



MATH, SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 110

FUNDAMENTAL CONCEPTS OF NURSING

COURSE OUTLINE

Spring 2015



COURSE OUTLINE

Course Number: NRS 110

Course Title : Fundamental Concepts of Nursing

Credits: 6
Weeks: 15

Hours: 3 Theory Hours/Week
2 College Lab Hours/Week
6 Clinical Lab Hours/Week

Catalog description:

This 15-week course 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

Corequisites: None

Required texts/other materials:

Adams, M.L., Holland, L.N. & Urban, C.Q. (2013) *Pharmacology for Nurses A Pathophysiologic Approach*. (4th ed.) Upper Saddle River: Pearson (ISBN 13:-978-0-13-30218-4)

North Carolina Custom Edition, (2015). *Nursing Skills for a Concept-Based Approach to Learning*. New York: Pearson Learning Solutions. (ISBN 13:978-0-558-35687-3)

North Carolina Concept-Based Learning Editorial Board. (2015). *Nursing A Concept-Based Approach to Learning, Volumes One & Two*. (2nd ed.) Upper Saddle River: Pearson. (Volume One: ISBN 13:978-0-13-293426-8; Volume Two: ISBN :978-0-13-293427-5)

Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9th ed.) Clifton Park: Thompson Delmar Learning (**ISBN10:** 1-4390-5847-4; Ebook: **ISBN13:** 978-1-4390-5847-3).

Maxi Learn A Pre-Structured Drug Card System. (ISBN; m978-0-9842536-0-9).

Silvestri, L.A, (2013) Saunders Comprehensive Review for the NCLEX-RN Examination. (6th ed.) St. Louis, MI. Elsevier Saunders. (ISBN-13: 9781455727551). (Specific Chapters will be listed in weekly assignment checklist correlated with each concept).

Recommended Textbooks:

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

Vallerand, A.H. & Sanoski, C.A. (2014) *Davis's Drug Guide Nurses*. (14th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-2833-5).

Doenges, M.E., Moorhouse, M.F., Murr, A.C. (2010) *Nursing Care Plans: Guidelines for Individualizing Patient Care Across the Life Span*. (8th ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-2210-4).
King, S. (2009) *Josie's Story A Mother's Inspiring Crusade to Make Health Care Safe*. New York: Grove Press (ISBN-13: 978-0-8021-4504-8)

Nugent, P.M., Vitale, B., & Vitale, B.A. (2012) *Test Success: Test Taking Techniques for Beginning Nursing Students*. (6th ed.) Philadelphia: FA Davis. (ISBN 13: 978-0-8036-1894-7)

Nugent, P.M., Vitale, B.A. (2012). *Fundamentals Success*. (3rd ed.) Philadelphia: F.A. Davis. (ISBN 13: 978-0-8036-2779-6)

Schuster, P. M. (2012). *Concept Mapping A Critical-Thinking Approach to Care Planning*. (3rd ed.) Philadelphia: FA Davis.(ISBN-13: 978-0-8036-2743-7)

Venes, D. (2012) *Taber's Cyclopedic Medical Dictionary*. (22nd. ed.) Philadelphia, FA Davis. (ISBN-13: 978-0-8036-2977-6).

(developed August 2009); Revised: December 2009, June 2010, December 2010, July 2011, June 2012, July 2014).

Course Coordinator:

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Information Resources:

Nursing Program website – www.mccc.edu/nursing

Mercer Online (Blackboard Platform) - <http://mccc.blackboard.com>

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

Pearson – www.mynursingkit.com

NCSBN NCLEX-RN Detailed Test Plan – https://www.ncsbn.org/2013_NCLEX_RN_Test_Plan.pdf

Other Required Resources:

Personal Digital Assistant (PDA)

SimChart access to be purchased from MCCC bookstore (ISBN 9781455710850)

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:

- P1. Function within the provisions of the Nurse Practice Act while maintaining the Code of Ethics and accepting responsibility for self-growth and life-long learning.
- P2. Assess the patient's health status in a comprehensive and holistic manner.
- P3. Analyze, synthesize, and evaluate patient-related data to develop and implement individualized patient care and teaching plans.
- P4. Provide safe physical and psychological care to each patient incorporating documented Standards of Care to formulate clinical judgments and management decisions.

- P5. Evaluate the achievement of patient outcomes.
- P6. Incorporate within nursing practice advocacy for patient's rights, taking into consideration cultural diversity, socioeconomic, and political forces.
- P7. Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.
- P8. Use effective verbal and written communication skills, incorporating lifespan considerations.
- P9. Manage health care for the individual using cost effective nursing strategies, quality improvement processes and current technologies.

Level Student Learning Outcomes:

Level I

- LI.1 Demonstrate delivery of nursing care within the parameters of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics.
- LI.2 Apply comprehensive and holistic assessment when providing patient care.
- LI.3 Interpret patient data to develop and implement individualized patient plans of care.
- LI.4 Identify nursing standards of care used to formulate clinical judgment and management decisions.
- LI.5 Predict patient outcomes based on individualized plans of care.
- LI.6 Demonstrate an understanding of the nurse's role as an advocate for patients rights.
- LI.7 Employ collaborative care when providing patient care.
- LI.8 Recognize effective verbal and written communication when providing patient care.
- LI.9 Employ cost effective nursing strategies when providing patient care.

Level II

- LII.1 Model nursing practice within the provision of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics.
- LII.2 Generate an individualized patient plan of care from data collected in a comprehensive and holistic assessment.
- LII.3 Synthesize all patient related data to evaluate an individualized patient plan of care.
- LII.4 Select clinical judgments and management decisions based on Nursing Standards of Care.
- LII.5 Evaluate the achievement of patient outcomes on the patient's plan of care.

LII.6 Select interventions that address advocacy for patient's rights.

LII.7 Examine how collaborative care effectively meets the needs of individuals, families and groups.

Course 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 the basic concepts taught in this course that will include the following:

1. Implement the nursing process utilizing critical thinking and evidence-based practice for patients across the lifespan with alterations in health. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.3,4,5,6,7 P1,3,4,5,6,7**
2. Utilize principles of growth and development across the lifespan while planning and implementing nursing care. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.2,3 P2,3**
3. Describe major environmental & health care facility safety concerns common for each age group and identify factors which affect an individual's ability for self-protection. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.2,5,6,7 P2,5,6,7**
4. Demonstrate the ability to promote patient physical and psychological safety in the clinical setting. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.1,2,3,4,5 P1,2,3,4,5**
5. Demonstrate application of the nursing process as a critical thinking competency by completion of a concept map. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.2,3,4,5 P2,3,4,5**
6. Utilize individualized patient-centered care and evidence-based practice when performing appropriate nursing assessments, interventions (including patient teaching) and evaluations for patients with alterations of health. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.1,2,3,4,5 P1,2,3,4,5**
7. Use verbal and written communication skills incorporating life span considerations, patient privacy, confidentiality, and advocacy. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.1,6,7,8 P1,6,7,8**
8. Identify the principles and methods of communication (including information technology) used within health care settings in order to collaborate effectively within the healthcare team. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.7,8,9 P7,8,9**
9. Describe the significance of psychosocial and cultural sensitivity in planning care for patients with alterations in health. **Gen Ed Knowledge Goals: 1,3,4,8,9 Core Skills: A,B,C,E,F L1.1,2,3,4 P1,2,3,4**
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. **Gen Ed Knowledge Goals: 8,9 Core Skills: A,B,C,F L1.1,4 P1,4**
11. Uses data to monitor outcomes of care to continuously improve the quality, safety and cost effectiveness of the health care systems. **Gen Ed Knowledge Goals: 3,4 Core Skills: B, D, E L1.2,3,9 P2,3,9**

Nursing Program Concepts:

This nursing curriculum utilizes a conceptual approach to learning. This course is an overview of all of the concepts utilized throughout the program. These fundamental concepts are crucial as building blocks for subsequent semesters where the focus will be on developing a deeper understanding of each of these concepts and how they apply to nursing care. In the first semester clinical course, Fundamental Concepts of Nursing, the concepts presented are:

Accountability: The acceptance of responsibility for the outcomes of care as a result of the actions or inactions of self or others within the context of delegation.

Cellular Regulation: The process that controls the series of events by which a cell goes through a cell cycle.

Coping: The individual's response to one or more stressors and their attempt to restore homeostasis.

Elimination: The process of and ability to rid the body of waste.

Immunity: The body's natural reaction to infection.

Intracranial Regulation: the ability of the cranial contents (brain, blood, cerebral spinal fluid) to maintain normal intracranial pressure.

Metabolism: All physical and chemical processes that convert or use energy.

Mobility: Making the most of the patient's ability to use his/her musculoskeletal system.

Oxygenation: The means by which the body is able to supply oxygen to all cells of the body.

Perfusion: The process by which oxygen and nutrition are supplied to cells and tissues in the body.

Pharmacotherapeutics: The use of medicine and its effects to treat and promote improved health and wellness.

Self: One's sense of being that distinguishes them from others.

Sensory Perception: The purposeful organization and translation of stimuli into meaningful information.

Stress: The body's reaction to any stimulus in the environment that demands change or disrupts homeostasis.

Tissue Integrity: Includes integumentary, mucous membrane, corneal and subcutaneous tissues, unbroken by wounds.

Integrated Concepts: In addition, the MCCC Nursing Program has identified the following concepts as integrated into all professional phase nursing courses:

Acid Base Balance: The method by which the acidity and alkalinity of body fluids are kept in a state of balance.

Clinical Decision Making: The use of critical reasoning that involves interpretation, analysis, inferences, explanation and evaluation.

Comfort: A state of physical ease and freedom from discomfort whether physiological, social, Psychospiritual, or environmental.

Communication: Communication is a process of exchanging ideas, information and feelings.

Diversity: Unique variations among and between individuals, as well as those defined by genetics and cultural background, but are refined by experience and personal choice.

Evidence Based Practice: The practice of health care in which the health care provider uses the most current and valid research findings as the basis for clinical decisions.

Family: Individuals who are joined together by bonds of emotional closeness, sharing and support.

Fluid & Electrolytes: Maintenance of homeostasis (fluid balance) in the body in relation to electrolyte values.

Grief: The total response to the emotional experience related to loss. (Pearson, pg. 601)

Leadership: A process whereby a person with clear vision and knowledge inspires others to work together toward goal achievement.

Loss: An actual or potential situation in which something that is valued is altered or no longer available.

Nursing Informatics: The processing of health and biomedical information through the acquisition, storage, and retrieval of such data.

Pharmacotherapeutics: The use of medicine and their effects to treat and promote improved health and wellness.

Professional Behaviors: Actions that define the practice of nursing whereby the nurse will act professionally, gain knowledge, maintain competence, work well as a team member, show compassion, reflect a positive attitude, and maintain integrity of self and the nursing profession.

Quality Improvement: Organized process of planning and implementing ongoing methods aimed at providing safe, effective, patient-centered care that is timely, efficient and benefits all equally.

Safety: Protection from harm or injury. The goal of the caregiver is to create an environment in which one is able to provide safe patient care.

Self: One's sense of being that distinguishes them from others.

Determination of NRS110 Grade:

Completion of all tests, written assignments, the HESI Fundamentals of Nursing I practice exam and scheduled exam, required 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 110 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. **Students who are unable to be present for a scheduled exam must contact the instructor prior to the exam. No Call, No Show to any exam results in a zero for that exam.** Prolonged absences due to illness, injury, or bereavement for an immediate family member should be reported to the Nursing Office. Please see the Attendance Policy found in the Nursing Program Handbook Information Packet for further information regarding the Nursing Program policy on attendance.

Attendance at NRS 110 Orientation on 1/14/2015, 9a-3 PM, CM108 is mandatory.

Theory:

Classroom theory 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 theory 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 turned off and not accessed during class sessions. During testing cell phones, any other electronic device must be turned off and out of student reach. Recording 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> to complete assigned case studies. Online student resources for the Pearson Concept textbook can be accessed at www.mynursingkit.com.

Blackboard is used for all course materials. The “Weekly Assignment Checklist” posted in Blackboard in weekly modules lists the weekly assignments including readings, practice NCLEX-like questions, case studies with clinical decision questions, and other interactive learning activities. Students are responsible to complete each week’s assignment- the readings prior to class, followed by review of the voiced-over power points and other learning activities.

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 student 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.” All students will need an **Evolve** login and password in order to take the HESI exam. **(Note: You may sit for the HESI Fundamental Exam**

ONLY if you have completed the HESI Fundamentals Practice Exam by midnight, Apr 19, 2015.
Hesi Fundamental Exam Date: Fri, May 1, 2015, 5:30p. Location and Time TBA in Orientation.

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 student 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.” All students will need an **Evolve** login and password in order to take the HESI exam. Please keep this information in an easily retrievable place.

Requirements:

Complete the HESI Fundamentals of Nursing Exam before the end of NRS 110.

Complete the HESI Fundamentals of Nursing Practice Exam by **midnight, Apr 19, 2015.**

MCCC Nursing Program has established the expectation for the HESI Fundamental Exam to be a 700 raw score. Since the Hesi Fundamental Exam addresses content that is not addressed in NRS 110, the following Hesi Conversion Score has been established:

Hesi Raw Score	Hesi Conversion Score
>1000	100
>950	95
>900	90
>850	85
>800	80
>700	76
>600	70
>500	60
>400	50
>300	40

Grade Calculation:

The Hesi Fundamentals of Nursing Exam will be calculated as 5% of the conversion score achieved. This score will then be added to the other NRS 110 grade components to equal the final course grade.

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 110 Lab Manual is available online at 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. 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 other nursing references as a resource)
- B. Identify and explain how the patient's condition exemplifies an alteration to the concept being studied that week using the disease process, diet order and use of pharmacological agents (utilizing textbook 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 the altered concept 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 patient.
- 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 clinical lab is to remain confidential at all times.

No photocopying of patient information is allowed).

Students will not be allowed to visit the unit for patient information at times other than their assigned clinical day.

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.

Guidelines for Written Assignments: (NRS 110 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 with spelling and grammar errors corrected prior to submission. 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(s) of care and instructor's name.**

I. Grading

The Nursing Concept Map will be graded with 100 points as being the possible maximum points earned. The points are allocated to the various parts of the Nursing Care Map as follows:

PART I	Assessment	Done in clinical – handwritten – this section does not need to be typed - 25%
PART II	Analysis and Synthesis of Problems	25%
PART III	Nursing Care Map: Outcomes (Client Goals) Nursing Actions with Rationales Implementation (*)	30%
PART IV	Community Resources/Referrals	5%
PART V	Evaluation of Outcomes	10%
PART VI	Bibliography and Format	5%
Total		100%

II. **Due Date:** The Nursing Concept Map **will be submitted by 5:30p, in Class Tues, Apr 21, 2015, to the course coordinator.**

FRAMEWORK OF THE NURSING CARE MAP

Part I - Assessment – (25 points) done in clinical – submit written (not typed) health assessment

Data Collection

A. Demographic Data

1. Biographical data (i.e. date(s) of care, client's initials, age, sex, occupation, diagnosis, marital status, type of living arrangements, wage earner, primary language).
2. Chief complaint from client and other sources.

B. Psychological Health

1. Self/Family/Sexuality

- Self-concept (i.e. self-image and self-worth).
- Emotional patterns (i.e. stable, labile)
- Family coping patterns (i.e. response to patient's illness by family members)
- Coping patterns (i.e. handling the illness, etc.)

- Interaction patterns (i.e. interacting with others, family, MD's, hospital staff).
2. Comfort/Pain
 3. Sleep
 4. Sensory Perception

- Cognitive patterns (i.e. reality oriented, understanding one's own illness).

C. Biophysical Health (document sources if obtained other than from client directly)

1. General appearance and overall physical assessment addressing all body systems..
2. Growth and development level according to Erickson.
3. Daily activity patterns, to include, but may not be limited to:
 - Health/Wellness/Illness/Immunity
 - Safety
 - Sensory Perception
 - Oxygenation Perfusion
 -
 - Metabolism/Nutrition
 - Elimination
 - Mobility
 - Tissue Integrity
 - Thermoregulation
 - Intracranial Regulation
4. Previous biophysical health history
 - Previous hospitalizations/surgeries/illnesses
 - Past restorative interventions (i.e. prescribed medications and interventions)
 - Immunization history
 - Allergies
 - Family health history (diabetes/hypertension/heart disease)
 - Tobacco or alcohol use

D. Socio-Economic Health

1. Cultural patterns (significant relationships)
2. Recreational patterns
3. Financial patterns/economic health

E. Spiritual Health/Values/Beliefs

1. Religious beliefs and practice
2. Indicators of values (i.e. orderliness, cleanliness, upkeep of belongings, open dialogue, active listening, praise)
3. Incorporating values into lifestyle

F. Pathophysiology:

1. Primary medical problem followed by other contributing medical diagnoses that have direct effect on the client's current condition.
2. Describe the medical/surgical medical treatment plan
 - (a) Medications must include generic/trade name, classification, dosage, route, frequency, rationale for med, nursing implications.
 - (b) List and interpret abnormal results of tests, including laboratory values; radiologic, and other tests.
 - (c) List any treatments; surgeries; consultations and recommendations

*It is recommended that the Assessment be documented using the above format as an outline.

Part II Analysis and Synthesis of Data (25 points)

Alteration of Basic Needs	Textbook Synopsis of Pathophysiology	Compare Client's Data	Identify ALL Nursing Care Problem Areas (Nursing Diagnoses)
Describe the relevance of this basic need in light of patient's medical condition and clinical presentation.	Referenced text synopsis of pathophysiology	Give relevant data (i.e. signs, symptoms, behavior, etc., that confirms the alterations	List all relevant nursing diagnoses for each basic need alteration. <u>Bold the top three nursing diagnoses to be used in the NCM.</u>

Select top three relevant nursing diagnoses:

Part III Nursing Concept Map for the Client (30 points) - THREE (3) Nursing Diagnoses

The Nursing Concept Map will be constructed using your choice of freehand, a word document, or a computerized program such as the Concept Map Generator resource found in *Concept Mapping: A Critical-Thinking Approach to Care Planning* (3rd ed). By Pamela McHugh Schuster.

1. The Nursing Care Map will include the following:

- a. Problem or basic need alteration.
- b. May include the applicable medical diagnosis
- c. Supporting signs and symptoms (assessment findings)
- d. Nursing Diagnosis by priority
- e. For each of the three Nursing Diagnoses+:
 1. Short and Long Term Client Goal for each Nursing Diagnosis
 2. Nursing Interventions* with related rationale to include

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

- a. Further assessment priorities
- b. Nursing Actions
- c. Client Education (this may be included in a separate section of the paper named "Client Education" with specific client education for each nursing diagnosis)

Link concepts and explain relationships by drawing an arrow between all related components. EACH arrow should identify what the relationship is and include pathophysiology wherever present.

Links: comments on arrows may include: causes, side effects of treatment or medication, intended action of treatment or medication, increases risk for: side effect or complication, decreases risk for: side effect or complication.

+ A separate nursing care map be developed for each of the three (3) nursing diagnoses or one large nursing care map including all may be done.

Part IV Community Resources (5 points)

List your recommended community resource(s) and referral (s) related to respective nursing diagnosis with a description of the community resource/referral and a rationale for recommendation. Local as well as Internet resources and references should be considered.

Community Resource/Referral	Description	Rationale

Part V Evaluation* of Outcomes (10 points)

1. Evaluate each goal/outcome that you have stated, indicating whether or not they were met.
2. Identify factors (other than limited time with your client) that interfered with meeting the goals/outcomes.

Part VI Bibliography and Format (5 points)

1. Format includes:
 - A. Use of correct English in complete sentences. Abbreviations, other than the standard medical Latin, are not acceptable. The meaning of the abbreviation must be given upon its initial use.
 - B. APA format when referencing.
 - C. Correct spelling and punctuation.
 - D. Bibliography and references must be current and/or appropriate.

*** 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 200, December 2013, June 2014, January 2015.

Reviewed: July 2011, July 2012, December 2012, June 2013, January 2015

Evolve Case Studies:

The following case studies will be available for students to use as a tool to aid in learning specific content. These case studies are included in the Weekly Assignment Checklist and should be included as learning activities to support the content covered for the week. The case study grades are not counted as part of the grade for the course. The case studies can be accessed via the Evolve website at <http://evolve.elsevier.com> under the link "case studies with practice tests." All students will need an Evolve login and password, as well as a course ID number to access the Evolve materials.

Loss, Grief and Death

Pain

Sleep Patterns

Mobility

Skin Integrity

Sensory Function

Constipation

Urinary Patterns

Altered Nutrition

Fluid Balance

Breathing Patterns

Perioperative Care

NRS 110 Testing Procedure:

All course theory exams will be given during the first hour of lecture. Students will have 75 minutes to complete the exam.

-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.

In order to successfully pass NRS 110, point scores for the calculation of tests, final exam, HESI Fundamentals Exam and concept map project **must be 76% or higher**. Letter grades as follows:

Grading Scale:

A	97%-100%
A-	93%-96.99%
B+	89%-92.99%
B	85%-88.99%
B-	81%-84.99%
C+	78%-80.99%
C	76%-77.99%
D	61%-75.99%
F	60% or below

Met = passing grade on clinical evaluation tool

No grades will be rounded

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 Grade Tracking

The student is responsible for maintaining a record of his/her own grades as they are achieved. Below is a sample grade calculation along with a form for keeping a record of the grades earned and for calculating the final course grade. Please make use of this tool. Thank you.

<u>Grading Example:</u>		
50% Average of five (5) exams	Sample Grade: 80	80.00 x .50 = 40.00
40% Final Exam	Sample Grade: 80	80.00 x .40 = 32.00
5% Concept Map Project	Sample Grade: 80	80.00 x .05 = 4.00
<u>5% HESI Fundamental Exam</u>	Sample Grade: 80	<u>80.00 x .05 = 4.00</u>
100%		80.00
Total Course Grade		80 or C+

Spring Semester 2015

NRS 110 Grade Tracking: Student Name _____

50% Average of five (5) exams	Exam Average: _____	x .50 =	_____
(Total of 5 exam scores / 5 = exam average)			
40% Final Exam	Grade: _____	x .40 =	_____
5% Concept Map Project	Grade: _____	x .05 =	_____
<u>5% HESI Fundamental Exam</u>	Grade: _____	x .05 =	_____
100%	Final Grade:		

NRS 110 Test & Assignment Schedule: (Subject to change at instructor's discretion)

Exam 1: February 3, 2015, 5:30p
 Exam 2: February 24, 2015, 5:30p
 Exam 3: March 24, 2015, 5:30p
 Exam 4: April 14, 2015, 5:30p
 Exam 5: May 5, 2015, 5:30p

Attendance at NRS 110 Orientation Wednesday, January 14, 2015, 9:00-4:00 PM
 Dosage Calculation Exam: First hour of college lab week of March 9, 2015.
 Concept Map due date: Tues, April 21, 2015, 5:30p– at the beginning of class.
 Completion of HESI Fundamentals Practice Test: by midnight, April 19, 2015.
 HESI Fundamentals of Nursing exam: Fri, May 1, 2015, 5:30p. Location – to be announced.
 Final: Tues, May 12, 2015, 5:30p, Location – to be announced.

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 see Arlene Stinson in LB 216{570-3525 {stinsona@mccc.edu} for information regarding support services.

The Nursing Program Handbook Information Packet:

Each nursing student receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.

First Semester Students A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit www.mccc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu

Academic Advising after your first semester Faculty advisors provide help with completing your major after your first semester. Meet your faculty advisors! Contact the division of your major to find out who is your faculty advisor.

Liberal Arts Division:	Debbie Stotland,	LA162, 570-3378,	Stotland@mccc.edu
Business Division:	Doris Geck,	BS134, 570-3482,	Geckd@mccc.edu
Math, Science, Health:	Barbara Pieslak,	MS126, 570-3383,	pieslakb@mccc.edu
Undecided major:	Michael Glass,	SC201, 570-3530,	glassm@mccc.edu

Use your “MyMercer” Portal! Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your “MyMercer” portal every day! Visit www.mccc.edu/mymercer to access your portal.

Tutoring support Academic support services are free and available for all students. Drop in or contact the following to make arrangements:

Arlene Stinson (WWC), LB 217, 570.3422, stinsona@mccc.edu
Joann Mia (TC), KC311, 570-3128, miaj@mccc.edu

Reasonable Accommodations for Students with Documented Disabilities The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact:

Arlene Stinson, LB 217, 570-3525, stinsona@mccc.edu

Career and Transfer Center Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

Laurene Jones (WWC transfer services), SC201, 570-3307, jonesl@mccc.edu
Michael Glass (WWC career services), SC201 570-3530, glassm@mccc.edu
Kimberley Bowser (TC transfer and career), KC216, 570-3110, bowserk@mccc.edu

Counseling Services Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

Dorothy Gasparro, SC239, 570-3354, gasparrd@mccc.edu

Veteran’s Services If you are military, veteran, or family member, we offer free support for you. Contact: Drew Daddio, SC220, 570-3240, vets@mccc.edu

Important Spring 2015 dates For complete list, visit www.mccc.edu/news_calendar_academic

1/19/15 – Last day for 100% refund
1/26/15 – Last day for 50% refund
2/2/15 – Last day to apply for May 2015 graduation (apply at AD128)
2/24/15 – 10-week semester starts
4/3/15 – Last day to withdraw from 15-week class
4/15/15 – Start FASFA for Fall 2015

Week 1: Clinical Reasoning: Clinical Decision Making & the Nursing Process

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<p>1. Discuss the importance of clinical reasoning when making patient care decisions in order to maintain safe nursing practice and optimal patient care outcomes.</p> <p>2. Discuss the components of the nursing process.</p> <p>3. Discuss the significance of individualization of the nursing plan of care.</p> <p>4. Discuss the formulation of a patient plan of care.</p>	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Clinical Reasoning</p> <p>The Nursing Process</p>	<p>Lecture</p> <p>Iclicker questions</p> <p>Discussion</p> <p>Small group activity</p>	<p>Orientation to Clinical Facility</p> <ul style="list-style-type: none"> • Become familiar with the facility units and services during orientation/ • Identify facility emergency and code procedures. • Identify facility healthcare team members. • Survey the facility for fire extinguishers and exits. • Review the fire procedure. • Identify measures utilized in the facility for the safety of patients, 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 documentation. 	<p>Read: North Carolina Concept-Based Learning Editorial Board (NCCBLEB) Vol. 2, Chap. 34, Appendix A</p> <p>Review: NCCBLEB Vol. 2, Chaps. 32 & 33</p> <p>Adams: Chap. 6</p>

Week 2: The Concepts of Health, Wellness & Illness and Immunity

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
1. Define health, illness, wellness and disease. 2. Identify factors influencing health and illness. 3. Describe the nurse’s role in health promotion. 4. Apply the nursing process in creating a plan for health promotion across the lifespan. 5. Utilize common assessment procedures to examine the immune health of patients across the life span. 6. Explain the management of immune health and prevention of illness.	Theory 3 hrs College Lab 2 hrs Clinical Lab 6 hrs	Health Wellness and Well-being Illness and disease Health Promotion Variables influencing Health Use of Nursing Process to Promote Health Physical Fitness/Oral Health/Nutritional Screening/Sleep Immunity-vaccines Influences on Pharmacotherapy	Class discussion Case Study Iclicker questions	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Review medical record and collect pertinent data • Perform head to toe physical assessment and vital signs on assigned patient. • Practice therapeutic communication techniques during patient care. • Perform an assessment of the patient’s concept of self and coping abilities. • Determine patient’s growth and development level. • Demonstrate use of standard precautions. • Perform caring interventions for the assigned patient. 	<p><u>Read:</u> North Carolina Concept-Based Learning Editorial Board (NCCBLEB) Vol. 1 Chap. 13, Chap. 14 pg 675 – 696 Adams: Chap. 32, pgs. 441-445 (including Table 32.3 on pg. 446) Chap. 14, pgs. 158-160 (insomnia) and 164-169 (barbiturates)</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab</p>

Week 2: The Concept of Safety

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. Describe the factors assessed for in determining the patient’s safety. 2. Apply nursing interventions to reduce the patient’s risk of injury. 3. Predict specific learning outcomes appropriate for evaluating the patient’s response to care related to safety. 4. Describe workplace precautions for healthcare staff and how they reduce risk to healthcare team members and patients. 5. Apply the nursing process to create a plan of care to maintain a patient’s safety, both in the home and in the healthcare setting. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Safety</p> <p>Developmental Considerations</p> <p>Safety Promotion</p> <p>National Patient Safety Initiatives</p> <p>Medication Administration</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a head to toe physical assessment, including vital signs, on assigned patient. • Determine the patient’s level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing assigned patient according to his/her assessed level of self-care deficit. • Demonstrate use of standard precautions. • Perform a safety assessment for the assigned patient as well as the unit where assigned. 	<p><u>Read:</u> NCCBLEB Vol. 2 Chap. 49, Adams Chap. 7 Pickar Chapter 9</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities
Week 3: The Concepts of Self, Family, Sexuality and Coping with Stress; Grieving Process

Feb 3, 2015, 7:00--8:30p
Exam #1 5:30p – 6:45p

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
1. List factors affecting self-concept, sexuality & reproductive health. 2. Describe the functions of the family and the roles each member fulfills. 3. Utilize learned strategies to accurately assess the patient's concept of self. 4. Apply the nursing process to perform a family health assessment and promote family-centered care. 5. Identify common assessment procedures used to examine the stress response of patients & sexual issues across the life span. 6. Demonstrate the nursing process in providing culturally competent and caring interventions across the life span for individuals with alterations in self, family, sexuality and/or coping, including the grieving process. 7. Identify pharmacological interventions for the individual with alterations of self, coping and reproductive health.	Theory 3 hrs College Lab 2 hrs Clinical Lab 6 hrs	Self Self esteem Nutrition Family Grief and Loss Stress and Coping Spirituality Sexual development throughout the lifespan Sexual Health Male and female reproductive assessments Factors affecting sexuality	Classroom discussion Case Study Iclicker questions	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Review medical record and collect pertinent data • Perform head to toe physical assessment and vital signs on assigned patient. • Practice therapeutic communication techniques during patient care. • Perform an assessment of the patient's concept of self and coping abilities. • Determine patient's growth and development level. • Demonstrate use of standard precautions. • Perform caring interventions for the assigned patient. 	<p><u>Read:</u> NCCBLEB Vol. 1 Chap. 24 pg 1579-1584, 1589-1592, 1593-1597; Chap. 10; Chap. 12, Chap. 28 pg 1793-1808, Chap. 27</p> <p>NCCBLEB Chapter 26 pg 1685-1712, 1741-1754, Chapter 23 pg 1515-1523. Adams Chapter 45</p> <p>Adams Chap. 42, Chap. 14 pg 157-163 Evolve Case Study: "Loss, Grief & Death"</p>

Week 4: The Concept of Comfort

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting comfort. 2. Identify commonly occurring alterations in comfort and sleep and their related treatments. 3. Perform an assessment using common assessment procedures to assess the comfort and sleep patterns of patients across the life span. 4. Identify diagnostic and laboratory tests to determine the individual's comfort status. 5. Apply the nursing process in providing culturally competent and caring interventions across the life span for individuals with common alterations in comfort and sleep. 6. Demonstrate the appropriate use of pharmacological interventions in caring for the individual with alterations in comfort and sleep. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Comfort</p> <p>Pain Acute & Chronic</p> <p>Fibromyalgia</p> <p>End of Life Care</p> <p>Pharmacologic, Complimentary and Alternative Medicine</p> <p>Fatigue</p> <p>Sleep</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a head to toe physical assessment, including vital signs, on assigned patient. • Determine the patient's level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing assigned patient according to his/her assessed level of self-care deficit. • Demonstrate use of standard precautions. • Perform comfort assessment for assigned patient and provide appropriate interventions. 	<p><u>Read:</u> NCCBLEB Vol. 1 Chapter 5, Adams Chapter 18</p> <p><u>Review</u> NCCBLEB Vol. 1 Chap. 12. Adams Chap. 14 pg 158-160 & 164-169.</p> <p>Evolve Case Study: "Pain" Evolve Case Study: "Sleep Patterns"</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities Tues, Feb 17, 2015, 5:30p-8:30p

Week 5: The Concepts of Infection, Inflammation and Stress Response

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
1. List the factors that affect inflammation and increase risk for infection.	Theory 3 hrs	Infection, Inflammation	Classroom discussion	<ul style="list-style-type: none"> Receive shift report from nursing staff, review medical record. Perform a physical assessment, including vital signs, of an assigned patient and record findings Administer selected medications to assigned patient(s). Provide hygiene care as indicated by level of self-care deficit. Perform an assessment of the patient looking for evidence of any inflammatory and/or infectious processes. Identify possible caring interventions. 	<p>Read: NCCBLEB Chapter 15 pg 769-808, 818-833, 871-882. Chap. 16 pg 885-901. Adams Chapter 33, Chap. 34 pg 473-499</p> <p>Evolve Case Study: “Perioperative Care”</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>
2. Identify commonly occurring alterations in the inflammatory response and the immune system that increase the risk for or occurrence of infection and their related treatments.	College Lab 2 hrs	Factors increasing susceptibility to infection	Case Study		
3. Perform common assessment procedures used to evaluate for the presence of inflammation and infection in patients across the life span.	Clinical Lab 6 hrs	Precautions and practices to prevent and minimize infection	Iclicker questions		
2. Outline diagnostic and laboratory tests and expected findings to determine the patient’s inflammatory response and the presence of infection.		Infectious and communicable diseases in children			
3. Using the nursing process, create a plan of care to promote and manage immune health and prevent infection		Inflammation assessment, diagnostic tests, caring interventions			
4. Explain the management of inflammatory disorders aimed at limiting the response and supporting the helpful effects.		Pharmacotherapy			
5. Demonstrate the nursing process in providing culturally competent care across the life span for individuals with infection and inflammatory disorders.		Influenza, otitis media, urinary tract infection, appendicitis			
6. Identify pharmacologic interventions in caring for individuals with infection and inflammatory disorders.					

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities
Week 6: Pharmacotherapeutic Concepts

Tues, Feb 24, 2015, 7:00p--8:30p
Exam #2 5:30p-6:45p

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
1. Compare and contrast traditional drugs, biologics, and alternative therapies. 2. Identify the advantages and disadvantages of prescription and over-the-counter (OTC) drugs. 3. Identify the nurse's role in the drug approval process. 4. Explain the systems used for identifying drugs and determining the limitations of their use.	Theory 3 hrs College Lab 2 hrs Clinical Lab 6 hrs	Pharmaco-therapeutics Pharmaco-dynamics Drug Administration across the Life Span Herbal and Alternative Therapies	Classroom discussion Case Study Iclicker questions	<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 • 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. • Administer medications to assigned patients. 	<u>Read:</u> Adams Chaps. 1-5 Refer to NRS 110 Lab Manual for learning activities required for college lab.

NRS 110 Weekly Student Learning Outcomes and Assigned Student Learning Activities Tues, Mar 3, 2015, 5:30p-8:30p

Week 7: Pharmacotherapeutic Concepts

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<p>1. Explain the various phases of pharmacokinetics and how this information would be helpful in caring for the patient.</p> <p>2. Apply the principles of pharmacodynamics to clinical practice.</p> <p>3. Describe the changes within the body that occur throughout the life span that impact drug pharmacokinetics/pharmacodynamics.</p> <p>4. Discuss the role of the nurse in teaching patients about complementary and alternative therapies.</p>	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Pharmacokinetics</p> <p>Drug Administration across the Life Span</p> <p>The role of the RN in client education.</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Clicker questions</p>	<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 • Administer selected medications to assigned patient. • Provide hygiene care as indicated by level of self care deficit. • Administer medications to assigned patients. 	<p><u>Read:</u> Adams Chaps. 6-10</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities Tues, Mar 10, 2015, 5:30p-8:30p

Week 8: The Concepts of Acid/Base and Fluid/Electrolyte Balance

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting acid-base and fluid/electrolyte balance. 2. Identify commonly occurring alterations in acid-base and fluid/electrolyte balance and their related treatments. 3. Outline diagnostic and laboratory tests to determine the individual's acid-base and fluid/electrolyte status. 4. Using the nursing process, create a plan of care to promote and manage acid-base and fluid/electrolyte balance and prevent imbalances. 5. Demonstrate the nursing process in providing culturally competent care across the life span for individuals with common alterations in acid-base and fluid/electrolyte balance. 6. Identify pharmacologic interventions in caring for individuals with acid-base and fluid/electrolyte imbalance. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Acid/Base Balance</p> <p>Metabolic Acidosis and Alkalosis</p> <p>Respiratory Acidosis and Alkalosis</p> <p>Pharmacotherapy</p> <p>Fluid/Electrolyte Balance</p> <p>Factors affecting body fluid and electrolyte balance</p> <p>Fluid/electrolyte assessments</p> <p>Alterations in fluid and electrolytes</p> <p>Pharmacotherapy</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a physical assessment, including vital signs, of an assigned patient and record findings • Administer selected medications to assigned patient(s). • Provide hygiene care as indicated by level of self-care deficit. • Perform an assessment of assigned patient's acid-base and fluid/electrolyte status. • Identify possible caring interventions to solve any identified problems. 	<p><u>Read:</u> NCCBLEB Chapter 1, Chap. 11 pgs. 517-533 and 569-596. Adams Chap. 24</p> <p>Evolve Case Study: "Fluid Balance"</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

Semester Break: Mon, Mar 16, 2015 – Sun, Mar 22, 2015.

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities Tues, Mar 24, 2015, 7:00pp-8:30p

Week 9: The Concepts of Oxygenation

Exam #3 - 5:30-6:45p

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting oxygenation. 2. Identify commonly occurring alterations in oxygenation and related treatments. 3. Perform common assessment procedures used to evaluate respiratory health of patients across the life span. 4. Outline diagnostic and laboratory tests to determine the individual's oxygenation status. 5. Using the nursing process, create a plan of care to promote and manage respiratory health and prevent alterations in oxygenation. 6. Demonstrate the nursing process in providing culturally competent care across the life span for individuals with common alterations in oxygenation. 7. Identify pharmacologic interventions in caring for the individual with alterations in oxygenation. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Oxygenation and Perfusion</p> <p>Alterations and Treatment</p> <p>Physical Assessment</p> <p>Diagnostic tests</p> <p>Pharmacotherapies</p> <p>Clinical Therapies</p> <p>Asthma</p> <p>Respiratory Syncytial Virus/ Bronchiolitis</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a physical assessment, including vital signs, of an assigned patient and record findings • Administer selected medications to assigned patient(s). • Provide hygiene care as indicated by level of self-care deficit. • Perform an focused assessment of the assigned patient's respiratory status. • Render care to patients who have an alteration in oxygenation. • Identify possible caring interventions. 	<p><u>Read:</u> NCCBLEB Chap. 21 pg 1215-1233, 1252-1267,1281-1290., , Adams Chapter 38, 39</p> <p>Evolve Case Study: "Breathing Patterns"</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities

Tues, Mar 31, 2014 5:30p-8:30p

Week 10: The Concepts of Perfusion

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting perfusion. 2. Identify commonly occurring alterations perfusion and their related treatments. 3. Perform common assessment procedures used to evaluate the cardiac health of patients across the life span. 4. Outline diagnostic and laboratory tests to determine the individual's perfusion status. 5. Using the nursing process, create a plan of care to promote and manage cardiac health and prevent alterations in perfusion. 6. Demonstrate the nursing process in providing culturally competent care across the life span for individuals with common alterations in perfusion. 7. Identify pharmacologic interventions in caring for the individual with alterations in perfusion. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Perfusion</p> <p>Alterations and Treatment</p> <p>Physical Assessment</p> <p>Diagnostic tests</p> <p>Pharmacotherapies</p> <p>Clinical Therapies</p> <p>Cardiovascular Risk Factors</p> <p>Hyperlipidemia</p> <p>Hypertension</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a physical assessment, including vital signs, of an assigned patient and record findings • Administer selected medications to assigned patient(s). • Provide hygiene care as indicated by level of self-care deficit. • Perform an assessment of the assigned patient's cardiac status. • Identify possible caring interventions. 	<p><u>Read:</u> NCCBLEB. Chap. 22 pg 1293-1332, 1365(hyperlipidemia) with 1373-1374, 1422-1437,</p> <p>Adams Chapter 22, 23, 25, 26, 29</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities Tues, Apr 7, 2015, 5:30p-8:30p

Week 11: The Concept of Mobility

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting mobility. 2. Identify commonly occurring alterations in mobility and their related treatments. 3. Perform common assessment procedures used to examine musculoskeletal health of patients across the life span. 4. Identify diagnostic and laboratory tests to determine the individual's mobility status. 5. Using the nursing process, create a plan of care to promote and manage musculoskeletal health and prevent mobility-related illness. 6. Utilize the nursing process to provide culturally competent and caring interventions across the life span for individuals with common alterations in mobility. 7. Demonstrate the use of appropriate pharmacologic interventions in caring for the individual with alterations in mobility. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Mobility / Musculoskeletal Assessments.</p> <p>Osteoarthritis / Medical and Surgical Interventions with related nursing care.</p> <p>Herniated Disk ‘ Medical and Surgical Interventions with related nursing care.</p> <p>Scoliosis – patho-physiology, manifestations, diagnostic tests, therapy / Medical and Surgical interventions with related nursing care.</p> <p>Pharmacotherapy</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a head to toe physical assessment, including vital signs, on assigned patient. • Determine the patient's level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing assigned patient according to his/her assessed level of self-care deficit. • Review medication administration record and identify medications ordered for assigned patients. • Perform a mobility assessment on assigned patient and provide appropriate caring interventions. 	<p><u>Read:</u> NCCBLEB Chap. 19 pg 1055-1091 (but not inclusive of child undergoing surgery for scoliosis), pg 1125-1134.</p> <p><u>Review</u> Adams Chap. 18, Chap. 47 pg 741.</p> <p>Evolve Case Study: “Mobility”</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities Tues, Apr 14, 2015, 7:00p-8:30p
Week 12: The Concept of Tissue Integrity Exam #4 - 5:30p-6:45p

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting skin and tissue integrity 2. Identify commonly occurring alterations in skin and tissue integrity and their related treatments. 3. Perform common assessment procedures used to examine skin and tissue health of patients across the life span. 4. Identify diagnostic and laboratory tests to determine the individual's skin and tissue health. 5. Utilizing the nursing process, provide culturally competent care across the life span for individuals with common alterations in skin and tissue integrity. 6. Demonstrate the use of appropriate pharmacologic interventions in caring for the individual with alterations in skin and tissue integrity. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Tissue Integrity</p> <p>Wounds/skin lesions</p> <p>Age-related skin changes</p> <p>Integumentary Assessment</p> <p>Contact Dermatitis</p> <p>Pressure Ulcers</p> <p>Wound Healing</p> <p>Pharmacotherapy</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a head to toe physical assessment, including vital signs, on assigned patient. • Determine the patient's level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing assigned patient according to his/her assessed level of self-care deficit. • Review medication administration record and identify medication • Perform a skin and tissue assessment on assigned patient and provide appropriate caring interventions. 	<p><u>Read:</u> NCCBLEB Chapter 30 pg. 1873-1885,1911-1934. Adams Chapter 48</p> <p>Evolve Case Study: "Skin Integrity"</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities
Week 13: The Concepts of Cellular Regulation and Metabolism

Tues, Apr 21, 2015, 5:30p-8:30p

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> List factors affecting cellular regulation and metabolism. Identify common alterations in cellular regulation and metabolism and their related treatments. Perform common assessment procedures used to examine cellular and metabolic health of patients across the life span. Explain common physical assessment procedures used to assess the comfort and sleep patterns of patients across the life span. Describe diagnostic and laboratory tests used to determine the individual's cellular regulation and metabolic status. Demonstrate the nursing process in providing culturally competent and caring interventions across the life span for individuals with common alterations in cellular regulation and metabolism. Demonstrate the appropriate use of pharmacologic interventions in caring for the individual with alterations in cellular and metabolic function. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Cellular Regulation</p> <p>Alterations in Cellular Regulation</p> <p>Physical Assessment</p> <p>Caring Interventions</p> <p>Pharmacotherapy</p> <p>Metabolism</p> <p>Age-related changes</p> <p>Alterations</p> <p>Endocrine Assessments</p> <p>Obesity</p> <p>Pharmacotherapy</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> Receive shift report from nursing staff, review medical record. Perform a physical assessment, including vital signs, of an assigned patient and record findings Administer selected medications to assigned patient(s). Provide hygiene care as indicated by level of self-care deficit. Perform an assessment of assigned patient's hematologic and metabolic systems and identify possible caring interventions. 	<p><u>Read:</u> <u>NCCBLEB</u> Vol. 1 Chapter 3 pg 85-95, 184-194. Chap. 18 pg 977-988, 1025-1033. <u>Adams</u> Chap. 42</p> <p>Evolve Case Study: "Altered Nutrition"</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

Week 14: Concept of Elimination

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting elimination. 2. Identify commonly occurring alterations in elimination and their related treatments. 3. Outline diagnostic and laboratory tests to determine the individual's elimination status. 4. Demonstrate the nursing process in providing culturally competent care across the life span for individuals with common alterations in elimination. 5. Using the nursing process, create a plan of care to promote and manage urinary and bowel health and prevent urinary and bowel illness. 6. Demonstrate the appropriate use of pharmacological interventions in caring for the individual with alterations in elimination. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Elimination Developmental Factors</p> <p>Age-related changes</p> <p>Normal/abnormal Findings</p> <p>Factors affecting Bowel and Bladder Elimination</p> <p>Renal calculi</p> <p>Benign Prostatic Hypertrophy</p> <p>Bladder incontinence and retention</p> <p>Bowel incontinence, constipation and impaction Pharmacotherapy</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a physical assessment, including vital signs, of an assigned patient and record findings • Administer selected medications to assigned patient(s). • Provide hygiene care as indicated by level of self-care deficit. • Render care to patients who are at risk for the hazards of immobility. • Assess patient's activity level and perform ROM exercises as needed. • Perform an elimination assessment on assigned patient and provide appropriate caring interventions. 	<p><u>Read:</u> NCCBLEB Vol. 1 Chapter 9 pg 409-465 Adams Chap. 41 pg 617-622, 625-626, Chap. 46 pg 722-726.</p> <p>Evolve Case Study: "Constipation" & "Urinary Patterns"</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities
Week 15: The Concepts of Thermoregulation and Intracranial Regulation

Tues, May 5, 2015, 7:00p-8:30p
Exam #5 - 5:30p-6:45p

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List the factors affecting thermoregulation and intracranial regulation. 2. Identify commonly occurring alterations in intracranial regulation and thermoregulation as well as their related treatments. 3. Perform common assessment procedures used to examine intracranial regulation and determine the temperature of patients across the life span. 4. Outline the diagnostic and laboratory tests used to determine an individual's intracranial regulation and/or causes of alteration in thermoregulation. 5. Using the nursing process, create a plan of care for the management of patients with alterations in temperature and intracranial regulation. 6. Demonstrate the nursing process in providing culturally competent care across the life span for individuals with common alterations in thermoregulation and/or intracranial regulation 7. Identify pharmacologic interventions in caring for individuals with alterations in thermoregulation and/or intracranial regulation. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Thermoregulation</p> <p>Hyperthermia, hypothermia</p> <p>Intracranial regulation</p> <p>Age-related changes</p> <p>Neurologic assessment</p> <p>Pharmacotherapy</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a physical assessment, including vital signs, of an assigned patient and record findings • Administer selected medications to assigned patient(s). • Provide hygiene care as indicated by level of self-care deficit. • Perform an assessment of the patient for alterations in thermoregulation and intracranial regulation. • Identify possible caring interventions. 	<p><u>Read:</u> NCCBLEB Chapter 29, Chapter 17 pg 939-960. Adams Chapter 15</p> <p><u>Review:</u> Adams Chapter 33</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

NRS110 Weekly Student Learning Outcomes and Assigned Student Learning Activities Tues, May 5, 2015, 7:00p-8:30p

Week 15: Concepts of Sensory Perception

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITIES	CLINICAL LAB ACTIVITIES	STUDENT LEARNING ACTIVITIES
<ol style="list-style-type: none"> 1. List factors affecting sensory perception. 2. Identify commonly occurring alterations in sensory perception and their related treatments. 3. Perform common assessment procedures used to examine sensory perception functioning of patients across the life span. 4. Identify diagnostic and laboratory tests to determine the individual's sensory perception status. 5. Apply the nursing process in providing culturally competent and caring interventions across the life span for individuals with common alterations in sensory perception. 	<p>Theory 3 hrs</p> <p>College Lab 2 hrs</p> <p>Clinical Lab 6 hrs</p>	<p>Introduction to Sensory Perception</p> <p>Age-related changes</p> <p>Hearing impairment</p>	<p>Classroom discussion</p> <p>Case Study</p> <p>Iclicker questions</p>	<ul style="list-style-type: none"> • Receive shift report from nursing staff, review medical record. • Perform a head to toe physical assessment, including vital signs, on assigned patient. • Determine the patient's level of growth and development according to Erikson. • Demonstrate correct techniques used in cleansing assigned patient according to his/her assessed level of self-care deficit. • Review medication administration record and identify medications ordered for assigned patients. • Perform a sensory assessment and identify areas where safety maybe impacted. 	<p><i>Read:</i> NCCBLEB Vol. 1 Chapter 25 Adams Chap. 49</p> <p>Evolve Case Study: "Sensory Function"</p> <p>Refer to NRS 110 Lab Manual for learning activities required for college lab.</p>

HESI Fundamentals of Nursing exam: Fri, May 1, 2015, 5:30p Location – to be announced.

Final: Tues, May 12, 2015, 5:30p. Location – to be announced.

Mercer County Community College
Division of Math, 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 7	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 7	Week 15
Clinical Competency: Collect and analyze comprehensive patient assessment data		

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

Evaluation Period:	Week 7	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 7	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 7	Week 15
Clinical Competency: Provide individualized care based on relevant patient data.		

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

Evaluation Period:	Week 7	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 7	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 7	Week 15
Clinical Competency: Ensure collaborative care.		

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

Evaluation Period:	Week 7	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 7	Week 15
Clinical Competency: Document effectively.		

Week 7: Faculty Comments: (Areas requiring improvement, areas of strength)

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

Week 7

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, 7/11, 12/12, 7/13

Mercer County Community College
Division of Math, 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 7	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 7	Week 15
Clinical Competency: Collect and analyze comprehensive patient assessment data		
<p>Clinical Performance Criteria (includes but not limited to):</p> <p>Uses correct techniques for physical assessment.</p> <p>Uses effective interview and data collection techniques.</p> <p>Identifies support systems and relevant laboratory and diagnostics test results.</p> <p>Validates data collected for accuracy.</p> <p>Adapts assessment techniques based on individual patient needs and characteristics (culture, age, development level, illness, mental state).</p> <p>Reports abnormal data and changes in patient condition to the instructor or appropriate health care professional.</p> <p>Assesses patients in a timely and efficient manner.</p> <p>Assesses patients and families based on basic human needs.</p> <p>Anticipates changes in health status based on assessments.</p> <p>.</p>		
<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 7	Week 15
Clinical Competency: Adheres to principles of patient safety and infection control.		
<p>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.</p>		
<p>Comments: (Areas requiring improvement, areas of strength)</p>		

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

Evaluation Period:	Week 7	Week 15
Clinical Competency: Administers medications safely		
<p>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 patient 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.</p>		

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 7	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 7	Week 15
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.		
<p>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 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 7	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 7	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 patient and agency needs. Contribute to projects, discussions, and pre and post-conferences. Confer with other health care team members regarding patient care needs. Apply conflict resolution and problem solving skills as appropriate. 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 7	Week 15
Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups.		
<p>Clinical Performance Criteria (includes, but not limited to): Provide accurate information to patients, families and other healthcare staff. Use appropriate and respectful words and tone in verbal communications. Demonstrate appropriate non-verbal communication strategies. Use communication techniques to assist patients/families in coping with stressful events and changes in health status. Adapt communication strategies based on patients' age, developmental level, disability, and/or culture. Evaluate the effectiveness of therapeutic interactions.</p>		

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, 7/11, 7/13