



**SCIENCE & HEALTH
PROFESSIONS**

NURSING PROGRAM

NURSING 120

COURSE INFORMATION AND FORMS

SPRING 2013

STUDENT NAME: _____

**MERCER COUNTY COMMUNITY COLLEGE
SCIENCE AND HEALTH PROFESSIONS
NURSING PROGRAM
INFORMATION & FORMS**

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Reviewed & Revised August 2012

Information Resources

Classroom – Theory

Classroom theory presentation is based on unit objectives. The focus will be on discussion of relevant theoretical basis of pathophysiology, medical management, and the nursing process for patients with varied psychiatric, pediatric, and medical/surgical problems. The purpose of the theoretical discussions is to update information, to clarify problem areas, to emphasize important concepts, and to assist students to correlate theoretical knowledge into clinical situations; thus strengthening students' critical thinking and problem solving skills. **Students are expected to have completed related readings and answer the pre-class assignment prior to classroom theory presentation.**

College Lab

Four College labs will focus on discussion, relevant article review and discussion, skills, video, computer assisted learning, and math calculations. Students are expected to read assigned text and articles prior to the lab and be prepared to work in small groups to discuss pathophysiology, medical management, and the nursing process for assigned topics.

Clinical Lab

Preparation for clinical lab will focus upon weekly unit clinical objectives. Specific instructions will be given by the clinical instructor. You may be asked to submit selected assignments; these papers, videos and/or oral presentations will be graded satisfactory/unsatisfactory and this notation included in the clinical evaluation.

Medical Surgical Clinical Lab:

One written **Concept Map** will be submitted during the final week of the med/surg rotation. The due date will be announced by the course coordinator. The nursing care map will be graded by the clinical instructor. Nursing Care Plan Guidelines are on page 5.

Clinical Post-Conference presentation. See page 4.

NRS 120 - WEEKLY SCHEDULE

(This is just a brief overview for you at a glance. This does not replace your detail course outline)

MEDICAL/SURGICAL NURSING

WEEK 1:

Tuesday

Lecture:

College Lab:

Clinical:

Quiz

3 hours

Cardiac assessment, vital signs and medication calculation

Hospital Orientation & Client Care

Medication Cards are Due (please see medication list in other forms packet).

Medication Calculation Quiz

WEEK 2:

Tuesday

Lecture:

College Lab:

Clinical:

Quiz

3 hours

HESI case study on Congenital Heart Defects

Medication Calculation, IV weight based medication, Heparin drips,

IV medication and use of IV pumps

Patient Care Assignments

WEEK 3:

Tuesday

Lecture:

College Lab:

Clinical:

Theory EXAM Mid Term

3 hour

PICC line dressing change, care of the patient with a PICC line, spike and prime IV tubing, drip rates, calculate weight based IV medications and Heparin drip.

Patient Care Assignments

WEEK 4:

Tuesday

Lecture:

College Lab:

Clinical:

QUIZ

3 hours

Case Studies

Respiratory assessment, trach care, infection prevention education plan for the community.

Patient Care Assignments

WEEK 5:

Tuesday

Lecture:

College Lab

Clinical:

Final Exam:

QUIZ

3 hours

Review

HESI case study Cystic Fibrosis and Trach care

Patient Care Assignments

Final Clinical Evaluation

Final Clinical Evaluations Will Be Scheduled By Clinical Instructor

***PLEASE MAKE SURE YOU MAKE THE PROPER
ARRANGEMENTS FOR THE FINAL EXAM.***

*****(Final exam will be scheduled and announced by course coordinator PLEASE SEE ABOVE DATES)**

NRS 120 Alterations I

Written Clinical Prep Guidelines

Nursing 120 Clinical Prep:

- May be typed or handwritten – must be legible.
- Done once per week for clinical for one assigned patient. If you are assigned more than one patient, you need to develop a plan of care for all patients.
- Presented in the format of a concept map – using the forms/shapes that were given out during orientation.
- Based on the nursing process.

The weekly prep contains all of the following elements:

Medical Diagnosis – write a short synopsis of diagnosis, medical treatment, and any medical history. – Including pathophysiology, clinical picture (signs & symptoms), pertinent labs and radiology studies that are routinely done to make the medical diagnosis. (Include clinical signs and symptoms)

Concepts: List the concepts that may be affected by the client's present health status. (You may have more than one nsg diagnosis for any affected concept).

For each basic need, list the following:

Concept #1:

- **Nursing Diagnosis**
- **Goal – Short term and long term – written in patient behavioral statements**
- **Nursing Care Plan:**
 - **Assessment** – List priority assessments for this client related to this basic need
 - **Action** – list nursing actions will you perform for this client related to this basic need
 - **Client Education** – what will you teach (be specific) this client related to this nsg dx – could be treatments, body mechanics, respiratory tx, medications, community resources.

Concept #2:

- **Nursing Diagnosis**
- **Goal – Short term and long term – written in patient behavioral statements**
- **Nursing Care Plan:**
 - **Assessment** – List priority assessments for this client related to this basic need
 - **Action** – list nursing actions will you perform for this client related to this basic need
 - **Client Education** – what will you teach (be specific) this client related to this nsg dx – could be treatments, body mechanics, respiratory tx, medications, community resources.

Concept #3:

- **Nursing Diagnosis**
- **Goal – Short term and long term – written in patient behavioral statements**
- **Nursing Care Plan:**
 - **Assessment** – List priority assessments for this client related to this basic need
 - **Action** – list nursing actions will you perform for this client related to this basic need
 - **Patient Education** – what will you teach (be specific) this client related to this nsg dx – could be treatments, body mechanics, respiratory tx, medications, community resources.

Please do not cluster the NCP, but list each plan out after each affected concept. Also, you may list the concept or multiple concepts for any disease. Make sure for any nursing diagnosis you have developed a full plan of care there must be separate goals, areas to assess, actions, and patient education.

Use the bolded titles as headings for your plan of care.

Weekly clinical prep will be the foundation of your cap map project.

Your clinical instructor will provide you with written feedback on your weekly clinical prep.

**MERCER COUNTY COMMUNITY COLLEGE
DIVISION OF SCIENCE AND HEALTH PROFESSIONS
NUR 201**

OPEN HEART SURGICAL OBSERVATION

Students will report to Deborah Heart and Lung on assigned date by course coordinator. Please make sure you have eaten prior to going to the OR .

Student objectives:

1. Describe the nurse's role in priority setting when preparing a patient to go to the operating room for surgery.
2. Observe patient in the pre-operative area and what precautions are taken before surgery to prevent complications.
3. Identify the different roles the nurses are in the operating room.
4. Observe monitoring equipment commonly used in client assessment.
5. Observe the different forms of communication used in the operating room.
6. Describe and identify the different roles of the RN in the pre, intra and post operative times caring for the patient having open heart surgery.

Student Preparation:

Student will prepare for this observation by reviewing RN role in the pre, intra and post operative locations. What indication would make a patient require open heart surgery?

Medication Cards are Due the first day of clinical.

The student is to use the Maxi Learn A Pre-Structured Drug Card System to hand write out the medication cards. These are the medication the students will be expected to know and will be administering during this course. Students will be considered unprepared for clinical if these cards are not completed. Students that are not prepared for clinical will be sent home and be considered absent for the day.

Hypertension- Ch 23

ACE inhibitors

Beta Blockers

Calcium Channel Blockers

Diuretics-HCTZ, lasix, bumex, aldactone

Alpha blockers

Alpha agonist

Angiotension II Receptor Blockers

Hydralazine

Lipid drugs- Ch 22

- Statins
- Bile Acids
- Nicotinic acid
- Fibric acid derivatives
- Ezetimibe
- Angina & AMI drugs- Ch 25
 - Nitrates- NTG
 - Morphine
- Antiplatelet Therapy- Ch 27 pg 381-382
 - Aspirin
 - ADP receptor Blocker- Plavix, Effient
 - Glycoprotein IIB/IIIa receptor inhibitor-Integrilin
 - Pletal
 - Brilinta
- Heart Failure Drugs- Ch 24
 - Glycosides- Digoxin
 - Phosphodiesterase inhibitors- Primacor and Inocor
 - Vasodilator- Natreacor
- Dysrhythmia Drugs- Ch 26
 - Calcium Channel Blockers & Beta Blockers- as it relates to Afib
- Coagulation Drugs- Ch 27
 - Thrombolytics
 - Heparin
 - Lovenox
 - Warfarin
 - Pradaxa
- Drugs for Viral Infections - Ch 36
 - Symmetrel
 - Flumandine
 - Relenza
 - Tamiflu
 - Virazole
 - Ribavirin
- Drugs for Bacterial Infection – Ch 34
 - Isoniazid
 - Rifampin
 - Pyrazinamide
 - Ethambutol
 - Penicillin G
 - Azithromycin
 - Vancomycin
 - Flagyl
- Drugs for Inflammation and Fever- Ch 33
 - Prednisone
 - Corticosteroids- Flovent, Aerobid, Advair, Decasron

Leukotriene Modifiers- Singular

Acetaminophen

Ibuprofen

Resp Drugs Ch 38 & 39

Beta agonist long and short acting

Adrenergic Stimulants- Proventil, Ventolin, Combivent, Advair

Anticholinergics- Atrovent, Spiriva

Expectorant- Mucinex

**MERCER COUNTY COMMUNITY COLLEGE
 DIVISION OF SCIENCE AND HEALTH PROFESSIONS
 NRS 120: COLLEGE & CLINICAL LABORATORY SKILLS & PROCEDURE REVIEW FORM**

STUDENT'S NAME: _____ CLASS OF 20_____

Each NURSING 120 student should keep the original copy of this form with them during college and clinical labs.
 Please have faculty document each time you were observed performing the procedure or skill.

Procedure	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials
Tracheostomy Care: <p style="text-align: right;">Suction</p> <p style="text-align: center;">Cleaning inner cannula Replacing inner cannula</p> <p style="text-align: center;">Hyperoxygenation</p>				
Assessment – Lung Sounds				
Oxygen Administration <p style="text-align: right;">Nasal Cannula</p> <p style="text-align: center;">Rebreather Mask</p> <p style="text-align: center;">Nonrebreather Mask</p> <p style="text-align: center;">Ventimask</p>				
Assessment – Heart Sounds				
Assessment – Peripheral Vascular Checks				
Subcutaneous Injection				
Intramuscular Injection				

NURSING 120: COLLEGE & CLINICAL LABORATORY SKILLS & PROCEDURE REVIEW FORM

Procedure	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials	Dates Observed & Faculty Initials
Intravenous Therapy: Preparing large volume IV solutions				
Intravenous Therapy: Adding secondary or piggyback medications to primary IV setups				
Intravenous Therapy: Calculating IV Drip Rate				
Intravenous Therapy: Marking IV bags according to hours to be infused				
Intravenous Therapy: Setting up infusion pumps				
Intravenous Therapy: Converting a running IV to a capped IV (heparin lock)				
Intravenous Therapy: Removing an IV catheter				
Central Venous Lines: PICC Care (peripherally inserted central catheter – single & double lumen) <p align="center">PICC Line Check</p> <p align="center">Flush before & after medication</p> <p align="center">Adding IV line after flush</p>				

Mercer County Community College - Division of Math, Science, and Health Professions - Nursing Program
Nursing 120 – Student/Faculty Grading Tool for Student Group Presentations

PRESENTERS: _____

TOPIC: _____

EVALUATOR NAME: _____ DATE: _____

OBJECTIVES	DISTINCTIVE E 4 POINTS	EXCELLENT T 3 POINTS	SATISFACTORY Y 2 POINTS	MINIMAL 1 POINT	INSUFFICIENT T 0 POINTS
1. Objectives and NCLEX objectives are reviewed at the beginning of the class.					
2. Student group receives handouts including objectives, key concept definitions, research article and bibliography of any additional resources.					
3. Presentation is well organized, interesting, and is presented in a logical fashion.					
4. Importance of topic/research to nursing is clearly defined.					
5. Creativity is incorporated into teaching method making topic interesting.					
6. Teaching is done through discussion and questions, not through reading of materials.					
7. Eye contact is made with the group by presenters.					
8. Voice level is appropriate for all group members to hear presenters.					
9. Active involvement by all class members is encouraged by presenters.					
10. Choice of media is appropriately used, enhancing the learning of the topic.					
11. Discussion was completely summarized with essential points restated for the class through at least five test questions which have been passed out to the class. Presentation was completed within 20 minutes.					
12. Objectives as stated are met.					
ADD TOTAL POINTS UNDER EACH CATEGORY					
TOTAL SCORE FROM PEERS/INSTRUCTOR					
COMMENTS FROM PEERS/INSTRUCTOR					

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- DISTINCTIVE:** Exceptional competence, beyond expectations of objectives, stands alone, highly creative
- EXCELLENT:** Fulfills all objectives, utilizes creativity, demonstrates high level of competence
- SATISFACTORY:** Meets objectives with some use of creativity and average competence
- MINIMAL:** Partially meets objectives with minimal use of creativity and below average competence
- INSUFFICIENT:** Does not meet objectives, no use of creativity, no demonstration of competence

