



SCIENCE & HEALTH PROFESSIONS

NURSING PROGRAM

NRS 121 ONLINE

COURSE OUTLINE

FALL 2011



COURSE OUTLINE

NRS 121
Course Number

Alterations in Health II
Course Title

Total number of credits 8

**Hours: 3 Theory Hours
3 College Lab Hours
14 Clinical Lab Hours**

Catalog description:

This five-week course presents a continuation of the concepts, knowledge, and skills introduced in NRS 110 with an emphasis on the concept of safety and the protective environment. Alterations in mobility, skin integrity, and immunity are examined. Concepts pertaining to the care of the operative patient are also considered. Includes selected clinical experiences in area health care agencies.

Prerequisites:

Completion of NRS 110 and BIO 103 with a grade of C or higher

Corequisites:

None

Required texts/other materials:

Textbooks:

Ignatavicius, D.D. (2010). *Medical-Surgical Nursing Critical Thinking For Collaborative Care*. (6th ed.) St. Louis: Elsevier Saunders

Potter, P. A., Perry, A. G. (2009). *Fundamentals of Nursing*. (7th ed.). St. Louis: C. V. Mosby.

Brown, M., Mulholland, J.A. (2008) *Drug Calculations*. (8th ed.) St. Louis: Elsevier Mosby.

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

Ball, J. and Bindler, R. (2008). *Pediatric Nursing: Caring for Children*. (4th ed.). Norwalk: Appleton and Lange.

Lilley, L.L., Harrington, S., and Snyder, J.S. (2007) *Pharmacology and the Nursing Process*. (5th ed.). St. Louis: Mosby, Inc.

Plus, textbooks used in NRS 110

Optional:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Snyder, J. (2010). *Critical Thinking Study Guide to Accompany Ignatavicius & Workman Medical-Surgical Nursing*. (6th ed.). St. Louis: Elsevier Saunders

Ochs, G., Potter, P. A., and Perry, A. G. (2005) *Study Guide to Accompany Fundamentals in Nursing*. (6th ed.). St. Louis: C. V. Mosby

Carpenito-Moyet, L. J., (2008). *Nursing Diagnosis Application to Clinical Practice*. (12th ed.). Philadelphia: J. B. Lippincott.

Lilley, L. L., Harrington, S., and Snyder, J. S. (2007) *Study Skills Guide for Pharmacology and the Nursing Process*. (5th ed.). St. Louis: C. V. Mosby.

Information resources:

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

Last reviewed/revised:

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Course coordinator:

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Course goals:

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

1. Implement the nursing process through critical thinking and evidenced-based practice for patients with basic human need alterations. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
2. Utilize principles of growth and development across the lifespan while planning and implementing nursing care. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
3. Describe major environmental & hospital safety hazards common for each age group and identify factors which affect an individual's abilities for self-protection. . **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
4. Develop an individualized nursing care plan for patients with alterations in basic human needs across the life span. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
5. Utilize appropriate nursing assessments, interventions and evaluations for patients with basic human need alterations. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
6. Implement principles of universal precautions, medical asepsis and safety when providing care to patients with alterations in basic human needs.. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
7. Describe the therapeutic nurse-patient relationship based upon respect for client privacy, confidentiality, and advocacy. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**
8. Describe the significance of psychosocial needs in planning care for patients with alterations in basic human needs.. **Core Abilities: A,B,C,E,F Gen Ed Outcomes: 1,3,4,8,9**

Course-specific General Education Knowledge Goals and Core Skills.

Alterations in Health II supports MCCC's General Education Knowledge Goals and Core Abilities:

MCCC General Education Knowledge Goals

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

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

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

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

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

MCCC Core Ability Goals

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

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

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

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

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

Nursing Program Concepts:

In this nursing curriculum you will learn the nursing approaches utilized in meeting the basic human needs during periods of interference or impairment that are directed toward maintenance of optimal body functions, prevention of potential problems and restoration of health. At Level II, these nursing interventions, in relation to the basic needs are:

Hygiene and Comfort Needs:

Concerned with individuals at different age levels who require comfort measures and performance of hygienic activities during periods of childbearing, illness and surgical intervention.

Safety Needs:

Concerned with individuals at different age levels who meet some hazards to the second line of body defense and require protection from invasion of pathogens, complications of anesthesia and/or surgical intervention.

Human Sexuality Needs:

Concerned with individuals at different age levels who have physiological changes and/or alterations of body image which require therapeutic intervention or obstetrical delivery.

Psychosocial Needs:

Concern with individuals at various age levels who have interferences in normal behavior as demonstrated by brief periods of excessive dependency, anxiety, and/or physiological responses.

Activity and Rest Needs:

Concerned with individuals at different age levels who have physiological changes, pathological conditions or therapeutic interferences which require modification of activity and rest.

Oxygen Needs:

Concerned with individuals at different age levels who have periodic interference of air supply due to physiological reactions, anesthesia, surgery and/or obstetrical delivery.

Nutritional Needs:

Concerned with individuals at different age levels who require temporary dietary modifications due to physiological change or diagnostic and therapeutic interference.

Elimination Needs:

Concerned with individuals at different age levels who have alteration of elimination patterns due to physiological changes or diagnostic and/or therapeutic interventions.

Organizing Framework:

The curriculum threads are concepts that have been chosen by the nursing faculty to meet the educational student learning outcomes of the nursing program. These curriculum threads flow from the philosophy of the program and are incorporated within the courses to achieve program student learning outcomes. Each thread has a terminal objective that the student will achieve by program completion. The threads with terminal objectives are as follows:

1. Critical Thinking/ Clinical Judgment*Terminal Objective:*

The graduate will demonstrate critical thinking in the delivery of patient care using the nursing process in a variety of settings for patients across the lifespan.

- Develop individualized nursing care plan(s) based on Maslow's Hierarchy of Needs for patients from diverse populations strategically using critical thinking.

2. Effective Communication*Terminal Objective:*

The graduate will demonstrate effective communication skills with patients at various levels of development and in a variety of health care settings.

- Provide a therapeutic nurse-patient relationship based upon respect for privacy, confidentiality, and advocating the rights of the health care consumer.

3. Clinical Competence/ Safe Practice

Terminal Objective:

The graduate will provide safe, competent nursing care, utilizing evidence-based practice, to patients at various stages of development in all health care settings.

- Utilize the principles of medical asepsis and safety when providing care to patients with changes in the second line of defense (immunity-antigen/antibody response) leading to infections, diseases, or decreased resistance to infection.

4. Professionalism

Terminal Objective:

The graduate will demonstrate professional nursing practice by adhering to the scope of professional nursing practice as outlined by the Nurse Practice Act, Nursing Standards of Care, and Nursing Code of Ethics.

- Describe the role of the professional nurse as part of the multidisciplinary team providing patient care.

Course Requirements and Grading:

Students are expected to take an active role in the learning process. Assigned readings need to be **completed prior** to the scheduled lab or class.

Completion of all tests, written assignments, and visual evaluations as listed in the course outline by weeks indicated and in accordance with **Nursing Program Policies**.

It is the responsibility of each student to be up to date on all content in order to progress from one clinical experience to another. The student must comply with all visual evaluation schedules.

A **comprehensive** final examination will be given at the end of the course.

Attendance: Students in nursing courses are required to attend all lecture, college laboratory and clinical laboratory sessions. Attendance records will be maintained. Please review Nursing Program Handbook, Attendance Policy. Clinical absences for a 12-hour clinical experience are the equivalent to two (2) absences and will be recorded as such.

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 notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee may impose disciplinary penalties beyond those imposed by the course instructor/s. The student shall have the right to a hearing before the Academic Integrity Committee or a designated subcommittee thereof.

Appeals:

The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook. *Approved by Board of Trustees May 18, 2000 Amendments by AIC 1/26/2004*

ADA Statement:

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

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.

Theory Classes: Theory sessions are based on learning objectives from the course outline and equate to 3 hours per week. The on-line program is completed through the Angel Website. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. Interactive learning activities are an integral part of this course. Students must participate in the discussion forum as a part of their attendance. Substantial posts must be made to 4 posts for 4 days. These days do not need to be consecutive. All daily questions need to be answered. If a student does not participate in the discussions for four days of the module, the student will be marked absent.

College Lab: This weekly lab is designed to help the student gain proficiency in nursing skills in a controlled setting utilizing videos, interactive computer learning, hands on demonstration, and simulation. Weekly readings, objectives and activities are highlighted in the course outline. Assigned readings will be taken from your formal text workbook, relevant journal articles, and skills text. Students will observe a

critical skill demonstration or view a skill specific video. The student will then be expected to practice the skill to gain proficiency. The student will make an appointment for a critical skill sign-off.

Clinical Lab: The clinical laboratory provides students with the opportunity to provide care to clients in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. The clinical lab consists of seven hours twice per week and is held at the assigned clinical facility. Weekly clinical assignment information will be provided to the students by the respective clinical instructor. The student will have use of a college owned PDA during the semester which will come supplied with a variety of nursing resources which the student can utilize during clinical. Clinical preparation guidelines are included in this course outline. In general, during the clinical lab, students are expected to:

Pre-Conference – (prior to arrival on clinical unit)

A. Be able to discuss the client's primary and secondary diagnoses including, with succinct explanation of signs and symptoms, as well as methods to diagnose and treat the disease or condition.

(Utilize PDA and nursing software as a resource)

B. Identify and explain client's basic need deficits based on disease process, diet order and rationale for ordered pharmacological agents (utilizing PDA resources).

C. Incorporate assessment findings, developmental tasks (according to Erickson), appropriate to the client's age and the implications for planned care.

D. Formulate a written preliminary patient care concept map based on basic need deficits using the nursing process to include nursing diagnosis, each with goals, plan (assessment priorities, nursing actions, and patient education)

E. Discuss planned care including priority assessment focus, nursing actions (including medication administration), and patient/family education.

F. Pre-conference preparation will be collected by instructor for evaluation.

Clinical Experience

A. Receive report on assigned client, review medical record.

B. Assess your assigned client.

C. Revise your preliminary plan as needed using data obtained in report, from the medical record, and your assessment of the client.

D. Implement the nursing plan by caring for your client demonstrating proficiency in nursing skills and seeking help from your instructor. (Refer to weekly clinical objectives in course outline)

E. Administer medications as assigned by clinical instructor and coordinated with primary RN.

F. Report assessment findings to appropriate assigned nursing staff in a timely manner.

G. Document assessment and care as instructed and in accordance with facility policy.

H. Client information received during clinical lab is to remain confidential at all times. Patient records are not permitted to be photocopied.

Post Conference One Hour:

A. Review and evaluate the care given and the client'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 client.

Testing Procedure:

All course theory exams will be given on campus at the same time the land students are taking the exam. All belongings, including but not limited to backpacks, water bottles, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook for further information. The instructor **MUST** be notified in advance of the inability of a student to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam. **In order to successfully pass this course, point scores for the calculation of tests, quizzes and projects must be 75% or higher.**

Weekly Quizzes:

10% of grade. A quiz will be given online at the beginning of modules 1, 2, 4 and 5 covering the assigned readings for that module. The lowest grade of the four quizzes will be dropped. Therefore, the quiz average will be from 3 quizzes. The quizzes will test factual knowledge. The questions will come directly from textbooks. The quiz will be available on Tuesday from 12:01 am until 11:55pm. Once the quiz is complete, the lecture material will be available for students. If the quiz is not completed during the allotted time, a 0 grade will be given.

NRS 121 Course Grading:

1. All of the following criteria must be satisfied:
 - a. The Final summary grade on the Clinical Laboratory Performance Evaluation must be at least a “MET” for all clinical objectives.
 - b. Tests must be taken as scheduled: a **75** or better average should be maintained.
 - c. All written assignments must be completed and submitted, as per guidelines, completion dates and in accordance with departmental policy.
 - d. Successful completion of all college lab critical skills as verified by instructor.

2. When all criteria are met, the final course grade for NRS 121 will be determined as follows:

Midterm Test Average	30%
Quiz Average	10%
Required project for NRS 121	10%
Cumulative Final Exam	<u>50%</u>
	= 100%

3. The final letter grade for this course is determined by the following guidelines:

A	=	97% - 100%
A-	=	93% - 96.99%
B+	=	89% - 92.99%
B	=	85% - 88.99%
B-	=	81% - 84.99%
C+	=	78% - 80.99%
C	=	75% - 77.99%
D	=	61% - 74.99%
F	=	60% or below

S = Satisfactory (comparable to a “C” or higher)

- C is the lowest acceptable passing grade for all courses required in the nursing program.
- I = Incomplete
- W = Withdrawal
- WI = Withdrawal Instructor Initiated
- WA = Withdrawal Administration Initiated
- U = Unsatisfactory

Examination Test Blue Print

Module tests and final examinations are based on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) four major client needs categories with focus on specific course conceptual content. The test blue print aligns the client needs with the integrative processes commonly used in nursing as well as the cognitive levels used in developing test questions. These are defined below. The test blue print serves to guide students in preparing for examinations. Students will receive examination test blue prints approximately one week prior to any scheduled test.

The client needs are organized as follows:

Safe and Effect Care Environment

- Management of Care
- Safety and Infection Control

Health Promotion and Maintenance

Psychosocial Integrity

Physiological Integrity

- Basic Care and Comfort
- Pharmacological and Parenteral Therapies
- Reduction of Risk Potential
- Physiological Adaptation

The following integrative processes are used throughout the major client needs categories:

Nursing Process: scientific, reasoning approach to client care that includes assessment, analysis, planning, implementation, and evaluation.

Caring: an interactive atmosphere of mutual respect and trust between client and nurse.

Communication and documentation: Validated written or electronic record that reflects standards of practice and accountability in the provision of care.

Teaching and Learning: facilitating a change in behavior by acquiring knowledge and skills.

Examination questions are written to test different cognitive levels. These levels progress from remembering or recalling through understanding, applying the knowledge and analyzing information. These levels are defined as follows:

Knowledge Level: Remembering, recalling, or recognizing facts, ideas, terminology, principles and procedures.

Comprehension Level: Understanding, explaining or relating written information from reports, tables, diagrams and directions.

Application Level: Applying ideas, concepts, principles, theories and steps of a procedure in job-related situations.

Analysis Level: Analyzing, differentiating, or breaking down information into its constituent parts to detect the relationship of the parts and the way they are organized.

Reference: “Portions copyrighted by the National Council of State Boards of Nursing, Inc. All rights reserved.” Information and definitions from the National Council Licensure Exam - Registered Nurses (NCLEX-RN® Test Plan) used with permission from the National Council of State Boards of Nursing, Inc.

NRS 121 - WEEKLY SCHEDULE

MEDICAL/SURGICAL NURSING

WEEK 1:

Tuesday
Lecture -3 hrs.

Quiz
Alterations in the surgical patient
Pre-, intra, and postoperative Period

College Lab

Skills/Assessment:
Plan/Nsg Dx-
Simulation, Implementation/ Simulated Evidence-based
Interventions Across the Lifespan:
Assessment of the patient during preoperative, intraoperative and
postoperative periods.
Sterile Fields, sterile gloving, wound care and dressings:
-sterile dressing
-wound irrigation
-wet-to-dry dressings
-drains (JP, hemovac)
Drug Calculations

Clinical Lab

Hospital Orientation & Client Care

WEEK 2:

Tuesday
Lecture - 3hrs.

Quiz
Mobility
Alterations in Bone & Connective Tissue

College Lab

Implementation/ Simulated Evidence-based
Interventions Across the Lifespan:
Care of the patient with alterations in mobility
Drug Calculations

Clinical Lab

Patient Care Assignments

WEEK 3:

Tuesday
Lecture – 3 hrs.

Theory EXAM
Mobility Alterations Related to Musculoskeletal Trauma

College Lab Implementation/ Simulated Evidence-based Interventions Across the Lifespan:
Care of the patient with alterations in mobility
Drug Calculations

Clinical Lab Patient Care Assignments

WEEK 4:

Tuesday
Lecture - 3 hrs.

QUIZ
Alterations in skin integrity and wound healing

College Lab Implementation/ Simulated Evidence-based Interventions Across the Lifespan:
Care of the patient with alterations in skin integrity and wound healing
Drug Calculations

Clinical Lab Patient Care Assignments
Drug Calculations

(Required project due at the beginning of class)

WEEK 5:

Tuesday
Lecture- 3 hrs.

QUIZ
Alterations in immunity

College Lab No college lab (Final exam given)

Clinical Lab Patient Care Assignments

College Lab **Completion of All Laboratory Assignments**

Clinical Lab **Patient Care Assignments**
Final Clinical Evaluation

**Final Theory Exam Will Be Scheduled By Course Coordinator*

**Final Clinical Evaluations Will Be Scheduled By Clinical Instructor*

WEEK I

Alterations in The Surgical Patient

Learning Objectives

- Apply the nursing process across the life span to the care of operative patients.
- Apply the nursing process to the care of preoperative, intraoperative and postoperative patients with complications.
- Discriminate between the different pharmacological management of preoperative, intraoperative, and postoperative patients.
- Analyze how the impact of surgery can affect other basic human needs.

Student Learning Activity

Students to Review:

-Alterations in the surgical patient

Assessment:

- Normal anatomy and physiology
- Diagnostic studies
- Pharmacology
- Nutrition
- Cultural considerations
- Pediatric and gerontologic considerations

Student CD-ROM NCLEX test questions

Student website:

www.evolve.elsevier.com/iggy

References:

Ignatavicius, D.D. (2010). *Medical-Surgical Nursing Critical Thinking For Collaborative Care*. (6th ed.) St. Louis: Elsevier Saunders
Chapters 16, 17, 18

Potter, P. A., Perry, A. G. (2009). *Fundamentals of Nursing*. (7th ed.). St. Louis: C. V. Mosby.
Chapter 50

Smith, S. F., Duell, D. J. and Martin, B.C. (2008). *Clinical Nursing Skills Basic to Advanced Skills*. (7th ed.). Upper Saddle River: Prentice-Hall.
Chapters 25 and 31

Ball, J. and Bindler, R. (2008). *Pediatric Nursing: Caring for Children*. (4th ed.). Norwalk: Appleton and Lange.
Chapter 13 (pp. 422-433)

WEEK II Mobililty Alerations in Bone & Connective Tissue

Learning Objectives

- Apply the nursing process across the lifespan in the care of the patient with alteration in mobility.
- Distinguish the clinical manifestation of the exemplars for alterations in mobility.
- Compare and contrast pharmacological, nonpharmacological, and surgical treatment for different disorders that effect mobility.
- Discriminate modifiable and non modifiable risk factors that affect the patient with alterations in mobility.
- Analyze how mobility needs affect all other basic human needs.

Student Learning Activity

Students to Review:

-Alterations in the surgical patient

Assessment:

- Normal anatomy and physiology
- Diagnostic studies
- Pharmacology

- Nutrition
- Cultural considerations
- Pediatric and gerontologic considerations

Student CD-ROM NCLEX test questions

Student website:

www.evolve.elsevier.com/iggy

References:

Ignatavicius, D.D. (2010). *Medical-Surgical Nursing Critical Thinking For Collaborative Care*. (6th ed.) St. Louis: Elsevier Saunders
Chapters 52, 53

Potter, P. A., Perry, A. G. (2009). *Fundamentals of Nursing*. (7th ed.). St. Louis: C. V. Mosby.
Chapter 47

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

Ball, J. and Bindler, R. (2008). *Pediatric Nursing: Caring for Children*. (4th ed.). Norwalk: Appleton and Lange.
Chapter 28.

WEEK III Mobility Alterations Related to Musculoskeletal Trauma

Learning Objectives

- Apply the nursing process across the lifespan in the care of the patient with alteration in mobility.
- Distinguish the clinical manifestation of the exemplars for alterations in mobility.
- Compare and contrast pharmacological, nonpharmacological, and surgical treatment for different disorders that effect mobility.
- Discriminate modifiable and non modifiable risk factors that affect the patient with alterations in mobility.

- Analyze how mobility needs affect all other basic human needs.

Student Learning Activity

Students to Review:

-Alterations in the surgical patient

Assessment:

- Normal anatomy and physiology
- Diagnostic studies
- Pharmacology
- Nutrition
- Cultural considerations
- Pediatric and gerontologic considerations

Student CD-ROM NCLEX test questions

Video – Discovery Health: How Bones Mend. (lab)

Student website:

www.evolve.elsevier.com/iggy

References:

Ignatavicius, D.D. (2010). *Medical-Surgical Nursing Critical Thinking For Collaborative Care*. (6th ed.) St. Louis: Elsevier Saunders
Chapters 54.

Potter, P. A., Perry, A. G. (2009). *Fundamentals of Nursing*. (7th ed.). St. Louis: C. V. Mosby.
Chapter 47.

Smith, S. F., Duell, D. J. and Martin, B.C. (2008). *Clinical Nursing Skills Basic to Advanced Skills*. (7th ed.). Upper Saddle River: Prentice-Hall.
Chapter 24 and 30.

Ball, J. and Bindler, R. (2008). *Pediatric Nursing: Caring for Children*. (4th ed.). Norwalk: Appleton and Lange.
Chapter 28.

WEEK IV Alterations in Skin Integrity and Wound Healing

Learning Objectives

- Compare and contrast the application of the nursing process across the life span as it applies to the patient who is at risk for altered skin integrity vs. the patient with altered skin integrity.
- Examine different metabolic syndromes that may alter or interfere with the ability for wounds to heal.
- Discriminate different treatment regimens for the patient with altered skin integrity.
- Analyze how altered skin integrity affects all other basic human needs.

Student Learning Activity

Students to Review:

-Alterations in the surgical patient

Assessment:

- Normal anatomy and physiology
- Diagnostic studies
- Pharmacology
- Nutrition
- Cultural considerations
- Pediatric and gerontologic considerations

Student CD-ROM NCLEX test questions

Student website:

www.evolve.elsevier.com/iggy

References:

Ignatavicius, D.D. (2010). *Medical-Surgical Nursing Critical Thinking For Collaborative Care*. (6th ed.) St. Louis: Elsevier Saunders Chapter 27.

Potter, P. A., Perry, A. G. (2009). *Fundamentals of Nursing*. (7th ed.). St. Louis: C. V. Mosby. Chapter 48.

Smith, S. F., Duell, D. J. and Martin, B.C. (2008). *Clinical Nursing Skills Basic to Advanced Skills*. (7th ed.). Upper Saddle River: Prentice-Hall. Chapter 25.

Ball, J. and Bindler, R. (2008). *Pediatric Nursing: Caring for Children*. (4th ed.). Norwalk: Appleton and Lange. Chapter 30.

WEEK V Alterations in Immunity

Learning Objectives

- Compare and contrast the application of the nursing process across the lifespan to the care of the patient with an alteration in immunity.
- Compare and contrast the clinical manifestations of selected immune/autoimmune disorders.
- Discriminate between the different pharmacological management for the patient with altered immunity.
- Analyze how immune and/or autoimmune needs affect all other basic human needs.

Student Learning Activity

Students to Review:

-Alterations in the surgical patient

Assessment:

- Normal anatomy and physiology
- Diagnostic studies

- Pharmacology
- Nutrition
- Cultural considerations
- Pediatric and gerontologic considerations

Student CD-ROM NCLEX test questions

Student website:

www.evolve.elsevier.com/iggy

References:

Ignatavicius, D.D. (2010). *Medical-Surgical Nursing Critical Thinking For Collaborative Care*. (6th ed.) St. Louis: Elsevier Saunders
Chapters 20, 22

Ball, J. and Bindler, R. (2008). *Pediatric Nursing: Caring for Children*. (4th ed.). Norwalk: Appleton and Lange.
Chapter 17 (pp. 569-583).

Lab objectives:

Review course outline

Review related literature in:

Smith, Duell & Martin
Ignatavicius & Workman
Potter & Perry
Lilley

Week 1

Learning Objectives

- Apply the nursing process across the life span to the care of operative patients.
- Demonstrate applying sterile gloves (review from NRS 110)
- Demonstrate the care of postoperative patients with wounds and drains.
- Demonstrate dressing changes utilizing sterile technique.
- Differentiate between medical asepsis and surgical asepsis

Week 2 and 3

Learning Objectives

- Apply the nursing process across the lifespan in the care of the patient with alteration in mobility.
- Perform neurovascular assessment and describe rationales pertaining to cast care and musculoskeletal injury.
- Demonstrate foley catheter insertion using sterile technique

Week 4

Learning Objectives

- Compare and contrast between different types of wounds and the healing processes.
- Apply the nursing process for treating patients with different alterations in skin integrity and wounds.

Week 5

Exams

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

Course: NRS 121 (Medical-Surgical Nursing – 5 week Clinical Experience)

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 3		Week 5
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 3		Week 5
Clinical Competency: Collects and analyzes comprehensive patient assessment data			

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

Evaluation Period	Week 3		Week 5
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 3		Week 5
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 3		Week 5
Clinical Competency: Provide individualized care based on relevant patient data			

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.			

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Act as a patient advocate			

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Ensure collaborative care.			

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

Evaluation Period	Week 3		Week 5
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 3		Week 5
Clinical Competency: Document effectively.			

Week 3 - Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature

Date

Student Comments regarding Clinical Goals

Student Signature

Date

Remediation Plan Instituted (date) _____ **(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 Demonstrates unsafe practice

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.

A designation of “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.

Week 5 - Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature

Date

Student Comments regarding Clinical Goals

Student Signature

Date

Remediation Plan Instituted (date) _____ (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 Demonstrates unsafe practice

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.

A designation of “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.

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

Course: NRS 121 (Medical-Surgical Nursing - 5 week Clinical Experience)

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 3		Week 5
Clinical Competency: Demonstrate professional and ethical behaviors			
Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to): <ol style="list-style-type: none"> 1. Complies with agency and MCCC nursing program policies and standards. 2. Treats all individuals with dignity and respect. 3. Is prepared for clinical experiences and observations. 4. Utilizes objectives for clinical/observation experience preparation and actively evaluates the experience in post conference. 5. Protects patient rights (privacy, autonomy, confidentiality) 6. Practices within the legal and ethical framework of nursing. 7. Demonstrates appropriate professional behaviors (attendance, punctuality, honesty, appearance, attitude, acceptance of criticism) 8. Reports errors promptly 9. Assumes responsibility for learning. 10. Maintains professional boundaries. 11. Accepts responsibility for assigned patients. 12. Demonstrates accountability for actions. 			

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Collects and analyzes comprehensive patient assessment data			
Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):			
<ol style="list-style-type: none">1. Uses correct techniques for physical assessment.2. Uses effective interview and data collection techniques.3. Identifies support systems.4. Collects and analyzes relevant diagnostic testing results as well as interventional radiological and surgical procedures.5. Validates data collected for accuracy.6. Adapts assessment techniques based on individual patient needs and characteristics (culture, spiritual, age, developmental level, illness, mental state).7. Reports abnormal data and changes in patient's condition to the instructor and appropriate health care professionals within appropriate timeframe.8. Assesses patients in a timely and efficient manner.			

9. Assesses patients and families based on basic human needs.
10. Anticipates changes in health status based on assessments.
11. Utilizes an efficient method of data collection when organizing collected information for assigned patients (student created form, hospital form, course form)
12. Utilizes available technology to collect data necessary to provide appropriate care.

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Adheres to principles of patient safety and infection control.			
Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):			
<ol style="list-style-type: none"> 1. Comes to clinical mentally and physically prepared to provide safe and effective care to assigned patients. 2. Protects assigned patients from injury, infection, and harm. 3. Protects self and others from injury, infection, and harm. 4. Maintains a safe, effective care environment. 5. Uses available technology in accordance with agency policies and procedures. 6. Requests assistance when needed. 			

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Administers medications safely			
Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):			
<ol style="list-style-type: none">1. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications.2. Calculates medication dosages and IV rates correctly.3. Checks “seven” rights prior to medication administration (right drug, right patient-using two identifiers, right dose, right time, right route, right reason, right documentation).4. Performs appropriate assessments prior to, during, and after medication administration.5. Follows correct procedures in preparing and administering medications.6. Utilizes critical thinking and clinical judgment when administering medications to assigned patients.7. Administers medications within the agency-allotted timeframe.8. Evaluates the effects of medications administered while identifying if appropriate clinical outcomes have been achieved.9. Incorporates assessment data in decision-making related to medication administration.10. Relates patients’ medications to their health status.11. Documents medication administration correctly according to agency policy.			

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Provide individualized care based on relevant patient data			
Determines Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to): <ol style="list-style-type: none"> 1. Determines and supports assigned patients' preferences. 2. Prepares assigned patients for interventions 3. Performs nursing skills competently to assigned patients. 4. Demonstrates caring behaviors towards patients and families. 5. Responds to patients in distress in order of priority. 6. Ensures patients' ADLs are completed for the respective time of day. 7. Considers patients' family and community when developing and implementing the plan of care. 8. Independently implements nursing care plan in an organized fashion. 9. Utilizes priority patient needs to determine order of care provided to assigned patients. 10. Modifies interventions in a flexible manner to assigned patients based on changing health needs. 11. Independently manages time constructively when providing care to assigned patients. 12. Assesses assigned patients' learning needs. 13. Provides patient teaching as a part of plan of care. 14. Applies knowledge about development and pathophysiology of complex health problems in a variety of patient settings. 			

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.			
Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):			
<ol style="list-style-type: none">1. Gathers adequate, relevant information for decision-making.2. Reports abnormal data and changes in patient condition to the instructor and appropriate health care professionals within appropriate timeframe.3. Responds appropriately to information from team members and/or other sources.4. Uses clinical data and evidence-based practice to support decisions in providing care to assigned patients.5. Validate nursing decisions with instructor or health care professional prior to implementing plan of care or changes in the plan.6. Anticipates patient/family care needs for assigned patients.7. Cluster data to identify patient/nursing problems for assigned patients.8. Identify priority problems for assigned patients.9. Plan individualized nursing care with appropriate outcomes for assigned patients.10. Use critical thinking strategies in decision-making and care planning for assigned patients.11. Modify patient care based on evaluation for assigned patients.			

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Act as a patient advocate			

Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):

1. Promotes access to health care for assigned patients.
2. Protects patients’ right to make independent choices.
3. Prevents harm.
4. Protects self and others from injury, infection, and harm.
5. Eliminates potential sources of injury from assigned patients.
6. Monitors the quality of patient care provided to assigned patients.
7. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis to assigned patients.

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Ensure collaborative care.			
<p>Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):</p> <ol style="list-style-type: none"> 1. Uses appropriate channels of communication. 2. Reports complete, accurate, pertinent information to instructor and staff. 3. Maintains effective communication with peers, staff, and instructor. 4. Conveys mutual respect, trust, support, and appreciation to student peers and other health care members. 5. Contributes to projects, discussions, and pre and post-conferences. 6. Confers with other health care and student team members regarding patient care needs. 7. Reviews collaborative behaviors when working with colleague student and health team members leading to achievement of patient outcomes. 8. Applies conflict resolution and problem solving skills as appropriate. 9. Facilitates continuity of care within and across health care settings (e.g. transfer reports, referrals). 10. Volunteers to assist student colleagues and health care members. 			
Comments:			

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups			

Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):

1. Provides accurate information to patient and families.
2. Uses appropriate and respectful words and tone in verbal communications.
3. Demonstrates appropriate non-verbal communication strategies.
4. Uses communication techniques to assist patients/families in coping with stressful events and changes in health status.
5. Adapts communication strategies based on patients' age, developmental level, disability, and/or culture.
6. Evaluates the effectiveness of therapeutic interactions.

Comments:

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

Evaluation Period	Week 3		Week 5
Clinical Competency: Document effectively.			

Clinical Performance Criteria for assignments of 1-2 patients with medical-surgical problems (includes, but not limited to):

1. Documents, completes, accurate, pertinent information in a timely manner.
2. Completes documentation according to agency guidelines (format, timing, abbreviations, etc.)
3. Uses appropriate terminology, spelling and grammar in written communications.

Comments:

Week 3 - Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature

Date

Student Comments regarding Clinical Goals

Student Signature

Date

Remediation Plan Instituted (date) _____ (attach copy)

Clinical Evaluation Grading Criteria:

Met Performance criteria met, performing as expected for this level

None Met **Performance criteria not met, areas needing improvement require remediation plan.**
Unsafe **Demonstrates unsafe practice**

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.
A designation of “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.

Week 5 - Faculty Comments – Areas of strength and areas requiring improvement:

Faculty Signature **Date**

Student Comments regarding Clinical Goals

Student Signature

Date

Remediation Plan Instituted (date) _____ (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 Demonstrates unsafe practice

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.

A designation of “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.

DIVISION OF SCIENCE & HEALTH PROFESSIONS

NRS 121 CLINICAL PREPARATION GUIDE

Name: _____ Date of Client Care: _____

Initials: _____ Age: _____ Code status: _____ Allergies _____

Growth/Development level (Erikson) and anticipated behavior/tasks:

Religion (State briefly description of beliefs. Do any religious beliefs affect health care?):

Diagnoses - Define & describe from Medical-Surgical text (state source & reference pages) include related A&P:

Identify four basic needs with supportive reason; include order of priority:

Nsg Dx. According to NANDA based on patient's basic needs- modify during/after client care:

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

I.V. - Prepared to calculate rate of flow/hr. or rate of flow per minute.

NRS 121 – OPERATIVE OBSERVATION GUIDE
LEARNING OBJECTIVES

Prepare the objectives from the textbook and review with clinical instructor prior to the scheduled observation.

Objectives

I. To identify the legal implications of nursing care for the surgical client.

A. Indicate the nurse's legal responsibilities during the pre-operative phase of client care. (Review pre-operative check list, operative consent).

II. To observe the total process of anesthesia.

List the premedication (if any) administered to the client.

Describe any special preparations implemented prior to the administration of the anesthesia.

State the type of anesthesia used.

List any special precautions or safety factors required during surgery when this anesthesia is used. (including I.V. therapy).

Describe how the client's airway was maintained.

Indicate if O₂ was administered. How? When? Identify how O₂ was administered and when.

Indicate how the client's general condition was monitored during surgery and prior to discharge from OR. (Note reflex checks, etc.)

III. To observe aseptic technique.

While in the Operating Room observe the following events:

A. Identify any skin preparation completed prior to surgery.

B. Describe the preparation of the operative site for surgery while the client was in the OR.

C. State how equipment was added to the sterile field.

D. Discuss how a specimen was handled. Identify if any diagnostic tests were to be performed on the specimen. Include a brief description of the purpose of the test identified.

IV. To observe various functions of the members of the surgical team.

A. Describe the role and responsibility of the:

1. Scrub Nurse.
2. Circulating Nurse.
3. Anesthetist or anesthesiologist.
4. Surgeon.

V. To observe an operative procedure.

- Define and explain the procedure performed.
- Identify how the client was positioned for surgery.
- Describe the incision including anatomical site and length.
- Relate how bleeding was controlled during surgery.
- Describe the method utilized to close the wound.
- State the type of dressing, if any, applied over the wound. Identify if any drains were used (include the type of drain).
- At the completion of surgery, state if any other actions were implemented before transferring the client to the Post Anesthesia Care Unit.
- List the type and amounts of fluids administered.
- Identify if any medications given immediately post surgery (state the medication and purpose).

MERCER COUNTY COMMUNITY COLLEGE
DIVISION OF SCIENCE AND HEALTH PROFESSIONS

NRS 121– POST ANESTHESIA CARE UNIT OBSERVATION
LEARNING OBJECTIVES

Prepare the objectives from the textbook and review with clinical instructor prior to the scheduled observation.

Objectives

I. To observe the initial assessment of the client upon entry into the Post Anesthesia Care Unit.

A. Observations made by receiving nurse:

1. Client condition: reflex response, level of consciousness, recovery from anesthesia, vital signs.
2. Type(s) of anesthesia.
3. Maintenance of airway: presence of endotracheal tube, plastic airway, use of suctioning.
4. Administration of oxygen.
5. Administration of blood/fluid replacement. (Identify type and amount of fluid therapy).
6. Condition of dressing, wound drains.
7. Presence of drainage tubes.

B. Identify how this information is recorded and reported.

II. To observe the continued assessment of the client in the Post Anesthesia Care Unit.

A. Describe the observations made by the nurse.

1. Client condition: reflex response, level of consciousness, recovery from anesthesia, vital signs.
2. Maintenance of airway: presence of endotracheal tube, plastic airway, use of suctioning.
3. Administration of oxygen.

4. Administration of blood/fluid replacement.
5. Condition of dressing, wound drains.
6. Presence of drainage tubes.
7. Disturbance in G.I. Tract.
8. Assessment of pain/discomfort.

B. Identify the nursing actions which are implemented.

C. List the medications administered. Include the action of the drug, route and dosage.

D. Indicate the method utilized to record and report client data.

III. To observe the discharge of the client from the Post Anesthesia Care Unit and transfer to the Nursing Unit.

A. Identify criteria used to determine when the client may be transferred from the Post Anesthesia Care Unit to the assigned unit.

B. State the information that needs to be reported by the Post Anesthesia Care Unit nurse to the clinical unit nurse.

IV. **To identify the role and responsibility of the Post Anesthesia Care Staff.**

A. Anesthesiologist

B. Nurse