



SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 110

**FUNDAMENTAL CONCEPTS OF NURSING
ONLINE
COURSE OUTLINE**

SPRING 2011



COURSE OUTLINE

Course Number: NRS 110

**Course Title : Fundamental Concepts of Nursing
ONLINE Course**

**Credits: 6
Weeks: 15**

**Hours: 3 Theory Hours (ONLINE)
2 College Lab Hours
6 Clinical Lab Hours**

Catalog description:

Introduction to the fundamental concepts and knowledge needed to meet the basic needs of all patients. The nursing process is used as a framework for care delivery as well as concepts from the social, psychological and physical sciences. Includes clinical experiences planned in area health care agencies.

Prerequisites: NRS 101, NRS 102 and formal admission into the nursing program For online program, score of 40% or higher on Computer Skills Placement Test or successful completion of IST 101.

Corequisites: None

Required texts/other materials:

Ignatavicius, D.D., Workman, M.L. (2009). *Medical Surgical Nursing*. (6th ed.) St. Louis: Elsevier Saunders. (ISBN 13: 978-0-7216-0446-6)

Lilley, L. L., Harrington, S., and Synder, J.S. (2010). *Pharmacology and the Nursing Process*. (6th ed.) St. Louis: Elsevier Mosby. (ISBN 13: 978-0-323-04486-8)

Pickar, G.D., Abernethy, A.P. (2008) *Dosage Calculations*. (8th ed.) Clifton Park: Thompson Delmar Learning

Potter, P. A., Perry, A. G. (2009) *Fundamentals of Nursing*. (7th ed.). St. Louis: Elsevier Mosby. (ISBN 13: 978-0-323-4828-6)

Schuster, P. M. (2008). *Concept Mapping A Critical-Thinking Approach to Care Planning*. (2nd ed.) Philadelphia: FA Davis. (ISBN 13:978-0-8036-1567-0)

Smith, S. F., Duell, D. J. and Martin, B.C. (2008). *Clinical Nursing Skills Basic to Advanced Skills*. (7th ed.). Upper Saddle River: Prentice-Hall. (ISBN 13: 978-0-132-24355-1)

NRS 110 Course Outline & Lab Manual. Download from nursing website at www.mccc.edu/nursing.

Iclicker, Audience Response System to be purchased through from MCCC bookstore

PDA loaded with Nursing Central Software (on loan from nursing program)

Optional Textbooks: (Recommended but not required)

Lilley, L. L Harrington, S., and Synder, J.S. (2010). *Pharmacology Study Skills Manual for Pharmacology and The Nursing Process*. (6th ed.) St. Louis: Elsevier Mosby.

Nugent, P.M., Vitale, B., & Vitale, B.A. (2008) *Test Success: Test Taking Techniques for Beginning Nursing Students*. (5th ed.) Philadelphia: FA Davis. (ISBN 13: 978-0-8036-1894-7)

Ochs, G., (2009). *Study Guide and Performance Checklists to Accompany Potter & Perry Fundamentals of Nursing*. (7th ed). St. Louis: Elsevier Mosby.

Nugent, P.M., Vitale, B.A. (2008). *Fundamentals Success*. (2nd ed.) Philadelphia: F.A. Davis. (ISBN 13: 978-0-8036-1291-0)

American Psychological Association. (2010) Publication Manual of the American Psychological Association. (6th ed.). American Psychological Association: Washington D.C.

Course coordinator:

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Information resources: MCCC nursing program website: www.mccc.edu/nursing

Nursing Central Software on PDA

- Davis’s Drug Guide for Nurses
- Tabers Cyclopedia Medical Dictionary, 21st edition
- Disease and Disorders: A Nursing Therapeutics Manual, 3rd edition
- Davis’s Comprehensive Handbook of Laboratory & Diagnostic Tests with Nursing Implications, 3rd edition
- Unbound MEDLINE
- Evolve Learning System – <http://evolve.elsevier.com> – Case Studies with Practice Test
- www.testandcalc.com (Dosage calculation)

Course Goals/Student Learning Outcomes:

At the conclusion of this course, the student will be able to apply critical thinking skills through the nursing process to implement care for individuals across the life span with alterations in basic human needs that will include the following:

1. Implement the nursing process through critical thinking and evidence-based practice for patients with basic human need alterations. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
2. Utilize principles of growth and development across the lifespan while planning and implementing nursing care. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
3. Describe major environmental & hospital safety hazards common for each age group and identify factors which affect an individual’s abilities for self-protection. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
4. Demonstrate the ability to promote patient physical/psychological safety in the clinical setting. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
5. Demonstrate utilization of the nursing process as a critical thinking competency by completion of a level one nursing care plan/concept map. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
6. Utilize appropriate nursing assessments, interventions and evaluations for patients with basic human need alterations. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**

7. Describe the therapeutic nurse-patient relationship based upon respect for client privacy, confidentiality, and advocacy. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
8. Identify the principles and commonly used methods of therapeutic communication within the health care setting, including assisting the patient/significant other to cope with changes in health status and end of life decisions. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
9. Describe the significance of psychosocial and cultural sensitivity needs in planning care for patients with alterations in basic human needs. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
10. Identify how the professional nurse delivers primary care within the parameters of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**

Course-specific General Education Knowledge Goals and Core Skills.

Fundamental Concepts of Nursing supports MCCC's General Education Knowledge Goals and Core Abilities:

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 Ability Goals

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.

Fundamental concepts: In this nursing curriculum, you will learn the nursing approaches utilized in meeting the basic human needs of individuals during periods of alteration or impairment that are directed toward maintenance of optimal body functions, prevention of potential problems and restoration of health. At Level I, (Fundamental Concepts of Nursing) the concepts and related basic human needs presented are:

HYGIENE NEEDS: Concerned with individuals at different age levels who have a temporary restriction of self care ability and require assistance in performing the hygiene activities of daily living.

ACTIVITY NEEDS: Concerned with individuals at different age levels who have temporary restriction of movement or activity.

SAFETY NEEDS: Concerned with individuals at different age levels who have hazards to the first line of body defense plus patient and environmental safety concerns.

HUMAN SEXUALITY NEEDS: Concerned with individuals at different age levels who have some temporary alteration of normal sexuality due to maturational factors or limitations of activities.

PSYCHOSOCIAL NEEDS: Concerned with individuals at different age levels who have a temporary interference with spirituality and/or self concept needs and who are experiencing change in the level of well-being.

REST and SLEEP NEEDS: Concerned with individuals at different age levels who have temporary restriction of activity or alteration with sleep patterns due to confinement to bed or impairment of the body's vital functions.

OXYGEN NEEDS: Concerned with individuals at different age levels who have an alteration in circulation or ventilation which impact the body's ability to supply oxygen to tissue.

NUTRITIONAL NEEDS: Concerned with individuals at different age levels who have various nutritional needs, food habits or cultural beliefs that affect nutritional status and physical fitness.

ELIMINATION NEEDS: Concerned with individuals at different age levels who have a temporary alteration of normal elimination patterns due to age factors, limitation of activities or disease process.

FLUID NEEDS: Concerned with individuals at different age levels who have alterations in fluid, electrolyte or acid/base balance which impact the body's homeostasis.

COMFORT NEEDS: Concerned with individuals of different age groups who are experiencing pain or discomfort due to disease condition, surgery, or medical treatments.

NRS 110 Course Grading Information

Grading Rationale

Student learning will be evaluated by 5 course theory tests, a plan of care concept map, HESI Fundamentals of Nursing exam, and a cumulative final exam. If a test is missed by the student, a make-up exam will be administered at the discretion of the instructor. The instructor **MUST** be notified in advance of the inability of a student to take

an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam. All tests are scored on Scantron forms, except the HESI exam which is web based. The Scantron sheet stands as the formal grade. Please have #2 pencils available for testing. All cell phones must be turned off and put away during testing. All tests are 50 questions except for the dosage calculation exam. The final exam will consist of 100 questions. After testing, all Scantron forms are secured in the nursing office. Please refer to the nursing program testing policy in your program handbook for more information on testing. **In order to successfully pass this course, point scores for the calculation of tests and the plan of care concept map must be 75% or higher.**

Course Requirements and Grading: Completion of all tests, written assignments, the HESI Fundamentals of Nursing exam, and 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 goals and objectives.. 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 110 and other nursing courses. **(Online students will take the 5 theory tests, the HESI Fundamentals of Nursing exam and the final exam on the West Windsor campus).**

Online Theory Sessions: Weekly online theory sessions are based on learning objectives from the course outline. Students access the online classroom at <http://www.mccc.angellearning.com>. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to accessing each week’s online content. Interactive learning activities will be included with each online lesson. After reading the lecture, students use the Daily Question Forum to post their answers for all assigned questions. After the initial posts students are then required to post four replies on four days of the week for a total of 16 reply posts each week. Students are also required to access the Evolve Learning System at <http://evolve.elsevier.com> to complete assigned case studies.

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 and is held at the assigned clinical facility. Weekly clinical assignment information will be handled by the clinical instructor. The student will have the use of a college owned PDA during the semester which will come supplied with a variety of nursing resources which the student can utilize during clinical. Clinical preparation guidelines are located at the end of this outline. In general, during the clinical lab, you will be expected to:

Pre-Conference - One Hour: (prior to arrival on clinical unit)

- A. Be able to state the patient's diagnosis including organs involved, explain (briefly) signs and symptoms of the disease and methods to diagnose and treat the disease or condition.(Utilize textbooks and/or PDA and nursing software as a resource)
- B. Identify and explain patient's basic need deficits based on disease process, diet order and use of pharmacological agents (utilizing PDA resources).
- C. Identify developmental tasks (according to Erickson), appropriate to the patient's age and the implications for nursing care.
- D. Formulate a written preliminary plan of nursing care based on basic need deficits and utilizing the nursing process.

- E. Discuss assigned medications in relation to patient care outcomes.
- F. Pre-conference preparation may be collected by instructor for evaluation.

Clinical Experience – Four Hours: (on clinical unit)

- A. Receive report on assigned patient, review medical record.
- B. Assess your assigned patient.
- C. Revise your preliminary plan as needed utilizing data obtained in report, from the medical record, and your assessment of the client.
- D. Implement the nursing plan by caring for your patient demonstrating proficiency in nursing skills and seeking guidance from your instructor as needed. (Refer to weekly clinical objectives in course outline)
- E. Record nursing documentation and report off to nursing staff appropriately. **(All patient information received during hospital lab is to remain confidential at all times. No photocopying of patient information is allowed).**

Post Conference-One Hour:

- A. Review and evaluate the care given and the patient's response to care plan.
- B. Discuss revisions that should be made in your plan to improve care.
- C. Discuss application of clinical objectives to your patient.

College Lab: This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled environment utilizing hands on demonstration and clinical simulation. Weekly readings, objectives and activities will be highlighted in the NRS 110 Lab Manual. The NRS 110 Lab Manual is available online at www.mccc.edu/nursing . All assigned readings for college lab are from *Clinical Nursing Skills, Basic to Advanced*, 6th ed. by Smith, Duell & Martin. Students will observe a critical skill demonstration or view a skill specific video. The student will then be expected to practice the skill to gain proficiency. All critical skills must be successfully completed and verified by an instructor by the end of the semester in order to pass the college lab component of this course. Please refer to college lab manual for the critical skill sign-off procedure. **(For the online students, the college lab experience is held during the clinical lab.)**

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 learning in the course. Students can prepare for this exam by accessing the “practice tests” on the Evolve website at <http://evolve.elsevier.com> under the “case studies with practice test” section. Access the practice tests under “Fundamentals.”

NRS 110 Testing Procedure: All course theory exams will be given on campus. Students will have 75 minutes to complete the exam. All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. 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 and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook for further information.

Determination of NRS 110 Grade:

In order to receive a grade in NRS 110, 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 75 or better should be maintained on all tests.
- (C) Pass grade of 90% or better on the Dosage Calculation exam.

- (D) Completion of HESI Fundamentals of Nursing exam.
- (E) Plan of Care Concept Map must be completed and submitted as per guidelines.
- (F) Successful completion of all college lab critical skills as verified by instructor.

If all criteria for the determination of a grade for NRS 110 have been successfully met, a grade will be assigned as follows:

Course Grading:

Average of five (5) exams= 55% of grade
 Final Exam = 30% of grade
 Concept Map Plan of Care Project = 10% of grade
 HESI Fundamental of Nursing Exam = 5% of grade
 TOTAL = 100%

In order to successfully pass NRS 110, point scores for the calculation of tests, final exam and concept map project **must be 75% or higher**. Letter grades will be assigned as follows:

Grading Scale

A	97-100%
A-	93-96%
B+	89-92%
B	85-88%
B-	81-84%
C+	78-80%
C	75-77%
D	61-74%
F	60 or below

C is the lowest acceptable passing grade for all courses in the nursing program.

- I = Incomplete
- W = Withdrawal
- WI = Withdrawal Instructor Initiated
- WA = Withdrawal Administration Initiated
- U = Unsatisfactory

NRS 110 Test & Assignment Schedule
(Subject to change at instructors discretion)

- Test 1: February 15
- Test 2: March 1
- Test 3: April 5
- Test 4: April 19
- Test 5: May 3
- Final: tentative date May 17
- Plan of Care Concept Map due date: April 26
- HESI Fundamentals of Nursing exam: May 10

Guidelines for Success

Academic Honesty 2

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

ADA Statement 2

If you believe that you may require special accommodations or services to participate in this course, please contact the instructor or a counselor in Student Services. See the MCCC Student Handbook for further details.

(developed, August 2009)

Revised: December 2009, June 2010, December 2010

NRS 110 Class Schedule

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ASSIGNMENT
<p>1.) Discuss the components of the nursing care plan utilizing the nursing process</p> <p>2.) Discuss individualization of nursing care plans</p> <p>3.) Develop a concept map based on a plan of care</p>	3	<p>UNIT I – NURSING PROCESS</p> <p>A. Utilizing nursing process to develop a plan of care</p> <p>B. Develop a Concept Map</p>	Interactive Lecture & Discussion	<p>Week 1:</p> <p>1.Introduction to Lab</p> <p>2. Occupied Bed</p> <p>3.Hand Hygiene</p>	<p>1. Review content related to Critical Thinking and the Nursing Process and Concept Mapping</p> <p>2. Construct a concept map</p>
<p>1.)Discuss the risks to safety based on developmental age</p> <p>2.)Explain the relationship between infection prevention and control.</p> <p>3.) Differentiate medical & surgical asepsis.</p> <p>4. Describe a client’s total hygiene needs</p> <p>5. Describe the body’s stress response.</p>	6	<p>UNIT II – PROTECTIVE ENVIRONMENT</p> <p>A. Safety & Hygiene Needs</p> <p>1.) Personal Safety</p> <p>2.) Environmental Safety</p> <p>3.) National Patient Safety Goals</p> <p>4.) Hygiene Needs</p> <p>B. Infection Prevention & Control & Stress Response</p> <p>1.) Nature of Infection</p> <p>2.) Inflammatory Response</p> <p>3.) Medical Asepsis</p> <p>4.) Surgical Asepsis</p> <p>5.) Isolation Techniques</p> <p>6.) Stress Response</p>	Interactive Lecture & Discussion Case Study Analysis	<p>Weeks 2 & 3 Protective Environment Lab:</p> <p>1. Body Mechanics</p> <p>2. Lifting, moving patients</p> <p>3. Bed Bath</p> <p>4. Placing patient on bedpan</p> <p>5. Donning sterile gloves</p> <p>6. ROM Exercises</p>	<p>1. Review content related to Stress response, infection prevention and control, client safety, restraints, and hygiene</p>
<p>1. Describe the physiological mechanisms of pharmacodynamics, pharmacokinetics, & medication actions</p> <p>2. Describe the nurses role and responsibility in</p>	9	<p>UNIT III-PROTECTIVE ENVIRONMENT</p> <p>A. Introduction to Nursing Pharmacology</p> <p>1.) Mechanisms of Drug Actions</p> <p>2.) Factors affecting drug action</p> <p>B. Medication Administration</p> <p>1.) Routes of Administration</p>	Interactive Lecture & Discussion Pharmacology Jeopardy	<p>Weeks 4 – 6 Medication Administration:</p> <p>LAB 1</p> <p>1. Dosage Calculation</p> <p>LAB 2</p> <p>1. Dosage Calculation</p> <p>LAB 3</p> <p>1. Oral and topical medication administration</p>	<p>1.Review content related to nursing pharmacology, medication administration and dosage calculation</p>

<p>medication administration 3. Discuss the lifespan implications of pharmacodynamics and pharmacokinetics 4. Calculate prescribed medications doses accurately 5. Apply the nursing process to the care of the client receiving medications</p>		<p>2.) Role of the Nurse 3.) Nursing Process C. Dosage Calculation D. Lifespan Pharmacologic Considerations 1.) Pediatric 2.) Geriatric</p>			
<p>1. Discuss factors that influence the psychosocial concepts of self-concept, sexuality, spirituality, loss, and grief across the lifespan.</p>	3	<p>Unit IV-PSYCHOSOCIAL CONCEPTS A. Self Concept B. Sexuality C. Spirituality D. Loss, Death & Grief E. Cultural Implications</p>	<p>Interactive Lecture & Discussion Evolve Case Study: "Loss, Grief, Death"</p>	<p>Week 7 Medication Administration Parenteral: Landmarking and needle selection</p>	<p>1.. Review content related to self-concept, sexuality, spiritual health, loss, death & grief</p>
<p>1. Discuss client oxygenation needs related to ventilation & tissue perfusion across the lifespan. 2. Describe nursing care interventions to promote oxygenation in multiple care settings. 3. Apply the nursing process to the care of a client with unmet oxygenation needs</p>	3	<p>UNIT V – OXYGENATION NEEDS A. Ventilation 1.) Factors affecting ventilation 2.) Developmental factors 3.) Nursing Process B. Perfusion 1.) Factors affecting Cardiac Functioning 2.) Developmental factors 3.) Nursing Process</p>	<p>Interactive Lecture & Discussion Case Study Analysis Evolve Case Study: "Breathing Patterns"</p>	<p>Week 8 Medication Administration Parenteral Cont.: Drawing up med and injection administration</p>	<p>1. Review anatomy & physiology related to the respiratory and cardiovascular system 2. Review content related to oxygenation (ventilation & tissue perfusion)</p>
<p>1. Discuss the importance of activity and exercise in maintaining healthy functioning. 2. Identify changes in physiological and psychosocial</p>	3	<p>UNIT VI– Special Needs: Mobility, Immobility, & Skin Integrity A. Activity & Exercise B. Hazards of Immobility 1.) Systemic effects of immobility 2.) Developmental changes 3. Nursing Process</p>	<p>Interactive Lecture & Discussion Case Study Analysis Evolve Case Study: "Mobility &</p>	<p>Week 9: Dosage Calculation Exam</p>	<p>1. Review related anatomy & physiology for musculoskeletal & integumentary systems. 2. Review</p>

<p>function associated with mobility & immobility</p> <p>3. Describe risk factor identification, staging and interventions for pressure ulcers</p> <p>4. Apply the nursing process to the care of a client with unmet mobility needs</p>		<p>B. Skin Integrity Alterations</p> <p>1.) Pressure Ulcer Prevention</p> <p>2.) Nursing Process</p>	<p>Skin Integrity”</p>		<p>content related to activity, exercise, mobility, immobility, & pressure ulcers.</p>
<p>1. Describe the physiology of pain</p> <p>2. Explain various pharmacological approaches for managing pain.</p> <p>3. Discuss different alternative and complimentary therapies.</p> <p>4. Apply the nursing process to the care of a client with unmet comfort needs.</p>	<p>3</p>	<p>UNIT VII-COMFORT NEEDS</p> <p>A. Pain Management</p> <p>1. Physiology and types of pain</p> <p>2. Developmental/Cultural factors</p> <p>3. Nursing Process</p> <p>B. Alternative & Complimentary Therapies</p>	<p>Interactive Lecture & Discussion</p> <p>Evolve Case Study: “Pain”</p>	<p>Week 10:</p> <p>1. Anti-embolic devices (SCD’s, antiembolic hose)</p> <p>2. O₂ delivery devices</p> <p>3. Use of pulse oximeter</p> <p>4. Incentive spirometer</p>	<p>1. Review content related to pain management and complementary & alternative therapies</p>
<p>1. Discuss the importance of bowel & bladder elimination in normal physiologic functioning</p> <p>2. Apply the nursing process to the client with unmet elimination needs</p>	<p>3</p>	<p>UNIT VIII – EXCRETION/ELIMINATION NEEDS</p> <p>A. Gastrointestinal</p> <p>1.) Factors affecting bowel Elimination</p> <p>2.) Alterations in bowel functioning</p> <p>3.) Nursing Process</p> <p>B. Genitourinary</p> <p>1.) Factors affecting urination</p> <p>2.) Alterations in urinary function</p> <p>3.) Nursing Process</p>	<p>Interactive Lecture & Discussion</p> <p>Case Study Analysis</p> <p>Evolve Case Study: “Urinary Patterns & Constipation”</p>	<p>Week 11 Elimination (GI) Lab:</p> <p>1. Specimen collection</p> <p>2. Intake and output</p>	<p>1. Review related anatomy & physiology (GI/GU systems)</p> <p>2. Review content related to bowel & bladder elimination</p>
<p>1. Discuss the importance of nutrition in normal physiologic functioning</p> <p>2. Discuss</p>	<p>3</p>	<p>UNIT IX – METABOLISM NEEDS</p> <p>A. Nutrition needs across the lifespan</p> <p>B. Nursing Process</p> <p>C. Cultural Implications</p>	<p>Interactive Lecture & Discussion</p> <p>Nutrition Jeopardy</p>	<p>Week 12 Elimination Lab:</p> <p>1. Incontinence Care</p> <p>2. Skin Care</p>	<p>1. Review anatomy and physiology of digestive system</p> <p>2. Review</p>

<p>interventions for nutritional support in clients 3. Apply the nursing process to clients with unmet nutritional needs</p> <p>1. Describe the basic concepts of fluid, electrolyte and acid-base balance 2. Differentiate between selected electrolyte imbalances 3. Differentiate between types of respiratory and metabolic acid-base disturbances 4. Apply the nursing process to the care of a patient with fluid, electrolyte, or acid-base disturbances</p> <p>1. Discuss the importance of rest & sleep to normal physiologic functioning. 2. Apply the nursing process to the client with unmet sleep & rest needs</p>	<p>3</p> <p>3</p>	<p>UNIT X – FLUID, ELECTROLYTE & ACID-BASE</p> <p>A. Basic Concepts 1.) Fluid and electrolyte balance 2.) Acid-base balance 3. Nursing Process</p> <p>B. Fluid Volume Imbalance 1.) Fluid volume deficit 2.) Fluid volume overload</p> <p>C. Electrolyte Imbalances 1.) Sodium 2.) Potassium 3.) Calcium 4.) Magnesium</p> <p>D. Acid-Base Imbalance 1.) Acidosis a. Respiratory b. Metabolic 2.) Alkalosis a. Respiratory b. Metabolic</p> <p>UNIT XI - REST NEEDS</p> <p>A. Rest & Sleep Needs 1.) Physiology of sleep 2.) Sleep Disorders 3.) Developmental factors 4. Nursing Process</p>	<p>Evolve Case Study: “Altered Nutrition”</p> <p>Interactive Lecture & Discussion</p> <p>Evolve Case Study: “Fluid Balance”</p> <p>Interactive Lecture & Discussion</p> <p>Evolve Case Study: “Sleep Problems”</p>	<p>Week 13: Nutrition: 1. Enteral feeding (NGT/PEG/jejunostomy) 2. Use and care of feeding tubes 3. Nasogastric tube care</p> <p>Week 14: Dosage Calculation Remediation exam, if necessary Skill Sign-Offs</p> <p>Week 15: Any signs offs that are still required</p>	<p>content related to nutrition</p> <p>1. Review related physiology (fluid, electrolyte and acid-base balance) 2. Review content related to fluid, electrolyte and acid-base balance</p> <p>1. Review content related to rest & sleep.</p>
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NRS 110 Weekly Objectives and Assignments

Professional Standards: Critical Thinking & the Nursing Process - Week 1 (week begins with Monday)

WEEK 1	LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES
<p>Large Group Session NRS 110 Orientation Session - Attendance is Mandatory on Thursday 1/20/11.</p> <p>Virtual Student Orientation 11/19/11 6-8pm or 1/22/11 10am-12 noon CM 110</p>	<p>Orientation: Become familiar with the teaching methods used for the nursing courses. Discuss departmental policies regarding attendance, uniforms, grading, etc. Meet NRS 110 faculty. Become familiar with college resources. Discuss requirements to be met for successful completion of NRS 110. Discuss techniques to enhance success with studying and reading textbooks. Identify college library resources. Become familiar with how to access online learning resources and ANGEL online classroom.</p>	<p>NRS 110 Course Outline & NRS 110 Lab manual MCCC Nursing Program Information Handbook Presentation by Arlene Stinson (Learning Center) Library Orientation Virtual College Student Orientation</p>
<p>Large Class Session</p>	<p><u>Professional Standards: Critical Thinking & the Nursing Process:</u></p> <ul style="list-style-type: none"> • Discuss the components of the nursing care plan utilizing the nursing process. • Discuss the significance of individualization of the nursing plan of care. • Develop a care/concept map based on a plan of care 	<p>Read: Potter & Perry Chaps. 16,17,18,19,20 Potter & Perry Workbook: Chaps. 16,17,18,19,20 (optional) Schuster Chapter 1</p>
<p>College Lab</p>	<ul style="list-style-type: none"> • Orientation to the College Lab. • Demonstrate proper hand hygiene technique. • Demonstrate occupied bed making. 	<p>Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Hand hygiene, occupied bed making.</p>
<p>Clinical Lab</p>	<p><u>Orientation to Clinical Facility</u></p> <ul style="list-style-type: none"> • Become familiar with the hospital units and services during orientation. • Identify hospital emergency and code procedures. • Identify hospital healthcare team members. • Survey the hospital for fire extinguishers and exits. • Review the fire procedure. • Identify measures utilized in the hospital for the safety of clients, employees and visitors. • Identify the functions and roles of health team members. • Identify methods of communication used in the hospital. • Demonstrate blood glucose monitoring. • Become familiar with facility specific computerized documentation system. 	<p>Facility specific orientation presentation Computer training classes Unit specific scavenger hunt Blood glucose monitor device training Tour of clinical facility</p>

Protective Environment (Safety & Hygiene Needs - Week 2

<u>WEEK 2</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<ul style="list-style-type: none"> ● Discuss risks to safety based on developmental age. ● Identify environmental safety hazards. ● Discuss the significance of TJC’s National Patient Safety Goals in relation to patient care. ● Discuss the importance of body mechanics in relation to personal safety. ● Identify hygiene needs based on level of self care deficit. 	Read: Potter & Perry, Chaps. 37, pgs. 797-800, Chapter 38, 39. Online group discussion
College Lab	<ul style="list-style-type: none"> ● Identify the importance of maintaining proper body alignment for patients and nurses as well as use of proper body mechanics. ● Describe the steps and rationale of techniques used to move, turn, position and transfer patients and ambulate patients. ● Moving patient to side of bed, up in bed and turn patient to lateral position, supine position, placing patient on a bed pan. 	Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Body mechanics, lifting, moving and transfer of patients.
Clinical Lab	<ul style="list-style-type: none"> ● Provide care for assigned patient. ● Perform head to toe physical assessment and vital signs on assigned patient. ● Practice therapeutic communication techniques during patient care. ● Identify safety issues that may impact patient care. ● Determine patient’s growth and development level. ● Demonstrate standard precautions. ● Review medical record and collect pertinent data. 	On unit clinical assignment PDA resources Pre and post conference activities.

Protective Environment (Infection Prevention & Control, Stress Response)- Week 3

<u>WEEK 3</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<ul style="list-style-type: none"> ● Explain the relationship between infection prevention and control. ● Differentiate between medical and surgical asepsis. ● Describe the body's inflammatory response. ● Describe the body's stress response. ● Identify reasons for isolating patients. ● Identify patients most at risk for infection. ● Discuss standard precautions and its relevance to patient safety and infection control. 	<p>Read: Potter & Perry Chapters 31 & 34 Ignatavicius & Workman Chapters 19 & 25</p> <p>Online group discussion</p>
College Lab	<ul style="list-style-type: none"> ● Demonstrate the donning of sterile gloves. ● Demonstrate complete bed, bath and oral care. ● Demonstrate active and passive range of motion (ROM) exercises. 	<p>Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Bed bath, ROM exercises, donning sterile gloves.</p>
Clinical Lab	<ul style="list-style-type: none"> ● Perform a head to toe physical assessment on assigned patient. ● Take vital signs at scheduled time using correct equipment and procedure. ● Determine the client's level of growth and development according to Erikson. ● Demonstrate correct techniques used in cleansing each part of the body when administering various types of baths based on patients assessed level of self care deficit. ● Demonstrate standard precautions. ● Identify patients most at risk for infection. 	<p>Unit clinical assignment PDA resources Pre and post conference activities</p>

Protective Environment: Introduction to Nursing Pharmacology - Week 4

<u>WEEK 4</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<ul style="list-style-type: none"> • Describe the physiological mechanisms of pharmacodynamics, pharmacokinetics, and medication actions. • Describe the nurse's responsibility in medication administration. • Calculate prescribed medications accurately. 	Read: Potter & Perry: Chapter 35 Lilley: Chapters 1-9 Picker: Chapters 1-4 and 6-8 Online group discussion TEST 1
College Lab	<ul style="list-style-type: none"> • Identify the knowledge and skills needed for safe administration of medications. • Describe safe medication practices that reduce medication errors. • Calculate oral drug dosage problems, • Recognize and perform appropriate metric conversions 	Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Completion of dosage calculation test with a score of 90% or higher. Test given week 9 in lab.
Clinical Lab	<ul style="list-style-type: none"> • Conduct an interview and physical assessment of an assigned patient and record findings. • Perform a head to toe physical assessment on assigned patient. • Take vital signs at scheduled time using correct equipment and procedure. • Determine the patient's level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing each part of the body when administering various types of bath. • Review medication administration record and identify medications ordered for assigned patient. • Perform ROM exercises as needed. 	Unit clinical assignment PDA resources Pre and post conference activities

Protective Environment: Medication Administration & Dosage Calculation - Week 5

<u>WEEK 5</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<ul style="list-style-type: none"> • Examine the nurse’s role and responsibilities in medication administration. • Describe the role of the prescriber, pharmacist and nurse in medication administration. • Describe factors to consider in choosing routes of medication administration. • Discuss factors to include in assessing clients need for and response to medication therapy.. • Describe factors that influence medication actions. • Describe nursing actions to prevent medication errors. • Apply the six rights of medication administration in clinical settings. 	Read: Potter & Perry: Chapter 35 Potter & Perry Workbook: Chapter 35 (optional) Lilley: Chapters 1-9 Picker: Chapters 1-4 & 6-8 Online group discussion
College Lab	<ul style="list-style-type: none"> • Demonstrate safe administration of oral and topical medications. • Calculate parenteral drug problems. • Recognize and perform appropriate metric conversions. 	Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Dosage calculation exam given week 9.
Clinical Lab	<ul style="list-style-type: none"> • Conduct an interview and physical assessment of an assigned client and record findings. • Perform a head to toe physical assessment on assigned patient. • Take vital signs at scheduled time using correct equipment and procedure. • Determine the client’s level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing each part of the body when administering various types of bath. • Review medication administration record and identify medications ordered for assigned patient. 	Unit clinical assignment PDA resources Pre and post conference activities

Protective Environment: Medication Administration Lifespan Considerations & Complementary and Alternative Therapies- Week 6

<u>WEEK 6</u>	<u>LEARNING OBJECTIVES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Describe the lifespan considerations for pharmacokinetics, pharmacodynamics and medication actions.</p> <ul style="list-style-type: none"> ● Discuss lifespan considerations for medication administration and dosage calculation ● Discuss how complementary and alternative therapies are utilized in nursing practice. ● Identify various types of alternative therapies. 	<p>Lilley: Chapters 3 & 8 Potter & Perry; Chaps. 35 & 36 Potter & Perry Workbook: Chapters 35 & 36 (optional) Ignatavicius :Chapter 2 Online group discussion</p>
College Lab	<ul style="list-style-type: none"> ● Demonstrate safe administration of oral and topical medications. ● Document medication administration on medication administration record (MAR) ● Calculate oral and parenteral drug problems. ● Recognize and perform appropriate metric conversions. 	<p>Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Oral and topical medication administration</p>
Clinical Lab	<ul style="list-style-type: none"> ● Receive shift report from nursing staff, review medical record for pertinent data. ● Conduct an interview and physical assessment of an assigned client and record findings. ● Perform a head to toe physical assessment on assigned patient. ● Take vital signs at scheduled time using correct equipment and procedure. ● Determine the client's level of growth and development according to Erikson. ● Demonstrate correct techniques used in cleansing each part of the body when administering various types of bath. 	<p>Unit clinical assignment PDA resources Pre and post conference activities</p>

Psychosocial Concepts Week 7

<u>WEEK 7</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOME</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Basic Psychosocial Needs: Self-Concept, Sexuality, Spirituality, Death, Grieving and Coping with Loss:</p> <ul style="list-style-type: none"> • Discuss psychosocial considerations in client care with the focus on self-concept. • Describe the spiritual development of the individual across the lifespan. • Describe nursing interventions which are supportive to client beliefs and practices. • Discuss the concepts of loss, grief and death and appropriate nursing interventions. • Describe how nurses assist clients in the grieving process. • Discuss end of life care. • Identify how culture affects psychosocial needs. 	<p>Potter & Perry: Chaps. 27, 28, 29, 30 Potter & Perry Workbook: Chaps. 27, 28, 29, 30 (optional) Ignatavicius: Chapter 9 Case Study Analysis: <i>Story of a Family</i> followed by online group discussion</p> <p>Evolve Case Study: “Loss, Death & Grief”</p> <p>TEST 2</p>
College Lab	<ul style="list-style-type: none"> • Demonstrate safe administration of oral and parenteral (IM and SC) medications. • Document medication administration on medication administration record (MAR). • Calculate oral and parenteral drug problems. • Recognize and perform appropriate metric conversions 	<p>Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Intramuscular (IM), subcutaneous (SC), & oral medication administration</p>
Clinical Lab	<ul style="list-style-type: none"> • Explain drug data prior to preparation of medication and the related nursing responsibilities. • Prepare and administer medications to selected clients. <ol style="list-style-type: none"> 1. Check order against medical record. 2. Interpret orders correctly. 3. Identify medicine correctly three times. 4. Prepare medicines accurately and safely. 5. Answer questions correctly about information on drugs that are going to be given to the client. 6. Identify client correctly. 7. Assess client’s needs prior to administering medicine and explain procedure. 8. Administer medications correctly. 9. Observe therapeutic effects and possible untoward effect of the drugs given. • Correctly chart medication to administer. Take client vital signs at scheduled time using correct equipment, site and procedure. 	<p>Unit clinical assignment PDA resources Pre and post conference activities</p>

Spring Break – March 14th – 20th – No Classes

Basic Human Needs: Oxygenation (Ventilation & Perfusion) - Week 8

<u>WEEK 8</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Promoting Health Physiological Responses: Oxygenation:</p> <ul style="list-style-type: none"> • Describe the structure and function of the cardiopulmonary system. • Identify physiological processes of cardiac output, myocardial blood flow and coronary artery circulation. • Describe the relationship of cardiac output, preload, afterload, contractility and heart rate. • Identify physiological processes involved in ventilation, perfusion and exchange of respiratory gases. • Describe the impact of a patient’s level of health, age, lifestyle and environment on tissue oxygenation. • Identify nursing care interventions that promote oxygenation in healthcare settings • Identify the clinical outcomes occurring as a result of disturbances in conduction, altered cardiac output, impaired valvular function, myocardial ischemia, and impaired tissue perfusion. • Identify the clinical outcomes occurring as a result of hyperventilation, hypoventilation, and hypoxemia. 	<p>Potter & Perry, Chap. 40 Lilley, Chaps. 36, 37 Smith & Duell, Chap. 26, pgs. 939-966 Online group discussion Review cardiovascular/respiratory A&P</p> <p>Evolve Case Study: “Breathing Patterns”</p>
College Lab	<ul style="list-style-type: none"> • Demonstrate safe administration of parenteral (IM and SC) medications. • Calculate drug dosages. • Document medication administration on MAR. 	<p>Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Administration of parenteral medications continued</p>
Clinical Lab	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Take vital signs at scheduled time using correct equipment and procedure. • Perform a physical assessment of an assigned client • Administer selected medications to assigned patient. • Provide hygiene care as indicated by level of self care deficit. • Render care to patients who have an alteration in oxygenation and perform a focused respiratory assessment. 	<p>Unit clinical assignment PDA resources Pre and post conference activities</p>

Special Needs: Mobility, Immobility & Skin Integrity - Week 9

<u>WEEK 9</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Promoting Healthy Physiological Responses: Mobility and Skin Care:</p> <ul style="list-style-type: none"> • Discuss the importance of activity and exercise and intact skin integrity. • Discuss conditions that place patients at risk for impaired skin integrity. • Discuss the ability to move as the fulfillment of a basic human need that is critical to maintaining good health and/or preventing the complications of immobility. • Discuss appropriate skincare. • Identify factors that place patient at risk for developing pressure ulcers. • Identify pressure ulcer staging. • Describe interventions for pressure ulcers. 	<p>Potter & Perry: Chaps. 37, 47, 48 Lilley: Chapters 28, 56 Online group discussion Review A&P of integument system Review A&P of musculoskeletal system</p> <p>Evolve Case Study: “Mobility” & “Skin Integrity”</p>
College Lab	<ul style="list-style-type: none"> • Demonstrate ability to perform dosage calculation for parenteral and oral medications. 	<p>Refer to NRS 110 Lab Manual for learning activities required for college lab. Dosage Calculation Exam – must achieve score of 90% or better to pass</p>
Clinical Lab	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Take vital signs at scheduled time using correct equipment and procedure. • Perform a physical assessment of an assigned patient and record findings • Administer selected medications to assigned patient. • Provide hygiene care as indicated by level of self care deficit. • Render care to patients who are at risk for the hazards of immobility. • Perform a pressure ulcer risk assessment. • Assess patient’s activity level and perform ROM exercises ad needed. 	<p>Unit clinical assignment PDA resources Pre and post conference activities</p>

Basic Human Needs: Comfort and Pain Management - Week 10

<u>WEEK 10</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Promoting Healthy Physiological Responses - Comfort: <ul style="list-style-type: none"> • Describe the physiology of pain, pain theories. • Identify cultural factors influencing the pain experience. • Discuss assessment of the patient experiencing pain, utilizing appropriate pain rating scale. • Explain guidelines for nursing interventions utilized to relieve pain. • Discuss the use of pharmacological agents in pain management. • Explain how cultural factors affect the pain experience. • Describe the application for use of nonpharmacological pain interventions. • Discuss nursing implications for administering analgesics. • Evaluate a patient’s response to interventions. 	Potter & Perry: Chap. 43 Workbook: Chapter 43 (optional) Ignatavicius: Chapter 5 Lilley: Chap. 11 Online group discussion TEST 3 Evolve Case Study: “Pain”
College Lab	<ul style="list-style-type: none"> • Demonstrate anti-embolic therapies. • Demonstrate and discuss respiratory care and lung expansion techniques (breathing exercises, incentive spirometer and coughing). • Demonstrate the administration of oxygen using various devices. • Demonstration: Pulse Oximeter. • Demonstrate sputum collection techniques. • Discuss chest physiotherapy. 	Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Oxygen delivery devices, antiembolic therapies, pulse oximeter use.
Clinical Lab	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Take vital signs at scheduled time using correct equipment and procedure. • Perform a physical assessment of an assigned client and record findings • Administer selected medications to assigned patient. • Provide hygiene care as indicated by level of self care deficit. • Render care to patients who are experiencing alterations in comfort. • Perform a pain assessment on assigned patient. • Identify common pain relief interventions utilized in the clinical area. 	Unit clinical assignment PDA resources Pre and post conference activities

Basic Human Needs: Elimination Bowel & Bladder - Week 11

<u>WEEK 11</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Promoting Healthy Physiological Responses - Urinary and Bowel Elimination: <ul style="list-style-type: none"> • Describe process of urination. • Compare and contrast common alterations in urinary elimination. • Discuss nursing measures to promote normal urinary elimination. • Discuss the role of gastrointestinal organs in digestion and elimination. • Describe common physiological alterations in elimination. • Identify nursing interventions to promote bowel and bladder elimination. • Identify two modalities of renal replacement. 	Potter & Perry: Chaps. 45, 46 Workbook: Chapters 45, 46 Lilley: Chap. 51 Review A&P of GI/GU systems prior to lecture Online group discussion Evolve Case Study: “Constipation” & “Urinary Patterns”
College Lab	<ul style="list-style-type: none"> • Discuss enema administration and suppository administration. • Demonstrate care of the urinary catheter. • Practice urine and stool collection techniques. • Discuss incontinence care (bowel or bladder). • Demonstrate urine and stool specimen collection. 	Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Urine & stool specimen collection, I & O
Clinical Lab	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Take vital signs at scheduled time using correct equipment and procedure. • Perform a physical assessment of an assigned patient and record findings • Administer selected medications to assigned patient. • Provide hygiene care as indicated by level of self care deficit. • Render care to patients who have alterations in bowel and bladder elimination. • Perform stool/urine specimen collection. • Provide care for patients with a urinary catheter. • Provide care for a patient with a naso-gastric tube. 	Unit clinical assignment PDA resources Pre and post conference activities

Basic Human Needs: Metabolic and Nutritional Needs - Week 12

<u>WEEK 12</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	<p>Promoting Healthy Physiological Responses - Nutrition:</p> <ul style="list-style-type: none"> • Discuss the importance of good nutrition in maintaining health and the identification of risk factors for poor nutritional status. • Explain why each major nutrient is necessary for nutrition. • Describe the food pyramid and the healthy eating index and discuss their value in meal planning. • Explain the variance in nutritional requirements throughout the lifespan. • State the goals of parenteral and enteral nutrition. • Describe the procedure for initiating, maintaining, and avoiding complications of tube feedings. • Discuss diet counseling and client teaching in relation to client expectations. • Describe the methods for avoiding complications of parenteral nutrition. • Discuss the major methods of nutritional assessment. • Identify the affect culture has on nutrition. 	<p>Potter & Perry: Chap. 44 Workbook: Chapter 44 Lilley: Chaps. 53, 54</p> <p>Online group discussion</p> <p>Evolve Case Study: “Altered Nutrition”</p>
College Lab	<p>Nutrition Lab</p> <ul style="list-style-type: none"> • Demonstrate nasogastric and feeding tube placement. • Discuss care of client with nasogastric or feeding tube. • Discuss the administration of enteral feedings via nasogastric tubes, jejunostomy or gastrostomy tubes. • Discuss different therapeutic diets. 	<p>Refer to NRS110 Lab Manual for Learning Activities required for college lab.</p> <p>Critical Skill Sign Off: Incontinence Care</p>
Clinical Lab	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Take vital signs at scheduled time using correct equipment and procedure. • Perform a physical assessment of an assigned patient and record findings • Administer selected medications to assigned patient. • Provide hygiene care as indicated by level of self care deficit. • Render care to patients who have alterations in nutrition. • Render care to patients receiving enteral feedings. 	<p>Unit clinical assignment PDA resources Pre and post conference activities</p>

Basic Human Needs: Fluids and Electrolyte Balance - Week 13

WEEK 13	LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES	LEARNING ACTIVITIES
Large Class Session	<p>Promoting Healthy Physiological Responses - Fluid, Electrolyte and Acid-Base Balance:</p> <ul style="list-style-type: none"> • Describe fluid and electrolyte homeostasis and its effect on health. • Describe the distribution, composition, movement, and regulation of body fluids. • Discuss the regulation and movement of electrolytes within the body. • Identify variables affecting normal fluid, electrolyte, and acid-base balances. • Discuss the purpose, procedure and maintenance of intravenous therapy. • Discuss significance of intake and output. • Identify various intravenous fluids. • Describe the regulation and movement of major electrolytes. • Discuss clinical assessments for determining fluid, electrolyte and acid-base imbalances. • List and discuss nursing interventions for clients with fluid, electrolyte and acid-base imbalances. • Discuss laboratory studies performed for fluid, electrolyte and acid-base imbalances. 	<p>Potter & Perry: Chap. 41; Chap. 35, pgs. 755-769 Lilley: Chap. 57 Picker: Chap. 14</p> <p>Online group discussion</p> <p>Evolve Case Study: “Fluid Balance”</p>
College Lab	<ul style="list-style-type: none"> • Demonstrate set-up of large volume IV infusion. • Discuss intravenous therapy. • Discuss I & O. • Perform intake and output. 	<p>Refer to NRS 110 Lab Manual for learning activities required for college lab. Critical Skill sign-off: Enteral feedings (NG tube/PEG), nasogastric tube care</p>
Clinical Lab	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Take vital signs at scheduled time using correct equipment and procedure. • Perform a physical assessment of an assigned patient and record findings • Administer selected medications to assigned patient. • Provide hygiene care as indicated by level of self care deficit. • Render care to patients who have alterations in fluid, electrolyte and acid base balance. • Render care for a patient receiving intravenous therapy. • Calculate intake and output on assigned patients 	<p>Unit clinical assignment PDA resources Pre and post conference activities</p>

No class Monday, April 25, 2011 – Professional Development Day for Faculty

Basic Human Needs: Rest and Sleep, Sensory Stimulation - Week 14

<u>WEEK 14</u>	<u>LEARNING OBJECTIVES/STUDENT LEARNING OUTCOMES</u>	<u>LEARNING ACTIVITIES</u>
Large Class Session	Promoting Healthy Physiological Responses - Rest and Sleep: <ul style="list-style-type: none"> ● Describe the functions and physiology of sleep. ● Discuss application of the nursing process for patients with sleep pattern disturbance. ● Identify nursing interventions to induce sleep, including pharmacologic agents. ● Identify nursing diagnoses appropriate for patients with sleep alterations. ● Discuss mechanisms that regulate sleep. ● Compare and contrast the sleep requirements of different age groups. ● Identify factors that normally promote and disrupt sleep. ● Discuss characteristics of common sleep disorders. ● Describe ways to evaluate sleep therapies. 	Potter & Perry: Chap. 42 Workbook: Chapter 42 Lilley: Chap. 12 On line group discussion Test 5 Evolve Case Study: “Sleep Patterns”
College Lab		Visual examination and final sign-offs.
Clinical Lab	<ul style="list-style-type: none"> ● Receive shift report from nursing staff, review medical record. ● Take vital signs at scheduled time using correct equipment and procedure. ● Perform a physical assessment of an assigned patient and record findings ● Administer selected medications to assigned patient. ● Provide hygiene care as indicated by level of self care deficit. ● Render care to patients who have alterations in sleep and rest needs. 	Unit clinical assignment PDA resources Pre and post conference activities

Week 15:

Large class session: HESI Fundamentals of Nursing exam 5/10/11

College lab: Finish critical skill sign-offs, final lab day 5/14/11

Clinical Lab: Final clinical evaluation 5/14/11

Final Exam: TBA (tentative date 5/17/11)

MERCER COUNTY COMMUNITY COLLEGE
DIVISION OF SCIENCE AND HEALTH PROFESSIONS
NURSING PROGRAM

NRS 110 Nursing Plan of Care Concept Map Guidelines

The purpose of this learning activity is to employ the nursing process to construct an individualized plan of care concept map for a patient cared for during a NRS 110 clinical experience. Student must have provided care for selected patient during the clinical. Patient is to be identified by initials only.

Paper requirements:

Use 8 ½ x 11 inch white paper. Typing/Word processing is required. Typing must be double spaced. Paper should be thoroughly proofread for spelling and grammar errors and all corrections made. All pages should be numbered, stapled together and secured in a folder. **Title page or cover sheet must include student's name, client's initials, date of care and instructor's name.**

The Nursing Care Map will be constructed using either free hand, a word document, or a computerized program such as the "Concept Map Creator" from the medical-surgical text authored by: Ignatavicius, D.D. (2009), entitled *Medical-Surgical Nursing Critical Thinking for Collaborative Care*. (6th ed.). or the Concept Map Generator resource found in *Concept Mapping: A Critical-Thinking Approach to Care Planning* (2nd ed). By Pamela McHugh Schuster.

Grading:

▪ Assessment	25%
▪ Analysis and Synthesis of Problems	25%
▪ Planning/Care/Concept Map	30%
▪ Evaluation of Outcomes	10%
▪ Bibliography and Format	10%
	<hr/>
TOTAL	100%

*** Papers are due on the date stated by the instructor. Late paper grading starts at 75%. THERE ARE NO EXCEPTIONS TO THIS POLICY. Papers submitted 1 week after the due date will receive a grade of "0".**

Revised: December 2009

Reviewed: June 2010

Part I. Assessment of Patient: (Total = **25 points**)

Collect data: interview patient, review medical record, consult family or other health care providers.

1. *Demographic data: (4 points)*

- a. Demographic data i.e., initials, age, sex, occupation, marital status, type of living arrangements, primary language.
- b. General appearance, facial expression, body language, gait, posture, vital signs, skin tone and texture, etc.
- c. Physicians admission diagnosis - describe pathology (define the disease and state the organ/organs involved and symptoms).

Other contributing diagnosis, disease conditions in medical history (brief description and symptoms).

- d. State the growth and development level according to Erickson and explain briefly.

2. *Physiological Health Needs (past and present) (10 points)*

- a. Hygiene - ability to bathe oneself, any assistance needed, use of assistive devices, use of makeup, ability to shave, care of fingernails or toenails, include any restrictions, ability to comb and style hair, brush teeth, cleanse mouth.
- b. Nutrition - usual diet, hospital diet, food restrictions, ability to eat/feed self, usual appetite, use of dentures, dental condition, nausea / vomiting / indigestion, skin color, skin condition, muscle tone, edema, height and weight, swallowing ability, recent weight loss or gain, gastric disorders, gastric surgery.
- c. Elimination - frequency of bowel movement., use of OTC laxatives, abdominal tenderness, distention, bowel sounds, usual urinary pattern – frequency,

character, amount, nocturia, incontinence, catheters, presence of ostomy, appearance of stoma, dialysis patient.

- d. Activity/Exercise- any ADL/mobility limitations, assistive devices needed, physical weakness, ability to carry out ROM, ability to carry out ADL's, activity tolerance.
- e. Sleep/Rest - hours of sleep, quality of sleep, bedtime rituals, use of hypnotics,/sedatives, any sleep disorders (restless leg syndrome, insomnia, nocturia, etc), does person feel rested after sleep, history of sleep apnea, use of CPAP.
- f. Oxygen – respiratory rate, pattern and rhythm, skin color, indications of oxygen deficiency: (dyspnea, orthopnea, pursed lip breathing, shortness of breath, nocturnal dyspnea, cough, sputum production, clubbing of fingernails, use of accessory muscles), lung sounds, pulse oximeter reading, chest pain, activity intolerance, peripheral pulses, peripheral edema, capillary refill, pulse rate and rhythm, use of supplemental oxygen.
- g. Skin Integrity – Presence of any rashes, lesions, pressure ulcers, risk factors for pressure ulcer development.
- h. Comfort - assess for the comfort level. If pain is present, use pain assessment scale (0-10) and describe location, type, intensity, onset, duration. Methods of pain management, are they effective? Does pain limit ability to carry out ADL's.
- i. Safety – Neurological/Cognitive/Perceptual
Level of consciousness, reflexes, pupil size-equal, reaction to light, Hand grasp, sight-glasses, hearing-deficit, numbness or tingling to extremities, dizziness, reality orientation, fall risk, any cognitive impairment.

3. *Psychosocial Health/Needs Assessment (3 points)*
- a. Coping patterns - (how problems are dealt with)
Self-concept-verbal and non-verbal clues-moods,
usual coping mechanisms.
 - b. Roles, Family, Culture
Marital status, significant others, children, living
arrangements, present employment, school, who are
the people who help the client most of the time.
Cultural patterns, ethnic background, food
preferences, health care patterns.
Recreational patterns, hobbies, sports.
 - c. Spirituality
Religious beliefs and practice.
Usual religious practices.
 - d. Sexuality
Female - date of onset of menstruation, menstrual
difficulties, sexual concerns or dysfunction, date of
last Pap smear and mammogram, self-breast exam,
birth control use.
Male - any itching or discharge from the penis, self-
testicular exam, any concerns with sexual health or
functioning, prostate problems.

4. *Biophysical Health/Health Perception (4 points)*

- a. Reason for hospitalization/Chief Complaint (clients own words).
- b. Previous hospitalizations or surgeries.
- c. Other health problems and how are they managed.
- d. List medications (prescription or non-prescription) that client is taking and the reason why they are taking the medication.

<u>Name of Medication</u>	<u>Dose</u>	<u>Schedule</u>	<u>Reason</u>
---------------------------	-------------	-----------------	---------------

- 1.
- 2.
- 3.
- 4.

- e. Tobacco or ETOH (alcohol) use
- f. Allergies
- g. Family health history (diabetes, hypertension, heart disease, etc.)

5. *Diagnostic Studies and Laboratory Tests (4 points)*

- a. List the diagnostic studies and laboratory tests done on this client, pertinent to medical diagnosis. Identify the findings with normal ranges.
- b. Discuss the nurse's responsibilities for the client who has these tests.

Part II. Analysis & Synthesis of Data: (Total = **25 points**)

Review the assessment data collected. Group and analyze the data utilizing three columns. Identify **4 basic need deviations/alterations** from the data collected and analyze using the table set-up below.

Alteration of Basic Needs	Textbook Picture of Pathology	Identify Nursing Care Problem Areas (Nursing Diagnoses)
Identify 4 basic need deviations and data that supports the decision 8 points	Validate findings with a textbook reference (include source) 8 points	NANDA approved nursing diagnosis with “related to” statements for each need deviation 9 points

Construct a concept map for each of the selected nursing diagnoses

Part III. **Nursing Care Map for the Patient Utilizing Four (4) Nursing Diagnoses (30 points)**

The Nursing Care Map will be constructed using the “Concept Map Creator” from the medical-surgical text authored by: Ignatavicius, D.D. (2009), entitled *Medical-Surgical Nursing Critical Thinking for Collaborative Care*. (5th ed.) or the Concept Map Generator resource found in *Concept Mapping: A Critical-Thinking Approach to Care Planning* (2nd ed) by Pamela McHugh Schuster.

1. Access the Ignatavicius text online resource by accessing the Evolve/Elsevier website through your student user code and password.
2. Using the resource, go to Chapter 1, Critical Thinking, then access “Concept Map Creator”
3. Follow the Concept Map Creator guidelines for creating your nursing concept map.

or

1. Access the Schuster text resources at:
http://davisplus.fadavis.com/schuster/concept_map_generator.clin
2. The Concept Map Generator requires you to install an Adobe Flash program.
3. Follow the Concept Care Map Generator guidelines to create your concept map.

Using the Concept Map Creator guidelines, the Nursing Care Map should include information regarding the client’s:

- a. Problem or basic need alteration.
- b. May include the applicable medical diagnosis
- c. Supporting signs and symptoms
- d. Nursing Diagnosis by priority (**5 points**)
- e. For each of the four Nursing Diagnoses+:
 1. Short and Long Term Goals for each Nursing Diagnosis (**5 points**)
 2. Nursing Interventions/Actions(*) (**10 points**)
 3. Rationale for nursing interventions with textbook reference (**5 points**)
 4. Implementation (denoted by asterisk *) (**5 points**)

+ A separate nursing care map may be developed for each of the four(4) nursing diagnoses or one large nursing care map including all may be done.

Indicate by * those nursing interventions implemented during your care of the client.

The concept map creator will allow you to print each concept map along with each set of “data” that you enter to create the map. Please include these documents as a part of your paper under this section.

Part 4. Evaluation of Outcomes: **(Total = 10 Points)**

Describe those goals that were *met* and give the outcome measurement. Describe actual patient outcomes.

Describe those goals that were not met and give factors that interfered with goal accomplishment.

Include both short and long term goals in your evaluation.

Part 5. Bibliography and Format: **(Total = 10 points)**

Proper APA format for bibliography and references is required. Correct spelling, punctuation and grammar is required.

Correct spelling, punctuation and grammar = **6 points**

Proper APA format = **4 points**

Sample concept maps will be available for student reference in the college lab. **NO PHOTOCOPYING OF SAMPLE PAPERS PERMITTED.**

DEFINITIONS

The definition of terms used in nursing plan of care project:

1. Assessment - is a systematic way of obtaining data about a patient.
This should include:
 - a. interviewing patient and/or family
 - b. physical examination
 - c. reviewing written records
 - d. collaborating with other health team members
 - e. observe interpersonal relationships
 - f. observe developmental levels
2. Analysis - the arrangement of data into categories to identify the relationships between basic needs and the data.
3. Synthesis - the putting together of the relevant data in order to formulate a nursing diagnosis.
This should include:
 - a. comparison of patient's data with norms
 - b. interpretations of the deviations (from nursing textbooks)
4. Scientific rationale - the knowledge of natural, behavioral, medical, nursing and social sciences that give a purpose and explanation to your study.
5. Nursing diagnosis - is a clear, concise, specific statement about a client's responses to the actual or potential problems that require nursing intervention.
This should include:
 - a. etiology or contributing factors
 - b. scientific explanation of these factors
6. Goal - a desired outcome that you and your patient hope to achieve in order to remedy or to lessen the problem. This should include:
 - a. the patient - centered goal(s) that are measurable within a time frame
 - b. criteria for acceptable performance
7. Planning Care - is the act of determining what can be done to assist the patient in restoring, maintaining or promoting health. This should include:
stating nursing diagnosis
 - a. stating goals according to priorities
 - b. identifying specific strategies or techniques for implementation
8. Implementation - putting the plan into action.
9. Evaluation - assessing the patient's response against predetermined goals.

Analysis and Synthesis (Table Set-up)

<u>4 Basic Need Deviations</u> (with supporting data)	<u>Interpretation of the deviation</u> (textbook reference required)	<u>Nursing Diagnosis</u> (NANDA approved)

MERCER COUNTY COMMUNITY COLLEGE
DIVISION OF SCIENCE AND HEALTH PROFESSIONS
NRS 110 SHIFT REPORT GUIDELINES

Student: _____ Date of Clinical: _____

Patient Initials: _____ Room #: _____ Age: _____ Sex: _____ Doctor: _____

Diagnosis _____ Surgery _____

& Adm. Date: _____ & Date: _____

Significant Med Hx: _____

Code Status: _____ Primary Nurse: _____

Shift Assessment Findings:

1. NEURO: awake, alert, oriented, disoriented, stuporous Extremity movement: _____

x1, x2, x3 lethargic, obtunded Weakness present _____

motor response: obeys, localizes, withdrawals Weakness R _____ Weakness L _____

speech: clear, appropriate, aphasic, garbled, inappropriate, slurred

2. CV: Skin: warm, dry, moist, cool, pale, pink, cyanotic

Peripheral Pulses: present, diminished, absent radial _____ pedal _____

Heart Sounds: regular, irregular Edema location: _____

Vitals: BP _____ Pulse: _____ Temp: _____ °F Resp: _____

3. RESP: Lung Expansion: symmetrical, asymmetrical

Pattern: regular, easy, labored, SOB, shallow, deep, irregular

Breath Sounds: clear, crackles, wheezes, rhonci, bronchial, diminished, absent

Location: R _____ L _____

Cough: productive, non productive Sputum color: _____

Oxygen therapy: _____ Pulse ox: _____

Respiratory Treatments: _____ I.S.: _____

4. GI: Abdomen: flat, soft, tender, distended, firm

Bowel sounds: _____ BM: _____

Ostomy: _____ Drainage: _____ Stoma: _____

NG tube: _____ PEG tube: _____ Emesis: _____

5. GU: voids, bedpan, bathroom, commode, urinal, incontinent
 color: _____ AMT: _____ Foley: _____
 Foley care done: _____ Condom cath: _____
6. Musculo- Extremity movement L/R: _____ Weakness: _____
 skeletal: ROM: Acute / Passive Ambulation: _____ Assist Needed: _____
 Bed rest, OOB to chair, BRP
7. Nutrition: Diet: _____ Appetite: _____ Dysphagia: _____
 Tube feeding: _____ Residual: _____ Calorie count: _____
8. Integu- Skin breakdown stage and location: _____ Braden score: _____
 mentary: P.U. intervention: _____ Position change q 2^o _____
 Skin excoriation and location: _____ Treatment done: _____
9. Fluids: IV fluids: _____ Site: _____
 Site condition: _____ I & O: _____
 Fluid restriction: _____
10. Pain: Pain scale: _____ Site: _____
 Intervention: _____ Evaluation: _____
11. Hygiene: Back care, Peri care, Mouth care, Foley care, Complete bath, Self care, Partial bath
12. Visits: MD visit: _____ Family visit: _____
13. Psychosocial: *Mood*: cooperative, calm, depressed, anxious, agitated
14. Lab Values: Hgb _____ Hct _____ WBC _____ Na+ _____ K+ _____
 PTT _____ BS _____ BUN _____ Creat _____
15. Fingerstick: blood sugar result time _____ result _____
16. Diagnostic Tests: X-ray: _____ CT scan: _____ EKG: _____
17. Any Unusual Event:

18. Fall Precautions: _____

Reviewed: 12/09, 6/10, 12/10

MERCER COUNTY COMMUNITY COLLEGE
DIVISIONS OF SCIENCE AND HEALTH PROFESSIONS
NURSING PROGRAM

NRS 110 CLINICAL PREPARATION GUIDE

Patient Initials: _____ Date of Patient Care: _____

Age: _____ Sex: _____ Religion: _____ Allergies: _____

Growth & Development Level (According to Erikson) and anticipated behavioral tasks:

Religion: (Briefly state description of beliefs)

Medical diagnosis: (Define using med/surg textbook, include related A&P, organs involved, signs and symptoms of disease, how it is diagnosed and how it is usually treated)

Diet Order: (Describe foods permitted or not permitted)

Four basic need deficits identified based on medical problem:

- 1.
- 2.
- 3.
- 4.

Four Nursing Diagnoses (NANDA approved) based on basic needs deficits identified above: (May require modification during/after patient care)

- 1.
- 2.
- 3.
- 4.
- .

Complete a basic care plan or concept map for assigned patient including what you plan on doing for this patient based on disease process. Be familiar with laboratory tests and diagnostic procedures associated with diagnosis.

Reviewed: 12/09, 6/10, 12/10

**MERCER COUNTY COMMUNITY COLLEGE
DIVISION OF SCIENCE AND HEALTH PROFESSIONS
NURSING PROGRAM
NRS 110 WEEKLY NURSING CARE PLAN**

<u>Nursing Diagnosis</u>	<u>Client Goals</u>	<u>Nursing Interventions</u>	<u>Evaluation of Care</u> (include outcome measurement)

Appendix

Verbs that may be useful in formulating and assessing Student learning goals and objectives (listed from lower-order to higher-order learning)

Knowledge (list, define, describe, identify, state, name, [who/when/where])

Comprehension (summarize, describe, interpret, contrast, predict, distinguish, discuss, paraphrase)

Application (complete, illustrate, examine, classify, discover, solve, use)

Analysis (analyze, order, connect, arrange, compare, contrast, explain, infer, categorize, discuss)

Synthesis (combine, integrate, create, design, hypothesize, develop, formulate, rewrite)

Evaluation (judge, assess, convince, support, justify, rank, recommend, choose, criticize)

This listing, generally known as Bloom's Taxonomy, relates to cognitive behaviors (B.S. Bloom, "Major Categories in the Taxonomy of Educational Objectives," 1956).

Student learning objectives can also be stated in terms of affective and *psychomotor* Objectives:

- Affective objectives emphasize feeling and emotion (e.g., accept, attempt, challenge, defend, dispute, join, judge, praise, question, share, support and volunteer).
- Psychomotor objectives are concerned with motor skills (e.g., measure, dissect, assemble, ...).

For more resources on this topic, many helpful websites are available. For example:
<http://www.humboldt.edu/~tha1/bloomtax.html>

Mercer County Community College
Division of Science & Health Professions
Nursing Program
Clinical Laboratory Performance Evaluation (Short version)

Course: NRS 110 Fundamental Concepts of Nursing (15 week clinical)

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 8	Week 15
Clinical Competency: Demonstrate professional and ethical behaviors		

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Collect and analyze comprehensive client assessment data		

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

Evaluation Period:	Week 8	Week 15
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 8	Week 15
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 8	Week 15
Clinical Competency: Provide individualized care based on relevant patient data.		

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

Evaluation Period:	Week 8	Week 15
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 8	Week 15
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 8	Week 15
Clinical Competency: Ensure collaborative care.		

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

Evaluation Period:	Week 8	Week 15
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 8	Week 15
Clinical Competency: Document effectively.		

Week 8: Faculty Comments: (Areas requiring improvement, areas of strength)

Week 15: Faculty Comments: (Areas requiring improvement, areas of strength)

Week 8

Student Signature
Date

Faculty Signature

Week 15

Student Signature
Date

Faculty Signature

Remediation Plan Instituted _____ **(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 Significant concerns for patient safety.

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. **Receiving “Unsafe” in any of the competencies will result in a clinical failure for the course.** Faculty reserve the right to document an evaluation at anytime during the clinical rotation.

Developed: June 2009

Reviewed: 12/09, 6/10, 12/10

Mercer County Community College
Division of Science & Health Professions
Nursing Program
Clinical Laboratory Performance Evaluation (Long Version)

Course: NRS 110 Fundamental Concepts of Nursing (15 week clinical)

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 8	Week 15
Clinical Competency: Demonstrate professional and ethical behaviors		
<p>Clinical Performance Criteria (includes, but not limited to): Complies with agency and MCCC nursing program policies and standards. Treats all individuals with dignity and respect. Is prepared for clinical experiences Protects patient rights (privacy, autonomy, confidentiality) Practices within the legal and ethical framework of nursing. Demonstrates appropriate professional behaviors (attendance, punctuality, honesty, appearance, attitude, acceptance of criticism) Reports errors promptly Assumes responsibility for learning. Maintains professional boundaries. Accepts responsibility for assigned patient care. Demonstrates accountability for actions.</p>		
<p>Comments: (Areas requiring improvement, areas of strength)</p>		

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Collect and analyze comprehensive patient assessment data		
<p>Clinical Performance Criteria (includes but not limited to):</p> <ul style="list-style-type: none"> Uses correct techniques for physical assessment. Uses effective interview and data collection techniques. Identifies support systems and relevant laboratory and diagnostics test results. Validates data collected for accuracy. Adapts assessment techniques based on individual patient needs and characteristics (culture, age, development level, illness, mental state). Reports abnormal data and changes in patient condition to the instructor or appropriate health care professional. Assesses patients in a timely and efficient manner. Assesses patients and families based on basic human needs. Anticipates changes in health status based on assessments. . 		
<p>Comments: : (Areas requiring improvement, areas of strength)</p>		

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Adheres to principles of patient safety and infection control.		
Clinical Performance Criteria (includes but not limited to): Comes to clinical mentally and physically prepared to provide safe and effective care. Protects patients from injury, infection, and harm. Protects self and others from injury, infection, and harm. Maintains a safe, effective care environment. Uses available technology in accordance with agency policies and procedures. Requests assistance when needed.		
Comments: (Areas requiring improvement, areas of strength)		

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Administers medications safely		

Clinical Performance Criteria (includes but not limited to):

Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications.

Calculates medication dosages and IV rates correctly.

Checks “seven” rights and client identifiers prior to medication administration.(right drug, right patient, right dose, right time, right route, right reason, right documentation.)

Performs appropriate assessments prior to, during, and after medication administration.

Follows correct procedures in preparing and administering medications.

Administers medications within the agency-allotted time frame.

Evaluates the effects of medications administered.

Incorporates assessment data in decision-making related to medication administration.

Relates patients’ medications to their health status.

Documents medication administration correctly according to agency policy.

Comments: (Areas requiring improvement, areas of strength)

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Provide individualized care based on relevant patient data.		

Clinical Performance Criteria (includes but not limited to):

- Determine and support patient preferences.
- Prepare patients for interventions.
- Perform nursing skills competently.
- Demonstrate caring behaviors towards patients and families.
- Respond to patients in distress.
- Ensure patients' ADLs are completed.
- Consider patients' family and community when developing and implementing the plan of care.
- Provides basic nursing care efficiently and effectively to assigned patient.
- Modifies interventions based on changing health needs.
- Assesses patients' learning needs.
- Provides patient teaching when appropriate.

Comments: (Areas requiring improvement, areas of strength)

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.		
Clinical Performance Criteria (includes, but not limited to): Gather adequate, relevant information for decision-making. Report abnormal data and changes in patient condition to the instructor or appropriate health care professional. Responds to information from team members and/or other sources. Use data/evidence to support decisions. Verify data with instructor or health care professional. Validate nursing decisions with instructor or health care professional. Anticipate patient/family care needs		

<p>Cluster data to identify patient/nursing problems. Identify priority problems. Plan individualized nursing care with appropriate outcomes. Use critical thinking strategies in decision-making and care planning. Modify patient care based on evaluation</p>
<p>Comments: (Areas requiring improvement, areas of strength)</p>

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Act as a patient advocate		
<p>Clinical Performance Criteria (includes, but not limited to): Promotes access to health care. Protects a patient’s right to make independent choices. Prevents patient harm. Eliminates potential sources of injury. Monitors the quality of patient care.</p>		
<p>Comments: (Areas requiring improvement, areas of strength)</p>		

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Ensure collaborative care.		
<p>Clinical Performance Criteria (includes, but not limited to): Use appropriate channels of communication. Report complete, accurate, pertinent information to instructor and staff. Maintain effective communication with peers, staff, and instructor. Convey mutual respect, trust, support, and appreciation for other members of the health care team. Anticipate needs of others in meeting client and agency needs.</p>		

<p>Contribute to projects, discussions, and pre and post-conferences.</p> <p>Confer with other health care team members regarding patient care needs.</p> <p>Apply conflict resolution and problem solving skills as appropriate.</p> <p>Facilitate continuity of care within and across health care settings (e.g. transfer reports, referrals).</p>
<p>Comments: (Areas requiring improvement, areas of strength)</p>

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups.		
<p>Clinical Performance Criteria (includes, but not limited to):</p> <p>Provide accurate information to patients, families and other healthcare staff.</p> <p>Use appropriate and respectful words and tone in verbal communications.</p> <p>Demonstrate appropriate non-verbal communication strategies.</p> <p>Use communication techniques to assist patients/families in coping with stressful events and changes in health status.</p> <p>Adapt communication strategies based on patients' age, developmental level, disability, and/or culture.</p> <p>Evaluate the effectiveness of therapeutic interactions.</p>		
<p>Comments: (Areas requiring improvement, areas of strength)</p>		

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

Evaluation Period:	Week 8	Week 15
Clinical Competency: Document effectively.		
<p>Clinical Performance Criteria (includes, but not limited to):</p> <p>Document complete, accurate, pertinent information in a timely manner.</p> <p>Complete documentation according to agency guidelines (format, timing, abbreviations, etc.)</p> <p>Use appropriate terminology, spelling and grammar in written communications.</p>		

Comments: (Areas requiring improvement, areas of strength)
--

Week 8

Student Signature

Faculty Signature

Date

Week 15

Student Signature

Faculty Signature

Date

Remediation Plan Instituted _____ **(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** Significant concerns for patient safety.

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. **Receiving “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**

Developed: June 2009
Reviewed: 12/09, 6/10, 12/10