



**MATH, SCIENCE & HEALTH  
PROFESSIONS**

**NURSING PROGRAM**

**NRS221**

**ALTERATIONS IN HEALTH IV**

**COURSE OUTLINE (ONLINE)**

**FALL 2013**



## COURSE OUTLINE

**Course Number NRS 221**

**Course Title: Alterations in Health IV**

**Credits: 3**

**3 Theory Hours**

**Weeks: 5**

**3 College Lab Hours**

**14 Clinical Lab Hours**

**Prerequisites:** NRS 110, NRS 120, NRS 121 with a minimum C grade

**Corequisites:** None

### **Catalog description:**

This five-week course presents a continuation of the concepts of mobility and safety, emphasizing care of the aging patient and alterations in neurosensory, central, and peripheral nervous systems across the lifespan. The student will continue to develop critical thinking and clinical judgment skills when caring for the adult and pediatric patients who experience alterations in neurosensory, central, and peripheral nervous systems.

Includes selected clinical experiences in area health care facilities. *3 lecture/3 college laboratory/70 clinical hours*

### **Required Textbooks and Materials:**

Adams, M.L., Holland, L.N. & Urban, C.Q. (2011) *Pharmacology for Nurses A Pathophysiologic Approach*. (3<sup>rd</sup> ed.) Upper Saddle River: Pearson (ISBN-978-0-13-508981-1)

North Carolina Custom Edition, (2011). *Nursing Skills for a Concept-Based Approach to Learning*. New York: Pearson Learning Solutions. (ISBN 13:978-0-558-35687-3)

North Carolina Concept-Based Learning Editorial Board. (2011). *Nursing A Concept-Based Approach to Learning, Volumes One & Two*. Upper Saddle River: Pearson.

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NRS221 Course Outline/Information/ Lab Manual. Access via Angel network

<http://mccc.angellearning.com>

Pickar, G.D., Abernethy, A.P. (2013) *Dosage Calculations*. (9<sup>th</sup> ed.) Clifton Park: Thompson Delmar Learning

Silvestri, Linda A. (2010). *Comprehensive Review for NCLEX-RN Examination*. (5th ed.). Philadelphia: W.B. Saunders Co. (ISBN: 9781437708257 – Paperback).

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

**Recommended Textbooks:**

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

Deglin, J.H., Vallerand, A.H. & Sanoski, C.A. (2011) *Davis's Drug Guide Nurses*. (12<sup>th</sup> ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-2308-8)

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

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

*Nursing 2013 Drug Handbook*. Springhouse: Springhouse Publishers.

**Revised:** October 2013

**Course Coordinator:**

Richard Herman RN, MSN

Office: MS 145

Telephone: 609-570-3322

E-mail: [hermanr@mccc.edu](mailto:hermanr@mccc.edu)

**Online Classroom Facilitator:**

Donna M. Penn RN, MSN, CNE

Office: MS 125

E-mail: [pennd@mccc.edu](mailto:pennd@mccc.edu)

**Information resources:**

Nursing Program website – [www.mccc.edu/nursing](http://www.mccc.edu/nursing)

Mercer Online (Angel) - <http://mccc.angelllearning.com/default.asp>

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

Pearson – [www.mynursingkit.com](http://www.mynursingkit.com)

NCSBN NCLEX-RN Detailed Test Plan –  
[https://www.ncsbn.org/2013\\_NCLEX\\_RN\\_Detailed\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf)

### **MCCC General Education Knowledge Goals:**

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

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**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 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

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

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

### **MCCC Core Skills:**

- A. **Written and Oral Communication in English.** Students will communicate effectively in speech and writing and demonstrate proficiency in reading.
- B. **Critical Thinking and Problem-Solving:** Students will use critical thinking and problem solving skills in analyzing information.
- C. **Ethical Decision-Making:** Students will recognize, analyze and assess ethical issues and situations.

- D. **Information Literacy:** Students will recognize what information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- E. **Computer Literacy:** Students will use computers to access, analyze or present information, solve problems, and communicate with others.
- F. **Collaboration and Cooperation:** Students will develop the interpersonal skills required for effective performance in group situations.
- G. **Intra-Cultural and Inter-Cultural Responsibility:** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Program Student Learning Outcomes:**

- P1 Function within the provisions of the Nurse Practice Act while maintaining the Code of Ethics and accepting responsibility for self-growth and life-long learning.
- P2. Assess the patient's health status in a comprehensive and holistic manner.
- P3. Analyze, synthesize, and evaluate patient-related data to develop and implement individualized patient care and teaching plans.
- P4. Provide safe physical and psychological care to each patient incorporating documented Standards of Care to formulate clinical judgments and management decisions.
- P5. Evaluate the achievement of patient outcomes.
- P6. Incorporate within nursing practice advocacy for patient's rights, taking into consideration cultural diversity, socioeconomic, and political forces.
- P7. Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.
- P8. Use effective verbal and written communication skills, incorporating lifespan considerations.
- P9. Manage health care for the individual using cost effective nursing strategies, quality improvement processes and current technologies.

**Level Student Outcomes:**

- LII.1 Model nursing practice within the provision of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics.
- LII.2 Generate an individualized patient plan of care from data collected in a comprehensive and holistic assessment.

- LII.3 Synthesize all patient related data to evaluate an individualized patient plan of care.
- LII.4 Select clinical judgments and management decisions based on Nursing Standards of Care.
- LII.5 Evaluate the achievement of patient outcomes on the patient's plan of care.
- LII.6 Select interventions that address advocacy for patient's rights.
- LII.7 Examine how collaborative care effectively meets the needs of individuals, families and groups.
- LII.8 Model effective verbal and written communication when providing nursing care.
- LII.9 Evaluate nursing care with consideration for quality improvement, cost effectiveness, and available technologies.

### **Course Student Learning Outcomes**

- C1. Demonstrate professional nursing practice by functioning within the provisions of the Nurse Practice Act, Nursing Standards of Care and the Code of Ethics in all healthcare settings when caring for elderly patients and patients across the lifespan who experience alterations in neurosensory, central, and peripheral nervous systems. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective P1-P4; Level Objective: II.1)
- C2. Demonstrate ability to utilize appropriate resources to further his/her knowledge base. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective P2; Level Objective: LII.2)
- C3. Analyze and synthesize all health-related data when assessing elderly patients and patients across the lifespan who experience alterations in neurosensory, central, and peripheral nervous systems. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective P3; Level Objective: LII.3)
- C4. Apply critical thinking and evidence-based practice when making clinical judgments to plan and implement individualized patient care and teaching plans for elderly patients and patients across the lifespan who experience alterations in neurosensory, central, and peripheral nervous systems. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective P2-P8; Level Objective: LII.4)
- C5. Provide safe physical and psychological care to patients across the life-span integrating documented Standards of Practice to formulate clinical judgments and management decisions for elderly patients and patients across the lifespan who experience alterations in neurosensory, central, and peripheral nervous systems. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective: P1-P6; Level Objective: LII.4)

C6. Evaluate the achievement of therapeutic patient outcomes based on an individual patient plan of care, revising as appropriate. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective P5; Level Objective II.5)

C7. Act as a patient advocate when managing care for elderly patients and patients across the lifespan who experience alterations in neurosensory, central, and peripheral nervous systems. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective P6; Level Objective: LII.6)

C8. Apply the principles of collaboration as a member of the multidisciplinary team when responding to the needs of individuals, families, and groups across the health-illness continuum. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective: P7; Level Objective: LII.7)

C9. Demonstrate evolving expertise in the use of verbal and written communication, incorporating consideration of life-span factors, when providing care to a diverse patient population. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective: P8; Level Objective: LII.8)

C10. Apply principles of cost-effective strategies, quality improvement processes, and current technologies when managing healthcare for diverse patient populations. Gen Ed Knowledge Goals: 1,3,4,5,8,9 Core Skills A,B,C,E,F (Maps to Program Objective P9; Level Objective: LII.9)

## **Nursing Program Concepts:**

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

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

**Coping:** The individual's response to one or more stressors and their attempt to restore homeostasis. (Pearson, pg. 1794)

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

**Immunity:** The body's natural reaction to infection.

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

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

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

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

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

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

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

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

**Stress:** The body's reaction to any stimulus in the environment that demands change or disrupts homeostasis. (Pearson, pg. 1794)

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

## **Integrated Concepts:**

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

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

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

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

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

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

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

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

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

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

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

**Loss:** An actual or potential situation in which something that is valued is altered or no longer available. (Pearson, pg. 600)

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

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

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

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

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

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

### **Evaluation of Student Learning / Grading Information:**

#### **Course Grading Requirements:**

1. Three quizzes: weeks 1, 2, & 4.
2. Midterm exam: week 3
3. Final Exam: week 5
4. Required Project (HESI Case Study)
5. HESI Medical Surgical exam
6. There will be a Medication Calculation test given in week 1 of clinical lab. Students must achieve a grade of 90% or higher to pass the test. Any student that does not achieve 90% or greater will have the opportunity to remediate and re-take another Medication Calculation test by week 2. Students are not allowed to pass medication in clinical until they achieve a 90% or greater.

\*\*\*\*\*STUDENTS MUST ACHIEVE A 90% OR GREATER ON THE MEDICATION CALCULATION TEST TO RECEIVE A PASSING GRADE IN THIS COURSE\*\*\*\*\*

**Attendance:** Students in nursing courses are required to attend all lecture, college laboratory and clinical laboratory sessions. Attendance records will be maintained. **A clinical absence for a 12-hour clinical experience is the equivalent to two (2) absences and will be recorded as such.** Please review Nursing Program Handbook, Attendance Policy. Attendance for theory will be established via required weekly discussion forum participation.

**Theory:** Weekly online classroom sessions are based on the student learning outcomes listed in the course outline. Students access the MercerOnline virtual classroom at <http://www.mccc.angellearning.com>. Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to accessing each week's online content. Students must complete a five to 10 question online quiz based on the assigned readings prior to accessing each week's content. The online quiz is available for students on the Tuesday of weeks 1,2, & 4 from 12:00 am until 11:55 pm. After completing the quiz, students can access all learning activities for the weekly content. Interactive learning activities are an integral part of an online course. Interactive learning activities are included with each online lesson (discussion forum questions, games). After reading the textbook and accessing the online classroom, students use the discussion forum to post answers to weekly questions. **All students must participate in the discussion forum as part of their course attendance. Substantive**

posts (at least 2 paragraphs) must be made to the weekly questions then students are required to respond to the posts of 4 other students over 4 days. These days do not need to be consecutive. **Initial discussion forum posts for the week must be made by Thursday 11:59 pm. Replies to the posts of other students must be completed by the following Monday 11:59 pm.** All discussion forum questions need to be answered. If a student does not participate in the discussions for four days of the week, the student will be marked absent for the week. **All textbook resources utilized to answer discussion forum posts must be referenced in the post per APA guidelines.** Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to accessing the online classroom activities for the week. **(Online students must take the midterm, HESI and final exam on the West Windsor campus).**

### **HESI Medical Surgical Exam:**

**The HESI medical surgical exam will be given on December 16th.** There is no grade assigned to this exam in this course. This exam is mandatory and part of the course requirement. **If a student does not complete the HESI exam on the assigned test date, failure to progress to the next course level will occur.** (Online students will take the two theory tests and the HESI Medical Surgical exam on the West Windsor campus in the classroom along with traditional students.)

**It is recommended that students complete the medical surgical practice test, which can be accessed on the evolve website under “case studies”, before they sit for the Medical Surgical HESI exam.** If you need additional assistance in accessing the case studies or practice tests, please contact the NRS 221 course coordinator.

### **Case Studies (Required Project):**

Students are required to complete a case study project for a grade. Students will be expected to complete 2 case studies pertaining to NRS 221 course material. One of the required case studies for this project must be the **Brain Attack (Stroke) case study**. The second case study can be chosen from the list below. The average of the 2 case studies will comprise the project grade which is worth **10% of the course grade**. The case studies that can be completed for this course requirement are as follow, they can be accessed from the Medical-Surgical evolve case studies.

1. Brain Attack (Stroke) **All students must complete this case study**

Students will be required to choose **one additional case study from the following list** (all can be accessed via the evolve medical-surgical case studies.

1. Guillian Barre Syndrome
2. Parkinson’s Disease
3. Seizure Disorder

**The 2 case studies for this project must be completed by December 16<sup>th</sup>, 2013**

**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 will be highlighted in the NRS 221 Lab Manual. The NRS 221 Lab Manual is available online at [www.mccc.edu](http://www.mccc.edu). 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.

**Clinical Lab:** The clinical laboratory provides students with the opportunity to provide care to patients 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 one twelve hour day clinical per week and is held at the assigned clinical facility. Weekly clinical assignment information will be given by the clinical instructor. The student will have use of a college owned PDA during the semester. Clinical preparation guidelines are included in this course outline. In general, during the clinical lab, students are expected to:

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

A. Be able to discuss the patient'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 clinical facility resources)

B. Identify and explain patient's conceptual deficits based on disease process, diet order and rationale for ordered pharmacological agents (utilizing PDA and clinical facility resources).

C. Incorporate assessment findings, developmental tasks (according to Erickson), appropriate to the patient'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 3 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:** Ten Hours: (on clinical unit)

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

B. Assess your assigned patient.

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

D. Implement the nursing plan by caring for your patient demonstrating proficiency in nursing skills and seeking 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. Patient 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 patient's response to care plan.
- B. Discuss revisions that should be made in your plan to improve care.
- C. Discuss application of clinical objectives to your patient.

**Testing Procedures/Weekly Quizzes:**

The midterm exam will be given on the West Winsor campus on the Tuesday of week 3. The final theory exam will be given in week 5. Exam content will be from all assigned readings and information provided during lecture **and content from previous coursework**. All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored at the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook. If a student arrives late to an exam no extra time will be allowed to complete the exam.

**Online weekly quizzes (weeks 1, 2, & 4):** Completion of weekly quizzes will be required before the student can access the weekly online learning activities. . The average of the 3 quizzes will comprise 10% of the final grade. Quizzes will be accessed on Tuesdays between 12 midnight and 11:55pm and will be based on the assigned readings for the weekly content. The quizzes will test factual knowledge. The questions will come directly from course textbooks. The number of questions will be 5-10 questions per quiz and may include dosage calculation problems.

**Dosage Calculation Math Requirement:**

**There will be a Medication Calculation test given in week 1 of clinical lab.** Students must achieve a grade of 90% or higher to pass the test. Any student that does not achieve 90% or greater will have the opportunity to remediate and re-take another Medication Calculation test by week 2. Students are not allowed to pass medication in clinical until they achieve a 90% or greater.

\*\*\*\*\*STUDENTS MUST ACHIEVE A 90% OR GREATER ON THE MEDICATION CALCULATION TEST TO RECEIVE A PASSING GRADE IN THIS COURSE\*\*\*\*\*

**Determination of NRS 221 Grade:**

In order to receive a grade in NRS 221, these criteria must be satisfied:

- (A) The student must achieve "Met" as the final grade on the Clinical Laboratory Performance Evaluation for all clinical objectives.
- (B) The student must achieve a "satisfactory" in College Lab that will be incorporated into the

final grade.

(C) Tests and quizzes must be taken as scheduled (including HESI exam). A grade of 76 or better should be maintained on all tests and quizzes.

(D) The HESI Medical Surgical exam must be taken as scheduled. Students cannot progress to next level of program unless HESI exam is completed.

(E) HESI Case Study project must be completed (Average of 2 evolve case study grades)

(E) Students must achieve a 90% or greater on the medication calculation test to receive a passing grade for the course.

When all course criteria have been met, the student will be assigned a grade as outlined in Evaluation of Student Learning - Grading.

**Grading:**

10% - Quizzes (average of 3 quiz grades)

30% - Midterm

50% - Final cumulative

10% - Case Study Average (average of 2 case studies)

**100% total grade**

**Grading Scale:**

A	97-100%
A-	93-96.00%
B+	89-92.00%
B	85-88.00%
B-	81-84.00%
C+	78-80.00%
C	76-77.00%
D	61-75.00%
F	60 or below

S = Satisfactory (comparable to a "C" or higher)

**C is the lowest acceptable passing grade for all courses in the Nursing Program.**

I = Incomplete

W = Withdrawal

WI = Withdrawal Instructor Initiated

WA = Withdrawal Administration Initiated

U = Unsatisfactory

**Grading Information:**

Student learning will be evaluated by 3 quizzes, required case study project, and a mid-term and final exam. In the case where a student misses a test, a make-up test will be administered at the discretion of the instructor. **The student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Failure to notify the instructor will result in a 0 grade for the exam.**

- All exams are scored on Scantron forms. The Scantron sheet stands as the formal grade. Please have a #2 pencil available for testing.  
All cell phones must be turned off and stored with student belongings during testing.
- The mid-term exam will contain 40 multiple choice, multiple response format questions and will include dosage calculation questions.
- The final exam will consist of 60 multiple choice questions and dosage calculation questions.
- After testing, all Scantron forms are secured in the nursing office.  
Please refer to the nursing program testing policy in your program handbook for more information on testing.
- In order to successfully pass this course, point scores for the calculation of tests and written project must be **76% or higher**.

**Testing Schedule (NRS 221 C Session):**

**Midterm Exam**

November 19, 2013 5pm MS 214

**HESI Medical-Surgical Exam**

December 16, 2013 9am- 12 noon LA 218

**Final Exam**

December 11, 2013 5pm MS 214

**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 and 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. Please access the nursing program website [www.mccc.edu/nursing](http://www.mccc.edu/nursing) to be familiar with current policies.

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p><b>Week 1</b></p> <p>- Identify and implement essential nursing actions of Advancing Care Excellence for Seniors (ACES)</p> <p>-Develop a plan of care utilizing the knowledge domains of individualized aging, complexity of care and vulnerability</p> <p>- Identify pharmacologic interventions and nonpharmacologic interventions in caring for the elderly with alterations in cognition</p> <p>-Explain common</p>	3	<p>UNIT I – ALTERATIONS IN BODY FUNCTION RELATED TO AGING PROCESS</p> <p><b>Concept:</b> Safety</p> <p><b>Exemplars:</b> Aging Process, Alzheimer’s Disease, Confusion,</p>	<p>Quiz #1</p> <p>Online learning activities</p> <p>Discussion forum questions</p> <p>Fulmer SPICES assessment</p>	<p><b>College Lab:</b></p> <p>Care of the gerontologic patient with body function changes related to the aging process and the effects on the activities of daily living (Roleplay)</p> <p>Perform Fulmer SPICES assessment tool video</p> <p>Assessing for Elder Abuse</p> <p><b>Math calculations</b></p> <p><b>Clinical Lab:</b> Orientation to facility and unit, computer training, patient assignments,</p>	<p>Students to Review:</p> <p><i>Individualized Aging</i></p> <p>Assessment of Older Adults- Assess Function and Expectations</p> <p>Examine Risks and Benefits to Enhance Quality of Life</p> <p><i>Complexity of Care</i></p> <p><i>Vulnerability During Life Transitions</i></p> <p>Coordinating and Managing Care During Transitions among Care Settings</p> <p>Required readings:  <i>Nursing Skills for a Concept-Based Approach to Learning Vol, 1.</i> Chapter 3 pages 122-125, 134 to 139, 144 to 152 Chapter 12 pages 656 to 657, Chapter 13 page 690  <i>Nursing A Concept-Based Approach to Learning, Volume</i></p>

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p>physical assessment procedures used to evaluate the cognitive status of the elderly patient</p> <p>-Identify common alterations in the elderly related to cognition and their related treatments</p>				<p>assigned observation(s). See clinical evaluation tool.</p>	<p><i>I.</i>  Pgs. 199-200, 206-230, 273, 367-369, 401, 415-418, 692-693, 669-670, 775-777, 982-983, 1063-1065, 1310-1314, 1595, 1635-1636, 1694-1695, 1870, 1875-1877, 1945-1946, 1956-1962  <i>Pharmacology for Nurses A Pathophysiologic Approach:</i>  Chapter 7 pages 72-74  Chapter 20 pages 263-266</p> <p>Access:</p> <p>Agency for Healthcare and Research Quality  <a href="http://www.ahrq.gov">www.ahrq.gov</a>: Minority Health: Recent Findings: Care for the Elderly/Long Term Care</p> <p>Department of Health and Human Services Healthy People 2020  <a href="http://www.HealthyPeople.gov">www.HealthyPeople.gov</a>  Dementia/Alzheimer's, Older Adults, Visions  <a href="http://www.mynursingkit.com">www.mynursingkit.com</a></p>

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>- Illustrate the nursing process in providing culturally competent care across the life span for individuals alterations in sensory perception</li> <li>- Identify pharmacologic and surgical interventions in caring for the patient with alterations in sensory perception.</li> </ul>	3	<p><b>UNIT II - ALTERATIONS IN NEUROSENSORY FUNCTION</b></p> <p>Concept:</p> <p>Sensory Perception</p> <p>Exemplars:</p> <p>A. Visual disturbances</p> <ul style="list-style-type: none"> <li>-Glaucoma</li> <li>-Cataracts</li> <li>-Macular Degeneration</li> <li>-Retinal disorders</li> </ul> <p>B. Audio disturbances</p> <ul style="list-style-type: none"> <li>-Sensorineural, conductive</li> </ul>	<p><b>Quiz #2</b></p> <p>Online classroom activities</p> <p>Online discussion forum</p>	<p><b>College Lab-</b></p> <p>Assessment of physical and mental health issues and concerns/role playing</p> <p>Cranial Nerve Testing</p> <p>Assessing visual &amp; hearing acuity</p> <p>Removing and Cleaning an artificial eye</p>	<p><a href="http://evolve.elsevier.com">http://evolve.elsevier.com</a></p> <p>NCLEX test questions</p> <p>Access: www.Healthy People.gov Department of Health and Human Services Healthy People 2020/ Objectives &amp; Topics, Dementias &amp; Older Adults</p> <p><b>Readings:</b></p> <p><i>Nursing Skills for a Concept-Based Approach to Learning.</i> Chapter 11 pages 555-558, Chapter 12 pages 599-602, pages 622-626</p> <p><i>Nursing A Concept-Based Approach to Learning, Volumes One &amp; Two.</i> Chapter 25</p> <p><i>Pharmacology for Nurses A Pathophysiologic Approach.</i> Chapter 49 pages 767-777</p>

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p>-Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes of sensory perception disorders.</p> <p>-Explain common physical assessment procedures used to examine sensory perception functioning across the lifespan</p> <p>-Identify commonly occurring alterations in sensory perception and their related treatments.</p>		hearing disorders		<p>Removing &amp; cleaning contact lenses</p> <p>Removing, Cleaning&amp; inserting a hearing aid</p> <p>Perform administration of otic and ophthalmic medications</p> <p><b>Clinical Lab-</b></p> <p>Patient assignments</p> <p>See clinical laboratory performance evaluation tool</p>	<p>Access: Department of Health and Human Services Healthy People 2020</p> <p>www.Healthy People.gov Hearing and Other Sensory Issues. Vision</p> <p><a href="http://www.mynursingkit.com">www.mynursingkit.com</a></p> <p><a href="http://evolve.elsevier.com">http://evolve.elsevier.com</a></p> <p>NCLEX test questions</p>

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>- Illustrate the nursing process in providing culturally competent care across the life span for patients with alterations in mobility and/or intracranial regulation</li> <li>- Identify pharmacological interventions in caring for patients with alterations in mobility and/or intracranial regulation</li> <li>- Describe the pathophysiology, etiology, clinical manifestations, and</li> </ul>	2	<p><b>UNIT III - ALTERATIONS IN CENTRAL AND PERIPHERAL NERVOUS SYSTEM</b></p> <p>Concepts: Mobility, Intracranial Regulation</p> <p>Exemplars:            -Cerebral Palsy            -Seizure Disorder            -Parkinson Disease</p>	<p><b>Midterm</b></p> <p>Online learning activities</p> <p>Discussion forum questions</p> <p>Evolve case study</p>	<p><b>College Lab</b></p> <p>Implementing seizure precautions</p> <p>Math calculations</p> <p>Simulation</p> <p><b>Clinical Lab</b></p> <p>Patient assignments</p> <p>See clinical laboratory performance evaluation tool</p>	<p><b>Required Readings:</b></p> <p><i>Nursing Skills for a Concept-Based Approach to Learning.</i> Review Chapter 6, Chapter 13 page 683-684</p> <p><i>Nursing A Concept-Based Approach to Learning, Volumes One &amp; Two.</i> Chapter 7 pages 385 - 391            Chapter 17 pages 967 - 975’ 940-944            Chapter 19 pages 1134 to 1143</p> <p><i>Pharmacology for Nurses A Pathophysiologic Approach:</i> Chapter 15 pages 165-180            Chapter 20 pages 256-263</p> <p>Access:  <a href="http://www.epilepsyfoundation.org">www.epilepsyfoundation.org</a></p> <p><a href="http://www.mynursingkit.com">www.mynursingkit.com</a></p> <p><a href="http://evolve.elsevier.com">http://evolve.elsevier.com</a></p> <p>evolve case studies: Medical-Surgical</p>

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p>direct and indirect causes of alterations in in mobility and/or intracranial regulation</p> <p>-Discuss the importance of developmentally appropriate care in meeting patient's needs</p> <p><b>Week 4</b></p> <p>- Illustrate the nursing process in providing culturally competent care across the life span for patients with alterations in central nervous system and/or peripheral nervous system disorders</p> <p>- Identify pharmacological</p>	3	<p><b>UNIT III - ALTERATIONS IN CENTRAL AND PERIPHERAL NERVOUS SYSTEM (continued)</b></p> <p>Concepts: Intracranial Regulation, Mobility</p> <p>Exemplars: -Stroke/Brain attack</p> <p>-Multiple Sclerosis</p> <p>-Guillain-Barre Syndrome</p>	<p><b>Quiz #3</b></p> <p>Online learning activities</p> <p>Discussion forum</p> <p>Evolve case study</p> <p>Review of NCLEX test</p>	<p><b>College Lab</b></p> <p>Assessing the neurological system</p> <p>Assisting with lumbar puncture pediatric &amp; adult lumbar puncture</p> <p>Establishing IV infusions</p> <p>Using infusion</p>	<p>1. Seizure Disorder</p> <p>2. . Parkinson's Disease</p> <p>NCLEX test questions</p> <p>Students to Review:</p> <p>- Alterations in Central and Peripheral Nervous System</p> <p><b>Required Readings:</b> <i>Nursing Skills for a Concept-Based Approach to Learning.</i> Chapter 3 pages 122, 134,138 Chapter 6 pages 225-226 Chapter 11 pages 501-510 Chapter 14 pages 695-696</p> <p><i>Nursing A Concept-Based Approach to Learning, Volumes One &amp; Two.</i> Chapter 19 pages 1117 to 1124 Chapter 22 pages 1499 to 1513 Chapter 25 pages 1679 to 1683</p>

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p>interventions in caring for patients with alterations in mobility and/or intracranial regulation</p> <p>- Describe the pathophysiology, etiology, clinical manifestations, and direct and indirect causes of alterations in mobility and/or intracranial regulation</p> <p>-Outline diagnostic and laboratory tests relevant to alterations in mobility and/or intracranial regulation</p>	3		questions	<p>pump</p> <p>Math Calculations</p> <p><b>Clinical Lab</b></p> <p>Patient assignments</p> <p>See clinical laboratory performance evaluation tool</p>	<p><i>Pharmacology for Nurses A Pathophysiologic Approach:</i>  Chapter 23 Review  Chapter 20 pages 266-267  Chapter 27 pages 383 to 386  Evolve case studies: Medical Surgical:</p> <ol style="list-style-type: none"> <li>1. Brain Attack (Stroke)  <b><u>Mandatory</u></b></li> <li>2. Guillain-Barre Syndrome</li> </ol> <p>Access:</p> <p><a href="http://www.strokeassociation.org">www.strokeassociation.org</a></p> <p><a href="http://www.mynursingkit.com">www.mynursingkit.com</a></p> <p><a href="http://evolve.elsevier.com">http://evolve.elsevier.com</a></p> <p>NCLEX test questions</p>

WEEKLY STUDENT LEARNING OBJECTIVES	HRS	CONTENT - Alterations IV	LEARNING ACTIVITY	LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p><b>Week 5</b></p> <p>-Analyze how the nursing process is applied when using joint commission nation patient safety goals ( NPSG)</p> <p>-Describe how NPSG goals aid in providing a safe environment in a variety of clinical settings</p> <p>-Identify Quality and Safety Education for Nurses (QSEN) competencies</p>		<p><b>UNIT IV- SAFETY</b></p> <p>Concept: Safety</p> <p>Exemplars:</p> <p>A. The Joint Commission Patient Safety Goals (NPSG) utilizing select exemplars discussed in NRS 221, NRS 120,121,122 and NRS 110</p>	<p><b>No quiz this week</b></p> <p>Discussion Forum</p> <p>Online learning activities</p> <p>NCLEX test questions</p>	<p><b>Clinical Lab</b></p> <p>Patient assignments</p> <p>See clinical laboratory performance evaluation tool</p>	<p><b>Students to Review:</b></p> <p>- Safety Assessment and the application of the Joint Commission Safety Goals in various clinical settings</p> <p>- Pediatric and gerontologic considerations in meeting patient safety</p> <p>NCLEX test questions</p> <p>Access:  <a href="http://www.jointcommission.org/">http://www.jointcommission.org/</a>  <a href="http://www.qsen.org">www.qsen.org</a></p>

**Mercer County Community College**  
**Division of Math, Science & Health Professions**  
**Nursing Program**  
**Clinical Laboratory Performance Evaluation**  
**NRS 221 – Alterations in Health IV**

**Course:** (Medical-Surgical Nursing - 5 weeks 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
<b>Clinical Competency: Demonstrate professional and ethical behaviors</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Collects and analyzes comprehensive patient assessment data</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Adheres to principles of patient safety and infection control.</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Administers medications safely</b>		

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
<b>Clinical Competency: Provide individualized care based on relevant patient data</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Evaluation of patient outcomes using clinical reasoning.</b>		

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
<b>Clinical Competency: Act as a patient advocate</b>		

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
<b>Clinical Competency: Ensure collaborative care.</b>		

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

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

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Document effectively.</b>		

**Week 4 - Faculty Comments – Areas of strength and areas requiring improvement:**

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**Faculty Signature**

**Date**

**Student Comments regarding Clinical Goals**

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**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 9 - Faculty Comments – Areas of strength and areas requiring improvement:**

\_\_\_\_\_  
**Faculty Signature                      Date**

**Student Comments regarding Clinical Goals**

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**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 Math, Science & Health Professions**  
**Nursing Program**  
**Clinical Laboratory Performance Evaluation**  
**NRS 221 – Alterations in Health IV**

**Course: Medical-Surgical Nursing - 5 week Clinical Experience**

**Student:** \_\_\_\_\_ **MCCC ID #** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Clinical Facility:** \_\_\_\_\_

3. **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
<b>Clinical Competency: Demonstrate professional and ethical behaviors</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Collects and analyzes comprehensive patient assessment data</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Adheres to principles of patient safety and infection control.</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Administers medications safely</b>		

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
<b>Clinical Competency: Provide individualized care based on relevant patient data</b>		

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Evaluation of patient outcomes using clinical reasoning.</b>		

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
<b>Clinical Competency: Act as a patient advocate</b>		

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
<b>Clinical Competency: Ensure collaborative care.</b>		

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

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

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

Evaluation Period	Week 3	Week 5
<b>Clinical Competency: Document effectively.</b>		

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

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**Faculty Signature**

**Date**

**Student Comments regarding Clinical Goals**

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**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**

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**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 Math, Science & Health Professions**  
**Nursing Program**  
**Clinical Laboratory Performance Evaluation**  
**NRS 221 – Alterations in Health IV**

**Course:** (Medical-Surgical Nursing - 5 weeks Clinical Experience)

**Student:** \_\_\_\_\_ **MCCC ID #** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Clinical Facility:** \_\_\_\_\_

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

- 10. Maintains professional boundaries.
- 11. Accepts responsibility for assigned patients.
- 12. Demonstrates accountability for actions.

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Collects and analyzes comprehensive patient assessment data</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ol style="list-style-type: none"> <li>1. Uses correct techniques for physical assessment.</li> <li>2. Uses effective interview and data collection techniques.</li> <li>3. Identifies support systems and appropriately assesses patient hemodynamics.</li> <li>4. Collects and analyzes relevant diagnostic testing results, interventional radiological and cardiovascular procedures, as well as surgical procedures.</li> <li>5. Validates data collected for accuracy.</li> <li>6. Adapts assessment techniques based on individual patient needs and characteristics (culture, spiritual, age, developmental level, illness, mental state).</li> <li>7. Reports abnormal data and changes in patient’s condition to the instructor and appropriate health care professionals within appropriate timeframe.</li> <li>8. Assesses patients in a timely and efficient manner.</li> <li>9. Assesses patients and families based on basic human needs.</li> <li>10. Anticipates changes in health status based on assessments.</li> <li>11. Utilizes an efficient method of data collection when organizing collected information for assigned patients (student created form, hospital form, course form)</li> <li>12. Utilizes available technology to collect data necessary to provide appropriate care.</li> </ol>			

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

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

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Administers medications safely</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ol style="list-style-type: none"> <li>1. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications.</li> <li>2. Calculates medication dosages and IV rates correctly.</li> <li>3. Checks “seven” rights prior to medication administration (right drug, right patient-using two identifiers, right dose, right time, right route, right reason, and right documentation).</li> <li>4. Performs appropriate assessments prior to, during, and after medication administration.</li> <li>5. Follows correct procedures in preparing and administering medications.</li> <li>6. Utilizes critical thinking and clinical judgment when administering medications to assigned patients.</li> <li>7. Administers medications within the agency-allotted timeframe.</li> </ol>			

- 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.

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

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

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

10. **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
<b>Clinical Competency: Act as a patient advocate</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b>			

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| <ol style="list-style-type: none"> <li>1. Promotes access to health care for assigned patients.</li> <li>2. Protects patients’ right to make independent choices.</li> <li>3. Prevents harm.</li> <li>4. Protects self and others from injury, infection, and harm.</li> <li>5. Eliminates potential sources of injury from assigned patients.</li> <li>6. Monitors the quality of patient care provided to assigned patients.</li> <li>7. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis to assigned patients.</li> </ol> |
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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
<b>Clinical Competency: Ensure collaborative care.</b>			
<p><b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b></p> <ol style="list-style-type: none"> <li>1. Uses appropriate channels of communication.</li> <li>2. Reports complete, accurate, pertinent information to instructor and staff.</li> <li>3. Maintains effective communication with peers, staff, and instructor.</li> <li>4. Conveys mutual respect, trust, support, and appreciation to student peers and other health care members.</li> <li>5. Contributes to projects, discussions, and pre and post-conferences.</li> <li>6. Confers with other health care and student team members regarding patient care needs.</li> <li>7. Reviews collaborative behaviors when working with colleague student and health team members leading to achievement of patient outcomes.</li> <li>8. Applies conflict resolution and problem solving skills as appropriate.</li> <li>9. Facilitates continuity of care within and across health care settings (e.g. transfer reports, referrals).</li> <li>10. Volunteers to assist student colleagues and health care members.</li> </ol>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ol style="list-style-type: none"> <li>1. Provides accurate information to patient and families.</li> <li>2. Uses appropriate and respectful words and tone in verbal communications.</li> <li>3. Demonstrates appropriate non-verbal communication strategies.</li> <li>4. Uses communication techniques to assist patients/families in coping with stressful events and changes in health status.</li> <li>5. Adapts communication strategies based on patients' age, developmental level, disability, and/or culture.</li> <li>6. Evaluates the effectiveness of therapeutic interactions.</li> </ol>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Document effectively.</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ol style="list-style-type: none"> <li>1. Documents, completes, accurate, pertinent information in a timely manner.</li> <li>2. Completes documentation according to agency guidelines (format, timing, abbreviations, etc.)</li> <li>3. Uses appropriate terminology, spelling and grammar in written communications.</li> </ol>			

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

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**Faculty Signature**

**Date**

**Student Comments regarding Clinical Goals**

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**Student Signature**

**Date**



**Student Comments regarding Clinical Goals**

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**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 Math, Science & Health Professions**  
**Nursing Program**  
**Clinical Laboratory Performance Evaluation**  
**NRS 221 – Alterations in Health IV**

**Course:** (Medical-Surgical Nursing - 5 weeks Clinical Experience)

**Student:** \_\_\_\_\_ **MCCC ID #** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Clinical Facility:** \_\_\_\_\_

7. **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 4	Week 5
<b>Clinical Competency: Demonstrate professional and ethical behaviors</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>13. Complies with agency and MCCC nursing program policies and standards.</li> <li>14. Treats all individuals with dignity and respect.</li> <li>15. Is prepared for clinical experiences and observations.</li> <li>16. Utilizes objectives for clinical/observation experience preparation and actively evaluates the experience in post conference.</li> <li>17. Protects patient rights (privacy, autonomy, confidentiality)</li> <li>18. Practices within the legal and ethical framework of nursing.</li> <li>19. Demonstrates appropriate professional behaviors (attendance, punctuality, honesty, appearance, attitude, acceptance of criticism)</li> <li>20. Reports errors promptly</li> <li>21. Assumes responsibility for learning.</li> </ul>			

- 22. Maintains professional boundaries.
- 23. Accepts responsibility for assigned patients.
- 24. Demonstrates accountability for actions.

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Collects and analyzes comprehensive patient assessment data</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>13. Uses correct techniques for physical assessment.</li> <li>14. Uses effective interview and data collection techniques.</li> <li>15. Identifies support systems and appropriately assesses patient hemodynamics.</li> <li>16. Collects and analyzes relevant diagnostic testing results, interventional radiological and cardiovascular procedures, as well as surgical procedures.</li> <li>17. Validates data collected for accuracy.</li> <li>18. Adapts assessment techniques based on individual patient needs and characteristics (culture, spiritual, age, developmental level, illness, mental state).</li> <li>19. Reports abnormal data and changes in patient’s condition to the instructor and appropriate health care professionals within appropriate timeframe.</li> <li>20. Assesses patients in a timely and efficient manner.</li> <li>21. Assesses patients and families based on basic human needs.</li> <li>22. Anticipates changes in health status based on assessments.</li> <li>23. Utilizes an efficient method of data collection when organizing collected information for assigned patients (student created form, hospital form, course form)</li> <li>24. Utilizes available technology to collect data necessary to provide appropriate care.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Adheres to principles of patient safety and infection control.</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>7. Comes to clinical mentally and physically prepared to provide safe and effective care to assigned patients.</li> <li>8. Protects assigned patients from injury, infection, and harm.</li> <li>9. Protects self and others from injury, infection, and harm.</li> <li>10. Maintains a safe, effective care environment.</li> <li>11. Uses available technology in accordance with agency policies and procedures.</li> <li>12. Requests assistance when needed.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Administers medications safely</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>12. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications.</li> <li>13. Calculates medication dosages and IV rates correctly.</li> <li>14. Checks “seven” rights prior to medication administration (right drug, right patient-using two identifiers, right dose, right time, right route, right reason, and right documentation).</li> <li>15. Performs appropriate assessments prior to, during, and after medication administration.</li> <li>16. Follows correct procedures in preparing and administering medications.</li> <li>17. Utilizes critical thinking and clinical judgment when administering medications to assigned patients.</li> <li>18. Administers medications within the agency-allotted timeframe.</li> </ul>			

- 19. Evaluates the effects of medications administered while identifying if appropriate clinical outcomes have been achieved.
- 20. Incorporates assessment data in decision-making related to medication administration.
- 21. Relates patients' medications to their health status.
- 22. Documents medication administration correctly according to agency policy.

11. **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
<b>Clinical Competency: Provide individualized care based on relevant patient data</b>			
<b>Determines Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>15. Determines and supports assigned patients' preferences.</li> <li>16. Prepares assigned patients for interventions</li> <li>17. Performs nursing skills competently to assigned patients.</li> <li>18. Demonstrates caring behaviors towards patients and families.</li> <li>19. Responds to patients in distress in order of priority.</li> <li>20. Ensures patients' ADLs are completed for the respective time of day.</li> <li>21. Considers patients' family and community when developing and implementing the plan of care.</li> <li>22. Independently implements nursing care plan in an organized fashion.</li> <li>23. Utilizes priority patient needs to determine order of care provided to assigned patients.</li> <li>24. Modifies interventions in a flexible manner to assigned patients based on changing health needs.</li> <li>25. Independently manages time constructively when providing care to assigned patients.</li> <li>26. Assesses assigned patients' learning needs.</li> <li>27. Provides patient teaching as a part of plan of care.</li> <li>28. Applies knowledge about development and pathophysiology of complex health problems in a variety of patient settings.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Evaluation of patient outcomes using clinical reasoning.</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b>			
<ul style="list-style-type: none"> <li>11. Gathers adequate, relevant information for decision-making.</li> <li>12. Reports abnormal data and changes in patient condition to the instructor and appropriate health care professionals within appropriate timeframe.</li> <li>13. Responds appropriately to information from team members and/or other sources.</li> <li>14. Uses clinical data and evidence-based practice to support decisions in providing care to assigned patients.</li> <li>15. Validate nursing decisions with instructor or health care professional prior to implementing plan of care or changes in the plan.</li> <li>16. Anticipates patient/family care needs for assigned patients.</li> <li>17. Cluster data to identify patient/nursing problems for assigned patients.</li> <li>18. Identify priority problems for assigned patients.</li> <li>19. Plan individualized nursing care with appropriate outcomes for assigned patients.</li> <li>20. Use critical thinking strategies in decision-making and care planning for assigned patients.</li> <li>11. Modify patient care based on evaluation for assigned patients.</li> </ul>			

13. **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
<b>Clinical Competency: Act as a patient advocate</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b>			

- |   |
|---|
| <ul style="list-style-type: none"> <li>8. Promotes access to health care for assigned patients.</li> <li>9. Protects patients’ right to make independent choices.</li> <li>10. Prevents harm.</li> <li>11. Protects self and others from injury, infection, and harm.</li> <li>12. Eliminates potential sources of injury from assigned patients.</li> <li>13. Monitors the quality of patient care provided to assigned patients.</li> <li>14. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis to assigned patients.</li> </ul> |
|---|

**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
<b>Clinical Competency: Ensure collaborative care.</b>			
<p><b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b></p> <ul style="list-style-type: none"> <li>11. Uses appropriate channels of communication.</li> <li>12. Reports complete, accurate, pertinent information to instructor and staff.</li> <li>13. Maintains effective communication with peers, staff, and instructor.</li> <li>14. Conveys mutual respect, trust, support, and appreciation to student peers and other health care members.</li> <li>15. Contributes to projects, discussions, and pre and post-conferences.</li> <li>16. Confers with other health care and student team members regarding patient care needs.</li> <li>17. Reviews collaborative behaviors when working with colleague student and health team members leading to achievement of patient outcomes.</li> <li>18. Applies conflict resolution and problem solving skills as appropriate.</li> <li>19. Facilitates continuity of care within and across health care settings (e.g. transfer reports, referrals).</li> <li>20. Volunteers to assist student colleagues and health care members.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>7. Provides accurate information to patient and families.</li> <li>8. Uses appropriate and respectful words and tone in verbal communications.</li> <li>9. Demonstrates appropriate non-verbal communication strategies.</li> <li>10. Uses communication techniques to assist patients/families in coping with stressful events and changes in health status.</li> <li>11. Adapts communication strategies based on patients' age, developmental level, disability, and/or culture.</li> <li>12. Evaluates the effectiveness of therapeutic interactions.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Document effectively.</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>4. Documents, completes, accurate, pertinent information in a timely manner.</li> <li>5. Completes documentation according to agency guidelines (format, timing, abbreviations, etc.)</li> <li>6. Uses appropriate terminology, spelling and grammar in written communications.</li> </ul>			

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

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**Faculty Signature**

**Date**

**Student Comments regarding Clinical Goals**

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**Student Signature**

**Date**



**Student Comments regarding Clinical Goals**

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**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 Math, Science & Health Professions**  
**Nursing Program**  
**Clinical Laboratory Performance Evaluation**  
**NRS 221 – Alterations in Health IV**

**Course:** (Medical-Surgical Nursing - 5 weeks Clinical Experience)

**Student:** \_\_\_\_\_ **MCCC ID #** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Clinical Facility:** \_\_\_\_\_

9. **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 4	Week 5
<b>Clinical Competency: Demonstrate professional and ethical behaviors</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>25. Complies with agency and MCCC nursing program policies and standards.</li> <li>26. Treats all individuals with dignity and respect.</li> <li>27. Is prepared for clinical experiences and observations.</li> <li>28. Utilizes objectives for clinical/observation experience preparation and actively evaluates the experience in post conference.</li> <li>29. Protects patient rights (privacy, autonomy, confidentiality)</li> <li>30. Practices within the legal and ethical framework of nursing.</li> <li>31. Demonstrates appropriate professional behaviors (attendance, punctuality, honesty, appearance, attitude, acceptance of criticism)</li> <li>32. Reports errors promptly</li> <li>33. Assumes responsibility for learning.</li> </ul>			

- 34. Maintains professional boundaries.
- 35. Accepts responsibility for assigned patients.
- 36. Demonstrates accountability for actions.

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Collects and analyzes comprehensive patient assessment data</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>25. Uses correct techniques for physical assessment.</li> <li>26. Uses effective interview and data collection techniques.</li> <li>27. Identifies support systems and appropriately assesses patient hemodynamics.</li> <li>28. Collects and analyzes relevant diagnostic testing results, interventional radiological and cardiovascular procedures, as well as surgical procedures.</li> <li>29. Validates data collected for accuracy.</li> <li>30. Adapts assessment techniques based on individual patient needs and characteristics (culture, spiritual, age, developmental level, illness, mental state).</li> <li>31. Reports abnormal data and changes in patient’s condition to the instructor and appropriate health care professionals within appropriate timeframe.</li> <li>32. Assesses patients in a timely and efficient manner.</li> <li>33. Assesses patients and families based on basic human needs.</li> <li>34. Anticipates changes in health status based on assessments.</li> <li>35. Utilizes an efficient method of data collection when organizing collected information for assigned patients (student created form, hospital form, course form)</li> <li>36. Utilizes available technology to collect data necessary to provide appropriate care.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Adheres to principles of patient safety and infection control.</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>13. Comes to clinical mentally and physically prepared to provide safe and effective care to assigned patients.</li> <li>14. Protects assigned patients from injury, infection, and harm.</li> <li>15. Protects self and others from injury, infection, and harm.</li> <li>16. Maintains a safe, effective care environment.</li> <li>17. Uses available technology in accordance with agency policies and procedures.</li> <li>18. Requests assistance when needed.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Administers medications safely</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>23. Recalls patient medication information including classification, indication, action, dosage, side effects, interactions, and nursing implications.</li> <li>24. Calculates medication dosages and IV rates correctly.</li> <li>25. Checks “seven” rights prior to medication administration (right drug, right patient-using two identifiers, right dose, right time, right route, right reason, and right documentation).</li> <li>26. Performs appropriate assessments prior to, during, and after medication administration.</li> <li>27. Follows correct procedures in preparing and administering medications.</li> <li>28. Utilizes critical thinking and clinical judgment when administering medications to assigned patients.</li> <li>29. Administers medications within the agency-allotted timeframe.</li> </ul>			

- 30. Evaluates the effects of medications administered while identifying if appropriate clinical outcomes have been achieved.
- 31. Incorporates assessment data in decision-making related to medication administration.
- 32. Relates patients' medications to their health status.
- 33. Documents medication administration correctly according to agency policy.

14. **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
<b>Clinical Competency: Provide individualized care based on relevant patient data</b>			
<b>Determines Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>29. Determines and supports assigned patients' preferences.</li> <li>30. Prepares assigned patients for interventions</li> <li>31. Performs nursing skills competently to assigned patients.</li> <li>32. Demonstrates caring behaviors towards patients and families.</li> <li>33. Responds to patients in distress in order of priority.</li> <li>34. Ensures patients' ADLs are completed for the respective time of day.</li> <li>35. Considers patients' family and community when developing and implementing the plan of care.</li> <li>36. Independently implements nursing care plan in an organized fashion.</li> <li>37. Utilizes priority patient needs to determine order of care provided to assigned patients.</li> <li>38. Modifies interventions in a flexible manner to assigned patients based on changing health needs.</li> <li>39. Independently manages time constructively when providing care to assigned patients.</li> <li>40. Assesses assigned patients' learning needs.</li> <li>41. Provides patient teaching as a part of plan of care.</li> <li>42. Applies knowledge about development and pathophysiology of complex health problems in a variety of patient settings.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Evaluation of patient outcomes using clinical reasoning.</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b> <ul style="list-style-type: none"> <li>21. Gathers adequate, relevant information for decision-making.</li> <li>22. Reports abnormal data and changes in patient condition to the instructor and appropriate health care professionals within appropriate timeframe.</li> <li>23. Responds appropriately to information from team members and/or other sources.</li> <li>24. Uses clinical data and evidence-based practice to support decisions in providing care to assigned patients.</li> <li>25. Validate nursing decisions with instructor or health care professional prior to implementing plan of care or changes in the plan.</li> <li>26. Anticipates patient/family care needs for assigned patients.</li> <li>27. Cluster data to identify patient/nursing problems for assigned patients.</li> <li>28. Identify priority problems for assigned patients.</li> <li>29. Plan individualized nursing care with appropriate outcomes for assigned patients.</li> <li>30. Use critical thinking strategies in decision-making and care planning for assigned patients.</li> <li>11. Modify patient care based on evaluation for assigned patients.</li> </ul>			

16. **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
<b>Clinical Competency: Act as a patient advocate</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b>			

- 15. Promotes access to health care for assigned patients.
- 16. Protects patients' right to make independent choices.
- 17. Prevents harm.
- 18. Protects self and others from injury, infection, and harm.
- 19. Eliminates potential sources of injury from assigned patients.
- 20. Monitors the quality of patient care provided to assigned patients.
- 21. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis to assigned patients.

**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
<b>Clinical Competency: Ensure collaborative care.</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b>			
<ul style="list-style-type: none"> <li>21. Uses appropriate channels of communication.</li> <li>22. Reports complete, accurate, pertinent information to instructor and staff.</li> <li>23. Maintains effective communication with peers, staff, and instructor.</li> <li>24. Conveys mutual respect, trust, support, and appreciation to student peers and other health care members.</li> <li>25. Contributes to projects, discussions, and pre and post-conferences.</li> <li>26. Confers with other health care and student team members regarding patient care needs.</li> <li>27. Reviews collaborative behaviors when working with colleague student and health team members leading to achievement of patient outcomes.</li> <li>28. Applies conflict resolution and problem solving skills as appropriate.</li> <li>29. Facilitates continuity of care within and across health care settings (e.g. transfer reports, referrals).</li> <li>30. Volunteers to assist student colleagues and health care members.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups</b>			
<b>Clinical Performance Criteria for assignments of 1 or more patients with complex medical-surgical problems (includes, but not limited to):</b>			
<ul style="list-style-type: none"> <li>13. Provides accurate information to patient and families.</li> <li>14. Uses appropriate and respectful words and tone in verbal communications.</li> <li>15. Demonstrates appropriate non-verbal communication strategies.</li> <li>16. Uses communication techniques to assist patients/families in coping with stressful events and changes in health status.</li> <li>17. Adapts communication strategies based on patients' age, developmental level, disability, and/or culture.</li> <li>18. Evaluates the effectiveness of therapeutic interactions.</li> </ul>			

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

Evaluation Period	Week 3		Week 5
<b>Clinical Competency: Document effectively.</b>			

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

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

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

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**Faculty Signature**

**Date**

**Student Comments regarding Clinical Goals**

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**Student Signature**

**Date**



**Student Comments regarding Clinical Goals**

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**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.**