing care to assigned patients.
5. Validate nursing decisions with instructor or health care professional prior to implementing plan of care or changes in the plan.
6. Anticipates patient/family care needs for assigned patients.
7. Cluster data to identify patient/nursing problems for assigned patients.
8. Identify priority problems for assigned patients.

- 9. Plan individualized nursing care with appropriate outcomes for assigned patients.
- 10. Use critical thinking strategies in decision-making and care planning for assigned patients.
- 11. Modify patient care based on evaluation for assigned patients.

7. **Program objective:** Incorporate within nursing practice advocacy for patient’s rights taking into consideration cultural diversity, socioeconomic and political forces.

Evaluation Period	Week 3	Week 5
Clinical Competency: Act as a patient advocate		
Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to): <ul style="list-style-type: none"> 1. Promotes access to health care for assigned patients. 2. Protects patients’ right to make independent choices. 3. Prevents harm. 4. Protects self and others from injury, infection, and harm. 5. Eliminates potential sources of injury from assigned patients. 6. Monitors the quality of patient care provided to assigned patients. 7. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis to assigned patients. 		

8. Program objective: Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.

Evaluation Period	Week 3	Week 5
Clinical Competency: Ensure collaborative care.		
Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to):		
<ol style="list-style-type: none"> 1. Uses appropriate channels of communication. 2. Reports complete, accurate, pertinent information to instructor and staff. 3. Maintains effective communication with peers, staff, and instructor. 4. Conveys mutual respect, trust, support, and appreciation to student peers and other health care members. 5. Contributes to projects, discussions, and pre and post-conferences. 6. Confers with other health care and student team members regarding patient care needs. 7. Reviews collaborative behaviors when working with colleague student and health team members leading to achievement of patient outcomes. 8. Applies conflict resolution and problem solving skills as appropriate. 9. Facilitates continuity of care within and across health care settings (e.g. transfer reports, referrals). 10. Volunteers to assist student colleagues and health care members. 		

9A. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period	Week 3	Week 5
Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups		
Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to):		
<ol style="list-style-type: none"> 1. Provides accurate information to patient and families. 2. Uses appropriate and respectful words and tone in verbal communications. 3. Demonstrates appropriate non-verbal communication strategies. 4. Uses communication techniques to assist patients/families in coping with stressful events and changes in health status. 5. Adapts communication strategies based on patients' age, developmental level, disability, and/or culture. 6. Evaluates the effectiveness of therapeutic interactions. 		

7. Able to receive report and prioritize care for multiple patient assignment.
8. Is able to give report in an organize manor using SBAR assessment tool.
9. Effectively communicates with health care team, care that is provide and what care with be delegated to ancillary staff.

9B. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period	Week 3	Week 5
Clinical Competency: Document effectively.		

Clinical Performance Criteria for assignments of 2 or more patients with complex medical-surgical problems (includes, but not limited to):

1. Documents, completes, accurate, pertinent information in a timely manner.
2. Completes documentation according to agency guidelines (format, timing, abbreviations, etc.)
3. Uses appropriate terminology, spelling and grammar in written communications.

Week 3- Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature

Date

Student Comments regarding Clinical Goals

Student Signature **Date**

Remediation Plan Instituted (date) _____ **(attach copy)**

Clinical Evaluation Grading Criteria:

- Met Performance criteria met, performing as expected for this level
- None Met Performance criteria not met, areas needing improvement require remediation plan.
- Unsafe Demonstrates unsafe practice

Scoring:

**An evaluation criterion is assigned for each program objective and competency twice during the clinical evaluation period.
A designation of “Not Met” requires a written remediation plan.
A designation of “Unsafe” in any of the competencies will result in a clinical failure for the course.
Faculty reserve the right to document an evaluation at any time during the clinical rotation.**

Week 5 - Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature **Date**

Student Comments regarding Clinical Goals

Student Signature

Date

Remediation Plan Instituted (date) _____ **(attach copy)**

Clinical Evaluation Grading Criteria:

Met Performance criteria met, performing as expected for this level

Not Met Performance criteria not met, areas needing improvement require remediation plan.

Unsafe Demonstrates unsafe practice

Scoring:

An evaluation criterion is assigned for each program objective and competency twice during the clinical evaluation period.

A designation of “Not Met” requires a written remediation plan.

A designation of “Unsafe” in any of the competencies will result in a clinical failure for the course.

Faculty reserve the right to document an evaluation at any time during the clinical rotation.

Mercer County Community College
Division of Science & Health Professions
Nursing Program
Clinical Laboratory Performance Evaluation
NRS 231 - Alterations in Health VI

Course: Medical-Surgical Nursing - 5 week Clinical Experience

Student: _____ MCCC ID # _____

Semester: _____ Clinical Facility: _____

3. **Program objective:** Functions within the provisions of the Nurse practice Act while maintaining professional standards, the Code of Ethics and accepting responsibility for self growth and life-long learning

Evaluation Period	Week 3	Week 5
Clinical Competency: Demonstrate professional and ethical behaviors		

4. **Program Objective:** Assess the patient's health status in a comprehensive and holistic manner.

Evaluation Period	Week 3	Week 5
Clinical Competency: Collects and analyzes comprehensive patient assessment data		

3. **Program Objective:** Provide individual patient care in a safe physical and psychological environment.

Evaluation Period	Week 3	Week 5
Clinical Competency: Adheres to principles of patient safety and infection control.		

4. **Program Objective:** Provide individual patient care in a safe physical and psychological environment. (Medication Administration)

Evaluation Period	Week 3	Week 5
Clinical Competency: Administers medications safely		

5. **Program Objective:** Analyze, synthesize and evaluate patient-related data to develop and implement individualized patient care and teaching plans.

Evaluation Period	Week 3	Week 5
Clinical Competency: Provide individualized care based on relevant patient data		

6. Program objective: Evaluate the achievement of patient outcomes.

Evaluation Period	Week 3	Week 5
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.		

7. Program objective: Incorporate within nursing practice advocacy for patient’s rights taking into consideration cultural diversity, socioeconomic and political forces.

Evaluation Period	Week 3	Week 5
Clinical Competency: Act as a patient advocate		

8. Program objective: Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.

Evaluation Period	Week 3	Week 5
Clinical Competency: Ensure collaborative care.		

9A. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period	Week 3	Week 5
Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups		

9B. Program objective: Use effective verbal and written communication skills, incorporating lifespan considerations.

Evaluation Period	Week 3	Week 5
Clinical Competency: Document effectively.		

Week 3 - Faculty Comments - Areas of strength and areas requiring improvement:
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Faculty Signature Date

Student Comments regarding Clinical Goals

Student Signature Date

Remediation Plan Instituted (date) _____ (attach copy)

Clinical Evaluation Grading Criteria:

- Met** Performance criteria met, performing as expected for this level
- Not Met** Performance criteria not met, areas needing improvement require remediation plan.
- Unsafe** Demonstrates unsafe practice

Scoring:

An evaluation criterion is assigned for each program objective and competency twice during the clinical evaluation period.
A designation of “Not Met” requires a written remediation plan.
A designation of “Unsafe” in any of the competencies will result in a clinical failure for the course.
Faculty reserve the right to document an evaluation at any time during the clinical rotation.

Week 5 - Faculty Comments - Areas of strength and areas requiring improvement:

Faculty Signature

Date

Student Comments regarding Clinical Goals

Student Signature

Date

Remediation Plan Instituted (date) _____ (attach copy)

Clinical Evaluation Grading Criteria:

- Met** Performance criteria met, performing as expected for this level
- Not Met** Performance criteria not met, areas needing improvement require remediation plan.
- Unsafe** Demonstrates unsafe practice

Scoring:

An evaluation criterion is assigned for each program objective and competency twice during the clinical evaluation period.

A designation of "Not Met" requires a written remediation plan.

A designation of "Unsafe" in any of the competencies will result in a clinical failure for the course.

Faculty reserve the right to document an evaluation at any time during the clinical rotation.