



HEALTH PROFESSIONS

NURSING PROGRAM

NRS 112

CONCEPTS IN NURSING PRACTICE

LAB MANUAL

SPRING 2020



Lab Manual

Course Number: NRS112 **Course Title:** Concepts of Nursing Practice **Credits:** 6

Hours: 3 hours/week theory; 3 hours/week lab; 6 hours/week clinical

Pre-requisite: Formal admission into the nursing program

Catalog Description

Introduces the student to the fundamental concepts of nursing practice and the application of the concepts with a focus on wellness and health promotion across the lifespan. The application of knowledge and skills occurs in the nursing laboratories and a variety of clinical settings.

Course Coordinator

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The most effective way to communicate with Professor Scaletti, Dr. Ratliff and Professor Mizerek outside of class is via e-mail. Student emails will be returned within 48-72 hours, excluding weekends and holidays. Due to varying work hours and locations checking of voicemail may not be as timely.

Course Expectations

There are intellectual standards in this course and each student is responsible for his or her own learning. Pre-class assignments are essential to learning in class. All components of the course contribute to learning – lecture, class participation, group learning, textbooks, PowerPoints, clinical, campus lab, Evolve case studies and HESI standardized testing

It is the expectation that all communications during this course will be conducted in a professional manner and that student's personal conduct will be reflective of a professional registered nurse.

Clinical/Lab Grade

While the clinical and lab are scored on a pass/fail basis, the following assignments will comprise the successful completion of the clinical and lab components of the class. Students must achieve a 77% of the total of clinical and lab activities to receive a passing grade for the clinical portion. **Students cannot successfully complete NRS112 with a failing grade for the lab/clinical portion.**

Activity	Percentage of Total Grade
Week 1 Orientation Quiz in Blackboard	5%
Health history/Patient Assessment	10%
Dosage calculation exam	15%
Patient teaching activity	10%
Pediatric care plan/Observation paper	10%
Ethics debate	5%
Reflective practice paper	10%
Head to Toe Assessment Test Out	15%
Medication Administration Test Out	15%
HESI Fundamentals Exam	5%
Total	100%

Health History

Students will interview a standardized patient. Based on that interview, health history information will be documented using the MCCC Nursing Program Clinical Documentation Tool. A complete history will include:

- History of present complaint
- Past medication history
- Past surgical history
- Social history
- Medications
- Allergies

Patient Assessment

Students will perform a head to toe assessment on a classmate and document their findings using the MCCC Nursing Program Clinical Documentation Tool. Please refer to the clinical assignment to practice entering all aspects of the head to toe documentation.

Dosage Calculation Exam

The dosage calculation exam will be given week 6 of the semester during campus clinical. A simple calculator will be provided. The use of a cell phone as a calculator is **NOT** allowed. The expectation for this exam is 90% or better. If the student does not achieve the 90% on the first attempt, a remediation session must be attended by the student and a new test will be taken in the testing center. The Dosage Calculation exam is graded as pass/fail with a grade of 90% or better designating the pass grade. Students will not be allowed to pass medications during the clinical experience until the math requirement has been met. If the student is unable to pass medications prior to the end of the semester, an 'UNMET' grade will be issued for that competency, which will result in a clinical failure.

Windshield Survey Assignment

In a small group, select a local community. Explore the community through walking or driving to address the questions in the categories below. Prepare a PowerPoint presentation for the class using an SBAR (Situation, Background, Assessment and Recommendation) format. Ensure to include a Healthy People 2020 initiatives. Ensure you reference your information at the end of your presentation. The PowerPoint presentation should be no longer than 10 minutes.

Situation

What is the community which you are studying? Who are your team members?

Background

What are the physical boundaries of the community? Is this a new community or an established community? Where or how was information about the community obtained?

Assessment

Address the elements listed below to describe the community. All elements must be addressed, even to note that services are missing

Recommendation

Visit NJ State Health Assessment Data (<https://www-doh.state.nj.us/doh-shad/>). Based on your assessment data, select one health indicator for the county in which your community is located. Describe the health indicator that could be improved in your community and explain why the health indicator was selected. Present a suggestion for a change that could be implemented in the community to improve your selected health indicator (assume an unlimited pool of resources and money)

Element	Items to consider
Housing	What type of housing is there – single family homes, apartments, trailers? Do people appear to rent or own? What is the state of repair? Any evidence of crime/vandalism?
Shopping	Are there any local shops? How can residents access shops if none in area? What types of shops are there? Is there access to healthy food like fruits and vegetables?
Transport	What types of transport are available? Are the systems regular and reliable? Is there enough parking? Is the public transport system safe i.e. bus stops/stations? Do locals have far to walk to public transport?
Open/Recreational Areas/Community Facilities	Are there any local parks/playgrounds? What is the state of repair? Are they used by the target groups? What open space is there around housing/gardens/shared ground? Where can locals go for exercise?
Hazards	Are there any noticeable hazards/road/parking/lack of streetlights/no pedestrian crossing/poor pavement repair/waste not in appropriate areas...etc.
Street People	What are the people like on the streets? Mothers and babies, teenagers, groups, individuals, elderly? Are there any officials such as police, community or social workers? Is there any evidence of drug or alcohol abuse? Any evidence of gangs?
Pets/Animals	Are there any strays/watch dogs? What types of pets/farm animals are kept? Are they suitable for environment? What facilities for walking dogs are there?
Race/Ethnicity	Are any particular groups represented? Do they have local facilities for their needs? Any information/signs in other languages? Do different communities mix?
Religion	What places of worship are represented?

Schools	What type of schools are present? Are they public schools, state or private? Do they serve a particular age group?
Health Services	What are the local health services? Doctors' offices, dentists, health clinics, hospitals?
Social Services	Is there a job center? Child care center? Police, fire and EMS?

Patient Teaching Assignment

Working in pairs, select one skill to demonstrate to a client. During lab, you will have to demonstrate teaching the skill, having one student play the role of the nurse and one student play the role of the client. Any skill learned this semester may be used. Examples may include assessing heart rate, washing hands, transferring a patient, toileting, donning isolation equipment, administering an injection, etc. No two skills will be duplicated.

Patient Teaching Rubric

	Unsatisfactory	Satisfactory
Skill	Demonstrated incorrectly	Demonstrated correctly
Teaching strategy	The skill is only shown in one medium.	Demonstrates the skill to the client in two or more mediums (written, picture, video, etc).
Communication	Uses jargon or medical terminology to explain skill.	Uses appropriate language for layperson
Evaluation	No return demonstration of the skill is performed by the learner.	Return demonstration of the skill is performed by the learner.

Literature Review Paper

Choose an article that meets the following guidelines:

- The article must have been published within the last five years from a peer reviewed nursing, medicine or health related journal.
- The article must describe a research study or evidence based practice project that examines the impact of **culture** on the provision of healthcare, from either care provider, client or societal perspective. Culture may include race/ethnicity, religion, sexuality, social or economic factors.
- The article must have an identification of a problem, an intervention and evaluation of the outcomes.

Students must submit a copy of the article via email to the instructors by the announced due date. Once approval is obtained, write a 500-750 word paper summarizing the article. The paper must be submitted via blackboard through Safe Assign.

The summary must include:

1. Article title, author and journal in which it was published
2. A description of the population under study
3. A description of the intervention
4. A description of the results
5. Implications for your nursing practice – how will this information influence how you provide care to clients?

Paper should be prepared with double spaced lines, normal (1”) margins on all sides and Times New Roman font, size 12. Follow American Psychological Association (**APA**) formatting (abstract is **NOT** required, table of contents is **NOT** required). Use spell and grammar check. Proofread! Papers will be graded for writing, as well as content. Paper must be uploaded via Blackboard as a Microsoft Word document by 23:59 on the announced date due. Please ensure you are following APA formatting. Mistakes that were made on the pediatric observation paper should not be happening on this assignment. If you had problems with APA, you need to review it carefully prior to submitting this assignment. Please use the writing center as a resource to guide you with this paper.

Grading Rubric for Evidence Based Practice Paper

	Deficient Score of “0”	Emerging Score of “1”	Competent Score of “2”
Content	Less than 50% of the paper criteria were met.	More than 50% of the paper criteria were met.	All the paper criteria were met.
Critical Application	No evidence of how the information could be applied to student’s nursing practice.		Evidence of application to the student’s nursing practice
Format	Entry is not formatted according to guidelines. Entry is submitted after twenty four hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than ten spelling or grammar mistakes.	Entry is not formatted according to guidelines. Entry is submitted within twenty four hours past the expected time frame. Paper reads poorly, lacks organization of ideas, or contains up to nine spelling or grammar mistakes.	Entry is formatted according to guidelines. Paper is submitted within the expected time frame, reads well and provides clear organization of ideas.

Ethics Debate

Students will be placed into small groups. Each group will choose a debate topic. The group must prepare both sides (pro/con) of the topic. On the date of the debate you will be advised which side of the topic you will be discussing.

Structure of the Debate

The pro side will be given 5 minutes to state their case.

The con side will be given 5 minutes to state their case.

The con side can ask 1 question to the pro side.

The pro side will be given 3 minutes to answer the question and give a summary The pro side can ask 1 question to the con side.

The con side will be given 3 minutes to answer the question and give a summary.

Audience will be able to ask questions of team members.

Debate Guidelines

Debate should stick to fact based discussions. The argument should include reference to ethical principles and the American Nurses Association Code of Ethics. Team members should divide speaking time equitably. Debate should be conducted in a professional manner, demonstrating respect to all involved.

Potential Debate Topic Examples:

- Should nurses have an active role in carrying out the death penalty?
- Should nurses force-feed clients on a hunger strike?
- Should nurses participate in death with dignity?
- Should nurses participate in abortion practices?
- Should an adolescent patient be allowed to discontinue cancer treatment?
- Should a child who has not completed age recommended immunization series due to a parent's personal beliefs be allowed to attend school?
- Can a hospital require that all nurses receive an annual flu shot?

Ethics Debate Rubric

Task	Points possible	Points earned
Position clearly stated	2 points	
Ethical principles referenced	2 points	
Question to opposing team clearly stated	2 points	
Rebuttal clearly stated	2 points	
Maintain professionalism	2 points	
Total points	10 points	

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 are required to prepare for this exam by accessing the “practice test” 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. You must use your Mercer Email address to access the HESI Evolve website.

The HESI Fundamental Exam is a weighted grade, worth 5% of the total grade. MCCC Nursing Program has established the minimum expectation for the HESI Fundamental Exam V1 to be a 700 raw score. Since the HESI Fundamental Exam V1 includes content that is **not** addressed in NRS 112, 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	77
>600	70
>500	60
>400	50
>300	40

Students who do not achieve the expected benchmark of 700 raw score will be required to do HESI remediation in order to sit for the final exam. Students with a score of 600-699 will be required to complete two hours of remediation. Students with a score of 599 or less will be required to complete four hours of remediation. Remediation must be completed at least 48 hours prior to final exam.

Reflective Practice Paper

Reflection on practice is an essential component to the development of a registered professional nurse. For this paper, you will select a significant patient experience from your clinical experience on which to reflect. A significant patient experience is one which challenged you in some way. Visit <http://latrobe.libguides.com/content.php?pid=177292&sid=1498202> for examples of reflective practice narratives.

Write a 500 word paper, reflecting on your experience. Include the following elements (adopted from Gibbs, 1988):

- Description – What happened?
- Feelings – What were you feeling and thinking?

- Evaluation – What was good and bad about the experience?
- Analysis – What sense can you make of the situation?
- Conclusion – What else could you have done?
- Action Plan – If it arose again, what would you do?

Paper should be prepared with double spaced lines, normal (1”) margins on all sides and 12 size font. Follow American Psychological Association (**APA**) formatting (abstract and table of contents are **NOT** required). Use spell and grammar check. Paper must be uploaded via Blackboard as a Microsoft Word document or Adobe Acrobat pdf file by 23:59 on the announced date due.

Reflective Practice Grading Rubric

	Deficient Score of “0”	Emerging Score of “1”	Competent Score of “2”
Content	Less than 50% of the paper criteria were met.	More than 50% of the paper criteria were met.	All the paper criteria were met.
Reflection	Reflection at this level is very basic, primarily descriptive without critique or comment.	Thoughts, feelings, assumptions and gaps in knowledge are explored as part of the problem solving process.	Thoughts, feelings, assumptions and gaps in knowledge are explored as part of the problem solving process. Relevance of multiple perspectives and how the learning from the chosen incident will impact on other situations is included.
Format	Entry is not formatted according to guidelines. Entry is submitted after twenty four	Entry is not formatted according to guidelines. Entry is submitted within	Entry is formatted according to guidelines. Paper is submitted
	Hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than five spelling or grammar mistakes.	Twenty four hours past the expected time frame. Paper reads poorly or lacks organization of ideas, or contains up to five spelling or grammar mistakes.	Within the expected time frame, reads well and provides clear organization of ideas.

Pediatric Observation Assignments

You will be visiting a Lakeview Child Center to conduct a pediatric observation. This is a 4 hour clinical experience. All observations will take place from 8:00 am – 12:00 pm. Only one student is permitted in each center per day. You must sign up for a specific day with Professor Scaletti.

Lakeview Child Center Locations

Lakeview Child Center Hamilton-Hospital Campus

4 Hamilton Health Place, Hamilton

609.890.1442

Lakeview Child Center Lawrenceville

4 Princess Road, Lawrenceville

609.896.0500

Lakeview Child Center Robbinsville-Horizon

500 Horizon Center, Robbinsville

609.587.8002

Lakeview Child Care Center West Windsor

707 Alexander Road

Princeton, NJ 08540

609.987.0977

At the Child Care Center

- You must wear your uniform and nametag.
- Present yourself to the receptionist and sign the visit log.
- Divide your time between the different rooms in the center. Introduce yourself to the staff in each room in which you enter.
- Perform hand hygiene upon entering and exiting each classroom.
- In each of the rooms, select a specific child to observe. Complete the appropriate age sheet for the child's age. No pens with removable caps are permitted in the facility.
- The children will go outside to play. Bring outerwear appropriate for the weather.
- **You may not touch or pick up any of the children. No roughhousing!**
- You may not assist with diapering/toileting or render any first aid.
- Please refrain from bringing personal belongings. Cell phone use is prohibited in the classroom. No pictures of children may be taken.
- No food, candy or chewing gum is permitted in the classrooms. The facility is peanut free.

Pediatric Observation

Complete the following worksheet for pediatric observation. Submit completed worksheet via Blackboard. Worksheet may be typed or scanned in as **legible** handwritten document. The pediatric observation sheet as well as the care plan **MUST** be submitted in blackboard.

Pediatric Care Plan

Develop a nursing care plan, incorporating a developmental theorist. Using the nursing process, describe how you would approach the pre-K child for a physical exam and prepare them for an immunization. Each element of the nursing process must be included. Also include a paragraph explaining the rationale for the choices in the care plan and linking it to a **developmental** theorist, e.g. Piaget, Erikson, Kohlberg, etc...

Paper should be prepared with double spaced lines, normal (1”) margins on all sides and 12 size font. Follow American Psychological Association (**APA**) formatting (abstract is NOT required). Use spell and grammar check. . Paper must be uploaded via Blackboard as a Microsoft Word document file by 23:59 on the announced date due.

Pediatric Care Plan Grading Rubric

	Deficient Score of “0”	Emerging Score of “1”	Competent Score of “2”
Content	Less than 50% of the paper criteria were met.	More than 50% of the paper criteria were met.	All the paper criteria were met.
Critical Application	Evidence of critical thinking principles and nursing process lacking	Some evidence of use of critical thinking principles and nursing process communicated	Evidence of critical thinking principles and nursing process communicated
Format	Entry is not formatted according to guidelines. Entry is submitted after twenty four hours of the expected time frame. Paper is unorganized in ideas, unreadable in format, or contains more than five spelling or grammar mistakes.	Entry is not formatted according to guidelines. Entry is submitted within twenty four hours past the expected time frame. Paper reads poorly or lacks organization of ideas, or contains up to five spelling or grammar mistakes.	Entry is formatted according to guidelines. Entry is submitted within the expected time frame, reads well and provides clear organization of ideas.



NRS112
Pediatric Observation

Student: _____

MCCC ID#: _____

Clinical Facility Location: _____

Semester: _____

Date of observation: _____

Instructions:

- You must wear your uniform and nametag.
- Present yourself to the receptionist and sign the visit log.
- This is a 4 hour observation. Divide your time between the different rooms in the center.
- Introduce yourself to the staff in each room in which you enter.
- Perform hand hygiene upon entering and exiting each classroom.
- In each of the rooms, select a specific child to observe. Complete the appropriate age sheet for the child's age. No pens with removable caps are permitted in the facility.
- The children will go outside to play. Bring outerwear appropriate for the weather.
- **You may not assist with diapering/toileting or render any first aid. You may not pick up any child.**
- Please refrain from bringing personal belongings. Cell phone use is prohibited in the classroom. No pictures of children may be taken.
- No food, candy or chewing gum is permitted in the classrooms.

Infant (less than six months old)

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		

Fine motor skills		
Gross motor skills		

Infant (older than six months)

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		

Fine motor skills		
Gross motor skills		

Toddler

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		

Fine motor skills		
Gross motor skills		

Pre-K

Initials: _____

Age: _____

	Observed	Expected
Toileting		
Feeding		
Speech		
Play		
Interaction with other children		

Fine motor skills		
Gross motor skills		

Skills

Nursing skills are an essential part of the role of a registered professional nurse. Lab and clinical times are designed to expose students to a wide variety of skills necessary for safe care. Students are responsible to use the lab and clinical time to improve their competency in performing skills.

The nursing program has delineated three levels of skill performance:

- **Novice:** Skill has been introduced in lab, simulation, or clinical setting. Student has observed demonstration and/or demonstrated skills 2 times or less.
- **Competent:** Student has demonstrated the skill 3 times or more in lab, simulation, or clinical setting. Student may require some direction on proper completion of skill.
- **Proficient:** Student has demonstrated the skill 5 times or more lab, simulation, or clinical setting. Student performs the skill independently without direction.

The nursing program has outlined the expectations for skill level achievement by the completion of the program. Some skills are essential to safe nursing practice in any setting. Student performance of these skills must rise to the level of proficiency.

At the end of the semester, course instructors will document the current level of competence for each skill. Students must review and initial the document, which becomes part of the student's permanent record.

Clinical Assignments

All clinical assignments documented using the MCCC Nursing Program Clinical Documentation Tool and uploaded into Blackboard. Please check your submissions regularly. Save as you go so information is not lost in your submissions.

Complete an assessment on each assigned patient and document the findings on the clinical documentation document. The head to toe assessments must be included:

- Activities of Daily Living (ADLs)
- Head, ear, eye, nose throat (HEENT)
- Neurological (Neuro)
- Cardiac (Cardiac)
- Respiratory
- Gastrointestinal (GI)
- Genitourinary (GU)
- Musculoskeletal
- Mental Health

- Integumentary (intact or chart wounds)
- Vital signs
- Braden scale

Create a care plan with **three** priority nursing diagnosis based on your assessment data and medication history. Each diagnosis should include an outcome and at least **two** interventions appropriate to the long term care setting and should include at least one diagnoses related to the current concepts being taught for that week.



NRS112 Demonstrated Skill Competency

Student Name: _____
 Semester: Spring 2020

Student ID#: _____

Novice: Skill has been introduced in lab, simulation, or clinical setting. Student has observed demonstration and/or demonstrated skills 2 times or less.

Competent: Student has demonstrated the skill 3 times or more in lab, simulation, or clinical setting. Student may require some direction on proper completion of skill.

Proficient: Student has demonstrated the skill 5 times or more lab, simulation, or clinical setting. Student performs the skill independently without direction.

Skill	Program Expectation	Novice	Competent	Proficient	Student Initials	Instructor Initials
General Assessment						
Measuring height	Competent					
Measuring weight	Competent					
Head to toe assessment	Proficient					
Vital Signs						
Assessing body temperature	Proficient					
Assessing an apical pulse (done during head to toe assessment)	Proficient					
Assessing peripheral pulses	Proficient					
Assessing respiration	Proficient					
Assessing blood pressure	Proficient					
Using a pulse oximeter	Proficient					
Activities of Daily Living						

Changing an occupied bed	Proficient					
Providing basic hygiene care (AM/PM care)	Proficient					
Providing oral care for a client who is unconscious or debilitated	Novice					
Bathing an adult or pediatric client	Proficient					

Skill	Program Expectation	Novice	Competent	Proficient	Student Initials	Instructor Initials
<i>Medication Administration</i>						
Preparing medications from ampules	Proficient					
Preparing medications from vials	Proficient					
Administering oral medications	Proficient					
Administering medications by enteral tube	Proficient					
Administering sublingual medications	Proficient					
Administering ophthalmic medications	Proficient					
Administering otic medication	Competent					
Administering nasal medications	Competent					
Administering topical medications	Competent					
Applying a transdermal medications patch	Competent					
Administering rectal medication	Novice					
Administering intradermal injections	Novice					
Administering subcutaneous injections	Proficient					
Administering intramuscular injection	Proficient					
Using the Z track method for IM injections	Proficient					
Land marking IM injection sites	Proficient					
<i>Elimination</i>						
Collecting a urine specimen	Proficient					

Obtaining stool specimens	Proficient					
Assisting with a bedpan	Proficient					
Assisting with a urinal	Proficient					
Assisting a client to the commode	Proficient					
Applying an external urinary device	Proficient					
Infection						
Hand hygiene	Proficient					
Donning and removing clean gloves	Proficient					
Donning and removing isolation attire	Proficient					
Using a mask	Competent					
Mobility						
Performing passive range of motion exercises	Competent					
Moving a patient in bed, includes support position, moving client up, turning and assisting to sit on side of bed	Proficient					
Transferring a client between bed and chair	Proficient					
Assisting a client to ambulate	Proficient					
Assisting a client to use a cane	Proficient					
Assisting a client to use a walker	Proficient					
Nutrition						
Administering a tube feeding	Proficient					
Oxygenation						
Administering oxygen via nasal cannula, face mask or face tent	Proficient					
Safety						
Applying a Mummy immobilizer	Novice					
Tissue Integrity						
Apply a dry dressing (includes foam, alginates, transparent)	Proficient					

Assessing and staging pressure ulcers	Proficient					
Apply topical wound care ointments	Proficient					
Irrigating a wound	Proficient					

Instructor Initials		Instructor Printed Name	
Instructor Initials		Instructor Printed Name	

Fall 2015
 Revised Fall 2016
 Revised Fall 2017
 Revised Fall 2018

Mercer County Community College
Division of Health Professions
Nursing Program
Medication Calculation Guidelines

1. If weight conversion is needed (pounds/kilograms), calculate that as **separate problem first**.
2. Convert all items to equal units prior to working problem, if needed.
3. Do not round until the end of the problem.
4. Manual drip rates are always reported in whole numbers.
5. All questions should specify rounding requirements for the answer.
6. Infusion pumps can be rounded to the nearest tenth.
7. Five and up, round up. Four and below, round down.
8. No method of calculation (ratio/proportion, dimension analysis, etc.) is preferred; any is acceptable if the right answer is reached.
9. No half credit is given. If the answer is not rounded correctly or not answered to the requested decimal place, the question is marked incorrect.
10. Trailing zeros are prohibited, e.g. 1.0
11. Leading zeros are required, e.g. 0.1.
12. Label all answers with the correct unit.