MATH, SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 235

Concepts of Nursing Practice IV

COURSE OUTLINE
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Course Number: NRS 235

Course Title: Concepts of Nursing Practice IV

Credits: 8
Weeks: 15

Hours: 3 Theory Hours/Week
3 College Lab Hours/Week
12 Clinical Lab Hours/Week

Catalog description:
This course builds on all previous nursing courses to further refine and apply the concepts of nursing practice in the care of diverse client populations with acute and chronic complex conditions across the lifespan. Application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

Prerequisites: NRS 225
Corequisites: None

Required texts/other materials:


Recommended Textbooks:

Course coordinator:

Information Resources:

Nursing Program website – www.mccc.edu/nursing

Mercer Online -
Evolve-HESI – http://evolve.elsevier.com (for case studies & practice exams)

Pearson – www.mynursingkit.com


**Other Resources:**

Personal Digital Assistant (PDA)
SimChart access to be purchased from MCCC bookstore (ISBN 9781455710850)
Iclicker (audience response system) Purchased from MCCC bookstore

**STUDENT LEARNING OUTCOMES:**

**MCCC General Education Knowledge Goals:**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills:**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Program Student Learning Outcomes with related competencies:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse patient populations across the lifespan.
   a. Conduct comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
   b. Identify patient needs based on assessment findings.
   c. Develop a plan of care based on evidence-based practice considering individual patient needs.
   d. Implement patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management throughout the lifespan, and in a variety of healthcare settings.
   e. Promote factors that create a culture of safety.
   f. Provide patient teaching that reflects developmental stage, age, culture, patient preferences, and health literacy considerations.
   g. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care.
   h. Deliver care within expected timeframe.
   i. Provide patient-centered transitions of care and hand-off communications, including discharge planning, to ensure the receiving caregiver has the knowledge needed to provide safe care.
   j. Demonstrate cultural awareness/sensitivity when providing care to diverse patients in a variety of healthcare settings.
   k. Revise the plan of care based on an ongoing evaluation of patient outcomes including recognition of alterations to previous patient conditions.
   l. Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate patient care.
   m. Accurately document all aspects of patient care.
2. Engage in clinical reasoning to make patient-centered care decisions.
   a. Use clinical reasoning when making decisions to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
   b. Use clinical reasoning when implementing all steps of the nursing process while integrating best available evidence.
   c. Anticipate risks, and predict and manage potential complications.
   d. Prioritize patient care.
   e. Analyze the clinical microsystem and its impact on the nurse’s ability to provide safe, quality care.

3. Participate in quality improvement processes to improve patient care.
   a. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators in the microsystem of care.
   b. Analyze information about quality improvement projects in a variety of healthcare settings.
   c. Participate in analyzing errors and identifying system improvements.
   d. Implement National Patient Safety Goals in all applicable patient care settings.

4. Collaborate with members of the interprofessional team, the patient, and the patient’s support persons.
   a. Communicate effectively with all members of the healthcare team, including the patient and the patient’s support network when making decisions and planning care.
   b. Collaborate with the appropriate interprofessional healthcare professionals to communicate data collected during patient care.
   c. Implement patient safety and quality improvement within the context of the interprofessional team in a variety of healthcare settings.
   d. Implement conflict resolution principles as needed.

5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.
   a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
b. Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe care environment.

c. Apply patient care technologies as appropriate to address the needs of a diverse patient population.

6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.
   a. Practice within the legal and ethical frameworks of nursing practice.
   b. Analyze planned patient care within the context of the ANA Standards of Practice.
   c. Demonstrate accountability for nursing care given by self and/or delegated to others.
   d. Apply management skills and knowledge of the rules and principles of delegation when working with other healthcare team members.
   e. Serve as a patient advocate.
   f. Evaluate the impact of economic, political, social, and demographic forces on the delivery of health care.
   g. Complete a plan for ongoing professional development and lifelong learning.

**Course Student Learning Outcomes with Competencies:**

At the conclusion of this course, the student will be able to apply clinical reasoning skills while caring for diverse clients with complex acute and chronic conditions across the lifespan. The student will be able to:

1. Provide safe, quality, evidence-based, patient-centered nursing care in a variety of healthcare settings to diverse clients with complex acute and chronic conditions across the lifespan. **General Education Knowledge Goals: 1, 3, 4, 8, 9  Core Skills: A, B, C, E, F**

   a. Conduct comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters in patients, using developmentally and culturally appropriate approaches.
   b. Identify patient needs based on assessment findings.
   c. Develop a plan of care based on evidence-based practice considering individual client needs for diverse clients with complex acute and chronic conditions across the lifespan.
d. Implement patient-centered care that reflects an understanding of human growth and
development, pathophysiology, pharmacology, nutrition, medical management, and nursing
management for diverse clients with complex acute and chronic conditions across the
lifespan.
e. Promote factors that create a culture of safety.
f. Provide patient teaching that reflects developmental stage, age, culture, patient preferences,
and health literacy considerations for diverse clients with complex acute and chronic
conditions across the lifespan.
g. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care for
diverse clients with complex acute and chronic conditions across the lifespan.
h. Deliver care within expected timeframe.
i. Provide patient-centered transitions of care and hand-off communications, including
discharge planning, to ensure the receiving caregiver has the knowledge needed to provide
safe care.
j. Demonstrate cultural awareness/sensitivity when providing care for diverse clients with
complex acute and chronic conditions across the lifespan.
k. Revise the plan of care based on an ongoing evaluation of client outcomes including
recognition of alterations to previous patient conditions.
l. Demonstrate safe performance of psychomotor skills for efficient, safe, and compassionate
patient care.
m. Accurately document all aspects of client care.

2. Engage in clinical reasoning to make increasingly complex patient-centered care decisions for diverse
clients with complex conditions across the lifespan. **General Education Knowledge Goals: 1,3,4,8,9**
Core Skills: A,B,C,E,F
a. Use clinical reasoning when making decisions to ensure accurate and safe nursing care,
including addressing anticipated changes in the patient's condition, for diverse adult and
pediatric patients with complex conditions.
b. Use clinical reasoning when implementing all steps of the nursing process while
integrating best available evidence for diverse adult and pediatric patients with complex
conditions.
c. Anticipate risks, and predict and manage potential complications for diverse adult and pediatric patients with complex conditions.
d. Prioritize patient care.
e. Analyze the clinical microsystem and its impact on the nurse’s ability to provide safe, quality care.

3. Participate in quality improvement processes to improve patient care for diverse adult and pediatric patients with complex conditions. **General Education Knowledge Goals: 1,3,4,8,9  Core Skills: A,B,C,E,F**
   a. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators in the microsystem of care.
b. Analyze information about quality improvement projects for diverse adult and pediatric patients with complex conditions.
c. Participate in analyzing errors and identifying system improvements.
d. Implement National Patient Safety Goals for diverse adult and pediatric patients with complex conditions.

4. Collaborate with members of the interprofessional team, the patient, and the patient’s support persons for diverse adult and pediatric patients with complex conditions. **General Education Knowledge Goals: 1,3,4,8,9  Core Skills: A,B,C,E,F**
   a. Communicate effectively with all members of the healthcare team, including the patient and the patient’s support network when making decisions and planning care.
b. Collaborate with the appropriate interprofessional healthcare professionals to communicate data collected during patient care.
c. Implement patient safety and quality improvement within the context of the interprofessional team when caring for diverse adult and pediatric patients with complex conditions.
d. Implement conflict resolution principles as needed.
5. Use information management (informatics) principles, techniques, and systems, and patient care technology to communicate, manage knowledge, mitigate error, and support decision-making.

**General Education Knowledge Goals: 1,3,4,8,9  Core Skills: A,B,C,E,F**

a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice for diverse adult and pediatric patients with complex conditions.

b. Evaluate the role of information technology and information systems in improving patient care outcomes and creating a safe care environment for diverse adult and pediatric patients with complex conditions.

c. Apply patient care technologies as appropriate to address the needs of diverse adult and pediatric patients with complex conditions.

6. Assimilate leadership, management, legal, and ethical guidelines in practice as a Registered Nurse.

**General Education Knowledge Goals: 1,3,4,8,9  Core Skills: A,B,C,E,F**

a. Practice within the legal and ethical frameworks of nursing practice.

b. Analyze planned patient care within the context of the ANA Standards of Practice.

c. Demonstrate accountability for nursing care given by self and/or delegated to others in the care of diverse adult and pediatric patients with complex conditions.

d. Apply management skills and knowledge of the rules and principles of delegation when working with other healthcare team members.

e. Serve as a patient advocate.

f. Evaluate the impact of economic, political, social, and demographic forces on the delivery of health care.

g. Complete a plan for ongoing professional development and lifelong learning.

**Determination of NRS 235 Grade:**
Completion of all tests, written assignments, the HESI specialty and Exit Exams, and college lab/clinical visual evaluations as listed in the course outline by dates indicated and in accordance with nursing program policies is required. It is the responsibility of each student to be up to date on all reading assignments and content areas in order to progress from one clinical experience to another and meet course objectives and goals. The student must successfully complete all required college lab visual evaluations. There are two (2) clinical evaluations during the semester. A student must receive a score of “MET” on the clinical evaluation by the end of the semester to pass the clinical component of the course. A comprehensive final examination will be given at the end of the course. Please refer to the Nursing Program Information Handbook for program philosophy, program objectives, and other pertinent information regarding NRS 235 and other nursing courses.
**Attendance:**
Students are expected to attend all lecture, college laboratory, and clinical laboratory sessions. If you cannot avoid an absence, contact your instructor prior to the activity to be missed. Prolonged absences due to illness, injury, or bereavement for an immediate family member should be reported to the office of the Executive Dean for Student Affairs. Please see the Attendance/Absence Policy found in the Nursing Program Handbook Information Packet for further information regarding the Nursing Program policy on attendance.

**Theory:**
Classroom sessions are based on learning objectives from the course outline. It is the responsibility of the student to complete reading assignments prior to class. Classroom sessions are 3 hours per week. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. **Cell phones are to be shut off during class sessions.** During testing cell phones, PDA’s or any other electronic device must be turned off and out of student reach. Taping of lectures is not allowed unless the student has provided proof of need for special accommodations. The iclicker audience response system may be used during theory class sessions and should be brought to class. Students are also required to access the Evolve Learning System at [http://evolve.elsevier.com](http://evolve.elsevier.com) to complete assigned case studies. Online student resources for the Pearson Concept textbook can be accessed at [www.mynursingkit.com](http://www.mynursingkit.com).

**College Lab:**
This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled environment utilizing videos, interactive computer learning, hands on demonstration and clinical simulation. Weekly readings, objectives and activities will be highlighted in the NRS 110 Lab Manual. The NRS 235 Lab Manual is available online at [www.mccc.edu/nursing](http://www.mccc.edu/nursing). All assigned readings for college lab are from the text, *Nursing Skills for a Concept-Based Approach to Learning*. Students will observe a critical skill demonstration and/or view a skill specific video. The student will then be expected to practice the skill to gain proficiency and perform a return demonstration in front of the instructor. Students must successfully perform a return demonstration on all critical skills in order to pass the lab portion of the course. Please refer to the college lab manual for the critical skill sign-off procedure.

**Clinical Lab:**
The clinical laboratory provides students with the opportunity to provide care to patients in the clinical setting in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. Clinical lab consists of six hours per week performed at the assigned clinical facility. Weekly clinical assignment information will be handled by the clinical instructor. Clinical preparation guidelines are located at the end of this outline.

**NRS 235 Testing Procedure:**
All course theory exams will be given during the first hour of lecture. All nursing exams are timed and students are allotted 1.5 minutes per question (2 minutes for a dosage calculation question). **If a student arrives late to an exam, there will be no extra time allowed to complete the exam. Once a student has completed the exam, any late students will no longer be allowed admission to the classroom to
sit for the exam and will receive a zero (0) as a grade. All belongings, including but not limited to coats, hats, backpacks, books, purses, cell phones, and electronic devices are placed in the front of the lecture hall. No food or drinks are allowed during testing. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period. If a cell phone goes off during the exam, the student will receive a zero (0) grade. Only pencils, erasers, the scantron sheet and the test booklet will be allowed at the student’s seat during the exam. Please refer to nursing program testing policy in the Nursing Program Handbook for further information.

**Determination of NRS 112 Grade:**

In order to receive a grade in NRS 235, the following criteria must be satisfied:

(A) The final summative grade on the Clinical Laboratory Performance Evaluation must be at least a "MET" for all clinical objectives.

(B) Tests must be taken as scheduled. A grade of 76 or better should be maintained on all tests.

(C) Passing grade of 90% or better on the Dosage Calculation exam.

(D) Completion of HESI Specialty and Exit Exams.

(E) (F) Successful completion of all college lab critical skills as verified by instructor.

If all criteria for the determination of a grade for NRS 235 have been successfully met, a grade will be assigned as follows:

**Course Grading:**

Average of four (4) exams= 50% of grade  
Final Exam = 40% of grade  
HESI Exam = 10% of grade  
TOTAL = 100%

In order to successfully pass NRS 235, point scores for the calculation of tests, final exam, HESI Fundamentals Exam and concept map project must be 76% or higher. Letter grades will be assigned as follows:

**Nursing Program Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>97.00-100%</td>
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<tr>
<td>A-</td>
<td>93.00-96.99%</td>
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<tr>
<td>B+</td>
<td>89.00-92.99%</td>
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<td>B-</td>
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<td>C+</td>
<td>78.00-80.99%</td>
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<tr>
<td>C</td>
<td>76.00-77.99%</td>
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<td>D</td>
<td>61.00-75.99%</td>
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<td>F</td>
<td>60.99 or below</td>
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</tbody>
</table>
C + is the lowest acceptable passing grade for all courses in the nursing program. There is no rounding of grades in the nursing program

Other Grade Designations

I = Incomplete
W = Withdrawal
WI = Withdrawal Instructor Initiated
WA = Withdrawal Administration Initiated
Academic Honesty:
Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism:
Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

Cheating:
a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination

b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions

c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)

d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation

e) Presenting a single piece of work in more than one course without the permission of the instructors involved

Academic Integrity Statement:
Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty. The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

A. Uses or obtains unauthorized assistance in any academic work.
Copying from another student’s exam.
Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
Stealing an exam or possessing a stolen copy of an exam.

B. Gives fraudulent assistance to another student.
Completing a graded academic activity or taking an exam for someone else
Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
Sharing answers during an exam by using a system of signals.

C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.
Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
Using another author’s words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
Presenting another individual’s work as one’s own.
Submitting the same paper or academic assignment to another class without the permission of the instructor.

D. Fabricates data in support of an academic assignment.
Falsifying bibliographic entries.
Submitting any academic assignment which contains falsified or fabricated data or results.

E. Inappropriately or unethically uses technological means to gain academic advantage.
Inappropriate or unethical acquisition of material via the Internet or by any other means.
Using any electronic or hidden devices for communication during an exam.

Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.

Consequences for Violations of Academic Integrity
For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall

ADA Statement:
Mercer County Community College is in compliance with both the ADA and section 504 of the Rehabilitation Act. If you have, or believe you have, a differing ability that is protected under the law please contact Arlene Stinson at 570-3525 {stinsona@mccc.edu} for information regarding support services.

The MCCC Nursing Program Handbook:
Each nursing student will print a copy of the current semester’s Nursing Program Handbook from the program website (www.mccc.edu/nursing). Students are responsible for the all information contained within the handbook. All students are expected to comply with all nursing program requirements and policies as written in the current semester’s handbook.
<table>
<thead>
<tr>
<th>Course Student Learning Outcomes</th>
<th>Unit I Objectives The Human Domain</th>
<th>Teaching/Learning Activities</th>
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