



HEALTH PROFESSIONS

NURSING PROGRAM

NRS 240

**TRANSITION TO PRACTICE
COURSE OUTLINE**

FALL 2016



COURSE OUTLINE

Course Number NRS 240

Course Title: Transition to Practice

Credits: 4

Hours: Theory: 3hrs/week

Weeks: 5

No College Lab

Clinical Lab: 135 hrs over 5 weeks

Catalog description:

This five-week course prepares the student to enter the workforce with an emphasis on strategies for professional practice and career development. In a weekly seminar setting, students will actively participate in presenting select topics in leadership theory. Through a precepted clinical experience, time management and coordination of care principles and concepts are integrated in planning for the care of patients in selected clinical settings within the area health care facilities. (3 lecture/week/135 clinical hours total)

Prerequisites: NRS 110, NRS 120, NRS 121, NRS 122, NRS 220, NRS 221, NRS 222, NRS230 and NRS231 with a minimum C (76) grade.

Corequisites: None

Required Textbooks and Materials:

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

Silvestri, L.A. (2014) *Comprehensive Review for the NCLEX-RN Examination*. (6th ed.). St. Louis, MI. Elsevier Saunders.

NCSBN Learning Extension NCSBN's Review for the NCLEX-RN Examination (8 week co access to online course) learningext.com (access code will be provided to student)

Silvestri, L.A. (2016) *HESI/Saunders Online Review for the NCLEX-RN Examination* (2 year Access) 2nd. Edition Course ID: 154454_dpenn6_11001 (access code for online course will be provided to student first class session)

HESI RN Live Review for the NCLEX-RN Examination (3 day on campus NCLEX review course)

Access to HESI Case Studies and Practice Tests, Remediation Activities
HESI Standardized Testing (NCLEX-RN Exit Exams and CAT Exam)

Recommended Textbook:

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

Additional NCLEX Preparation Resources:

LaCharity, L.A., Kumagai, C., and Bartz B. (2014). *Prioritization, Delegation, and Assignment*. St. Louis: Elsevier Mosby. ISBN: 978-0-323-11343-4.

Lisko. S., (2014). *NCLEX-RN Questions and Answers Made Incredibly Easy*, (6th ed.) Wolters Kluwer, Lippincott, and Wilkins.

Rupert, D. (2016). *Lippincott NCLEX-RN Alternate-Format Questions*. 6th Edition. Phila: Wolters Kluwer/Lippincott Williams & Wilkins. (to be published April 13, 2016)

Last reviewed/revised: March 2016

Course Coordinator:

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Information Resources:

- Nursing Program website – www.mccc.edu/nursing
- Mercer Online (Blackboard) - <https://mccc.blackboard.com>
- Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)
- New Jersey State Board of Nursing: Instructions for Licensure By Examination
<http://www.njconsumeraffairs.gov/nur/Applications/Instructions-For-Licensure-By-Examination-In-New-Jersey.pdf>
- NCSBN Portal – Pathway to Practice – Registration Information for NCLEX
<https://portal.ncsbn.org/>
- New Jersey State Board of Nursing (NJSBON) – Top Tips for Applicants
<http://www.njconsumeraffairs.gov/Documents/Top-Tips-for-License-Applicants.pdf>
- NJSBON Decision Making Algorithms
<http://www.njconsumeraffairs.gov/nur/Pages/algorithms.aspx>
- New Jersey Nurse Practice Act:
- <https://www.ncsbn.org/njnursinglaws.pdf>

NCLEX/Licensure Application and Candidate Testing Information:

- NCSBN Portal – Pathway to Practice – Registration Information for NCLEX
<https://portal.ncsbn.org/>
- Before the Exam – Registration and Authorization to Test:
<https://www.ncsbn.org/2915.htm>
- NCSBN NCLEX-RN Detailed Test Plan:
https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf
- NCSBN 2016 NCLEX Examination Candidate Bulletin:
https://www.ncsbn.org/089900_2016_Bulletin_Proof3.pdf
- New Jersey Board of Nursing website (Licensure application):
<http://www.njconsumeraffairs.gov/nur/Pages/applications.aspx>
- NJSBON RN Licensure by Examination Online Application
<https://newjersey.mylicense.com/eGov/Login.aspx>
- NCLEX Testing Locations:
<https://www.ncsbn.org/1267.htm>
- Computer Adaptive Testing:
<https://www.ncsbn.org/1216.htm>
- Exam Day:
<https://www.ncsbn.org/2914.htm>
- Exam Day Process:
<https://www.ncsbn.org/1219.htm>
- Acceptable Identification:
<https://www.ncsbn.org/1221.htm>
- After the NCLEX Exam – Unofficial and Official Results:
<https://www.ncsbn.org/2917.htm>
- NCLEX Frequently Asked Questions:
<https://www.ncsbn.org/1201.htm>

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. **Communication.** Students will communicate effectively in both speech and writing. (See General Education Goal 1.)
- B. **Critical Thinking and Problem-Solving:** Students will use critical thinking and problem solving skills in analyzing information.
- C. **Ethical Reasoning and Action:** Students will understand ethical issues and situations.
- D. **Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- 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

Guided by these principles and beliefs, Mercer County Community College provides a program that prepares graduates who will function with technical competence within various care settings. The graduate will:

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

Level Student Learning Outcomes:

Level I

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

Level II

- LII.1 Model nursing practice within the provision of the Nurse Practice Act, Nursing Standards of Care, and the Nursing Code of Ethics.
- LII.2 Generate an individualized patient plan of care from data collected in a comprehensive and holistic assessment.
- LII.3 Synthesize all patient related data to evaluate an individualized patient plan of care.
- LII.4 Construct clinical judgments and management decisions based on Nursing Standards of Care.
- LII.5 Evaluate the achievement of patient outcomes on the patient's plan of care.
- LII.6 Select interventions that address advocacy for patient's rights.
- LII.7 Examine how collaborative care effectively meets the needs of individuals, families and groups.

Course Student Learning Outcomes:

As the capstone course of the nursing program, the student will achieve the Nursing Program Student Learning Outcomes:

1. Function within the provisions of the Nurse Practice Act, Nursing Standards of Care, while maintaining the Code of Ethics and accepting responsibility for self-growth and life-long learning. **Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9**
2. Assess the patient's health status in a comprehensive and holistic manner.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9
3. Analyze, synthesize and evaluate patient-related data to develop and implement Individualized patient care and teaching plans.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9
4. Provide safe physical and psychological care to each patient incorporating documented evidence-based practice to formulate clinical judgments and management decisions.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9
5. Evaluate the achievement of patient outcomes.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9
6. Incorporate within nursing practice advocacy for patient's rights, taking into consideration cultural diversity, socioeconomic and political forces.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9
7. Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9
8. Use effective verbal and written communication skills, incorporating lifespan considerations.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 9
9. Manage health care for the individual using cost effective nursing strategies, quality improvement processes and current technologies.
Core Skills: A, B, C, D, E, F, G Gen Ed Knowledge Goals: 1, 2, 3, 4, 5, 8, 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.

NRS 240 Evaluation of Student Learning / Course Requirements/ Course Grading

All students enrolled in NRS 240 will:

1. Achieve 100% on the summative dosage calculation exam. (given during week 1)
2. Attend weekly 3-hour lecture class.
3. Take the HESI RN EXIT Exam Version 1 on 11/29/2016.
4. Take the HESI RN EXIT Exam Version 2 on 12/8/2016.
5. Take HESI CAT Exam on 11/29/2016.
6. Complete 60 hours of a pre-cepted clinical experience beginning no earlier than 11/9/2016..
7. Complete 40 hours the HESI/Saunders Online Review for the NCLEX-RN Examination course and complete the pre-test, module tests, and comprehensive posttest.
8. Attend 3 day (21 Hours) HESI RN Live NCLEX Review Course 11/14/2016-11/16/2016. 9am-4pm)
9. Complete any mandatory facility orientation for the precepted clinical experience.
10. Attend and participate in a weekly one-hour debriefing meeting on campus with assigned oversight clinical faculty member.
11. Complete and submit a professional resume.
12. Complete and submit weekly clinical preceptorship journal assignments.

NRS 240 Course Grading Requirements:

% of Grade:

1. Completion of Resume.....	5%
2. HESI RN EXIT Version 2 Conversion Score.....	10%
3. HESI Comprehensive Exam (from online review).....	5%
3. Clinical Preceptorship Journal #1.....	20%
4. Clinical Preceptorship Journal #2.....	20%
5. Clinical Preceptorship Journal #3.....	20%
6. Clinical Preceptorship Journal #4.....	20%
	100%

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Nursing Program Grading Policy

<ul style="list-style-type: none"> • Transitional • Grading Policy For 5 week Curriculum 	
93%-100%	A
90%-92.99%	A-
87%-89.99%	B+
83%-86.99%	B
80%-82.99%	B-
77%-79.99%	C+
76%-76.99%	C = Pass
70%-75.99%	C = Non- Pass
60%-69.99%	D
59.99% or below	F

- S = Satisfactory
- I = Incomplete
- W = Withdrawal
- WI = Withdrawal
Instructor Initiated
- WA = Withdrawal
Administration Initiated
- U = Unsatisfactory

Grades will not be rounded. 76% is the lowest acceptable passing grade for students in the 5 week nursing curriculum.

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. Students are expected to arrive promptly for the published start time of each lecture and testing session and arrive on time for all clinical precepted shifts.

Lecture Class: Sessions are based on student learning objectives as listed in the course outline. Classroom sessions are 3 hours per week on Thursdays, and will be divided into leadership, professional development, and NCLEX exam preparation. Students are expected to arrive promptly for the published start time of each lecture session. In addition, students are required to attend a 3 day on campus NCLEX review course on Monday 11/14/2016 through Wednesday 11/16/2016.

Cell phones are to be placed on vibrate or shut off during all class sessions. During testing, cell phones, PDA's or any other electronic device, including smart watches, must be turned off and placed in front of the room. The audio or video recording any class session is at the discretion of the instructor. Permission to record should be obtained prior to the beginning of class. Texting during class sessions is disruptive and should not be done.

Noncompliance with the above cell phone use requirements may result in nursing program disciplinary action.

Summative Dosage Calculation Exam Requirement: Students are expected to achieve 100% on the summative dosage calculation exam that will be given during the first week of the course.

The exam will consist of 20 dosage calculation problems and is representative of the various types of dosage calculation problems learned throughout the nursing program. The exam will be administered in the campus Academic Testing Center (ATC). **The exam will be available to students from 11/8 through 11/14/2016 .** No testing appointments are required. Calculators will be available in the ATC. Students may use simple 4 function or **cleared** scientific calculators for the exam. The exam will not be timed.

Students not achieving the required grade of 100% on the exam will be required to remediate with Dr. Annette Conklin by appointment and then re-test. **All NRS 240 students must achieve 100% on the dosage exam prior to the end of the course to receive a passing grade for NRS 240.**

There is an evolve Dosage Calculation practice test (50 questions) available under your assigned evolve course ID. It is required that you complete this exam and remediate any areas of weakness before taking the Summative Dosage Calculation Exam.

A practice dosage calculation exam will be available in the NRS 240 Blackboard course shell, as well.

HESI Exams: Two HESI RN EXIT exams will be administered during NRS 240. The exams are created to reflect the NCLEX-RN exam and scores are predictive of success on the exam. Research indicates that that a raw score of 900 on the HESI Exit Exam indicates 96-99% estimated prediction of success on the NCLEX exam. There are 160 questions on the exam, including alternate format items. Students will have up to 4 hours to complete the exam. Rationales should be reviewed at the conclusion of the exam. **Students should bring earbuds or headphones to the exam.**

HESI RN EXIT EXAM Version 1: This web exam will be administered during the first week of NRS 240. The expected benchmark for satisfactory performance on this exam is a raw score of 850-900. Students not achieving a score of 850 are highly encouraged to access individualized content remediation via the evolve website.

<https://evolve.elsevier.com/studentlife/pdf/HowToAccessRemediation.pdf>

<https://evolve.elsevier.com/studentlife/pdf/HESIRemediationWalkThrough.pdf>

The **HESI RN EXIT Version 1 exam** will be administered on **11/29/2016** following the first lecture class at **1:30pm in AD 229 and AD 234**. All NRS 240 students will be expected to take the exam at this time.

All students must complete the following pre-tests before sitting for the HESI EXIT Version 1 on 11/29/2016:

- 1. One HESI Comprehensive Practice Tests located in your assigned HESI Case Studies and Practice Test course ID. (3 different 125 question exams are available)**
- 2. The 75 question pre-test located in the HESI/Saunders Online Review for the NCLEX-RN Exam course. The pretest can be found under the Client Needs section of the course.**

These pretest requirements must be completed in order to take the EXIT Version 1 exam on 11/29/2016.

After completion the HESI RN EXIT Exam Version 1, all NRS 240 students will meet with their assigned oversight faculty to review the results of the exam and identify areas of content strength and weakness. Collaboratively, an action plan will be developed to address areas needing improvement and plan strategies to improve overall score on HESI EXIT Version 2 exam. The student will then provide the faculty with weekly action plan updates. Students will also complete weekly assigned modules in the HESI/Saunders Online Review for the NCLEX-RN Examination course as well as HESI EXIT-RN remediation as per their individualized remediation plan on evolve.

HESI RN EXIT EXAM Version 2: This web exam will be administered at the end of the course after individualized remediation based on the version 1 score has been completed. The benchmark for this exam is a raw score of 900. Students not achieving the benchmark score of 900 will be required to seek additional remediation with the nursing remediation specialist, Professor Sue Minkel.

The **HESI RN EXIT Version 2 exam** will be administered on **12/8/2016** following the last lecture class at **12/8/2016**. All NRS 240 students will be expected to take the exam at this time.

The exams will begin promptly at the posted times. Please have your evolve login and password for all HESI testing as well as earbuds or headphones. Calculators will be provided.

Completion of both HESI RN EXIT Exams (Version 1 & 2) are required to successful complete NRS 240. If the benchmark score of 900 is not achieved on the Version 2 exam, further remediation will be required.

HESI Computer Adaptive Test (CAT): To provide students with a realistic NCLEX exam experience, NRS 240 students will be provided with the CAT for the HESI RN Exit Exam. This exam will provide the student with an individualized testing experience that will challenge the student's critical thinking skills. The CAT exam simulates the NCLEX-RN testing environment to better assess a student's preparedness to sit for the licensure exam. Students will receive between 85-155 questions based on their performance on the previous question. The exam is scored as *Acceptable*, *Minimally Acceptable* or *Needs Further Preparation*. The benchmark for NRS 240 would be to receive *Acceptable* scoring. The CAT exam will be administered on 11/29/2016 at 2 testing times.

Please email conklina@mccc.edu with the chosen time.

HESI Practice Tests: The following evolve practice tests located in your assigned Case Studies and Practice Test course ID will help prepare you for the HESI EXIT RN exams:

Comprehensive Exam: (3 versions available 125 questions per version)

Management of Care: 29 questions

Pediatric: 84 questions

Pharmacology: 68 questions

Medical-Surgical Nursing: 123 questions

Community Health Nursing: 34 questions

Fundamentals: 87 questions

HESI/Saunders Online Review for the NCLEX-RN Examination Course: All NRS 240 students will be provided access to the HESI/Saunders Online review course for the NCLEX-RN exam. Students will be provided an access code for the course.

The course ID is as follows: **Course ID 154454_acionklin28_100.**

Students will have a 2 year access to the course.

The course is a comprehensive online review that provides key nursing content by specialty areas, NCLEX Client Needs categories and nursing concepts. The course is divided into 10 content modules which are then subdivided into lessons. Students will be assigned the modules weekly. **Each module will conclude with a 100 question exam which should be completed in one sitting.**

1. Students should begin the course by viewing the **Course Orientation** slides and the **Test Taking Strategies** slides.

2. Complete the 75 question **Pre-Test** (in one sitting) by 11/8/2016. (Average time for pre-test is 90 minutes)

3. Week 1: Complete **Module 1** (Developmental Stages and Transitions) and **Module 2** (Health Promotion and Disease Prevention) and the post-module exams (each 100 questions) by 11/8/2016.

4. Week 2: Complete **Module 3** (Mental Health Concepts) and **Module 4** (Psychosocial Alterations) and the post-module exams (each 100 questions) by 11/15/2016.

5. Week 3: Complete **Module 5** (Management of Care) and **Module 6** (Safety & Infection Control) and the post-module exams (each 100 questions) by 11/22/2016.

6. Week 4: Complete **Module 7** (Basic Care & Comfort) and **Module 8** Pharmacology and Intravenous Therapies and the post-module exams (each 100 questions) by 11/29/2016.

7. Week 5: Complete **Module 9** (Monitoring for Health Problems) and **Module 10** (Physiological Health Problems) and the post-module exams (each 100 questions) by 12/6/2016/

8. **Complete the 265 question Comprehensive Exam by 12/13/2016.** The score achieved for the comprehensive exam will be weighted as 5% of the total grade for NRS 240

The course also contains multiple NCLEX-RN practice tests which can be accessed post-graduation. The Crossing the Finish Line section contains 5 content area (Maternity, Adult Health, Mental Health, Child Health and Delegating/Prioritization/Triage/Disaster) each with 100 questions. The Comprehensive Exam can be repeated as many times as the student wishes to take it. There are also two 100 questions supplemental quizzes.

HESI RN Live Review Course: All NRS 240 students will attend a 3 day on campus NCLEX Review Course as follows:

Day 1: 11/14/2016

Day 2: 11/15/2016

Day 3: 11/16/2016

A workbook will be provided at the beginning of the course.

Attendance at this course is a mandatory course requirement.

Precepted Clinical Experience: (60 hours over 5 weeks)

Clinical Lab:

1. The precepted clinical experience provides students with the opportunity to work alongside a registered nurse in order to prepare for the transition to the role of the professional nurse.
2. Preparation for clinical experience will focus on clinical objectives listed in the *Clinical Laboratory Performance Evaluation tool*.
3. The clinical experience consists of 60 hours of clinical time. It is recommended that students schedule one 12 hour shift per week for the 5 weeks; however, schedule variations can be arranged in collaboration with the course coordinators and assigned preceptor.
4. Students will complete the Precepted Clinical Preference Form prior to the start of the course. Facility, unit and shift requests will be considered, but there is no guarantee that all requests can be granted
5. Students will complete facility orientation requirements before beginning the precepted clinical experience. This will include all specific orientation requirements deemed appropriate by the respective clinical facility, including computerized documentation orientation.
6. Students will be assigned to a MCCC faculty member as oversight faculty who will oversee the precepted clinical experience in conjunction with the healthcare facility clinical preceptor.
7. Students are expected to contact their assigned preceptor within two days of receiving the assignment and establish the clinical work schedule for the course. The schedule is then submitted to one of the course coordinators
8. Students are expected to meet with their preceptor prior to beginning the clinical preceptorship to verify schedule and begin collegial relationship.
9. Students are responsible to notify their oversight faculty and the course coordinator regarding any schedule change or unexpected RN preceptor absence. The course coordinator will work with the student and staff to assign an alternate preceptor as necessary.
10. Students receive patient assignments on the clinical area from assigned RN preceptor.
11. Student and preceptor are to complete weekly evaluation forms and submit to oversight faculty.
12. Oversight faculty will monitor student progress throughout the precepted clinical experience.

Objectives for Precepted Clinical Experience Students are expected to achieve the following objectives:

1. Discuss the patients' primary and secondary diagnoses with succinct explanation of signs and symptoms, as well as methods to diagnose and treat the disease or condition.

2. Identify and explain patients' basic need deficits based on disease process, diet order and rationale for ordered pharmacological agents
3. Incorporate assessment findings, development across the lifespan, appropriate to the patients' age and the implications for planned care.
4. Receive a formal report, using the SBAR (Situation-Background-Assessment-Recommendation) format for an assigned group of patients in a precepted clinical experience.
5. Use course data collection form to collect and organize patient information (*Patient Data Collection Form*, found on the Nursing Program website). Ensure critical information is received prior to providing care for the assigned patient(s).
6. Develop a priority plan of care to meet the needs of assigned patient(s), coordinated with clinical preceptor that incorporates assessment priorities, nursing actions, medication administration, and patient education. Students will periodically reassess and evaluate care, updating the plan of care accordingly.
7. Implement plan of care for assigned patients to include independent decision-making and clinical judgments, delegation, and collaboration with the interprofessional team.
8. Revise and adapt preliminary plan of care as needed using information obtained in report, from the medical record, and patients' changing status.
9. Implement the plan of care demonstrating proficiency in nursing skills and seeking guidance and assistance from your assigned RN preceptor, as necessary and appropriate.
10. Administer medications, as assigned, under supervision of your assigned RN preceptor.
11. Collaborate in a timely manner with your assigned RN preceptor by reporting assessment findings, patient responses to treatments and procedures, changes in patient status, evaluating the care provided, and then re-establish priorities accordingly.
12. Delegate appropriately to licensed and unlicensed assistive personnel, as assigned.
13. Document assessment, care and outcomes of care, in accordance with facility policy.
14. In collaboration with assigned RN preceptor, give report to oncoming staff for assigned patient(s) in the precepted clinical experience.
15. Review and apply the *NRS 240 Clinical Laboratory Performance Evaluation* to identify the specific clinical performance criteria that must be met to achieve the clinical competencies to meet each objective.

Student and RN Preceptor Expectations.

1. RN Preceptor will review, assess and document student performance based on established clinical goals daily and submit weekly on the *Preceptor Assessment of Student Clinical Performance*
2. Student will document a self-evaluation daily on the *Student Self-Assessment Form* and submit weekly.
3. Student and RN preceptor will establish goals for each week based on preceptor assessment and student self-assessment.
4. RN Preceptor will participate in a weekly discussion as well as two scheduled meetings with oversight faculty during the 5-week course.

Student and Oversight Faculty Expectations:

Student- Oversight Faculty Weekly Meetings:

1. Each student will attend and participate in weekly debriefing meeting to discuss and share the clinical preceptorship learning experiences.
2. Clinical oversight faculty will make 2 in-person visits to clinical facility to meet with preceptor, the first no later than week 3, and the second, no later than week 5.
3. Oversight faculty and course coordinator are available 24 hours per day to student and clinical preceptor should the need arise.
4. Oversight faculty will review and grade the four (4) journal submissions using grading rubric.
5. Clinical oversight faculty will document student progress based on verbal and completed written preceptor evaluations on the NRS 240 Clinical Laboratory Performance Evaluation (short form) on week 3 and week 5.
- 6.

Precepted Clinical Weekly Assessments:

1. RN Preceptor will complete performance assessments of student (*Preceptor Assessment of Student Clinical Performance*) and submit weekly.
2. Students will complete performance self-evaluation (*Student Self- Assessment of Clinical Performance*) and submit weekly.
3. Oversight faculty will complete clinical performance evaluation at week 3 and week 5.
4. Student will complete clinical site and preceptor evaluation.
5. Student will complete course evaluation.
6. Student will complete faculty evaluation.
7. Preceptor will be requested to complete an evaluation of the experience.

NCSBN Online NCLEX-RN Review Course

All NRS 240 students will be provided with a code to access the NCSBN Learning Extension NCLEX-RN Online review Course. (8 week access) at the successful completion of NRS 240. Students will continue NCLEX preparation post-graduation with the NCSBN NCLEX review course. It is highly recommended that graduates sit for the NCLEX within 3 months of graduation.

<http://learningext.com/students/p/nclex-rn.aspx> (Please refer to the Course Overview, Course Syllabus and 8 Week Course Study Plan)

Guidelines for Course Written Assignments:

1. **Complete professional resume** – Completion of a professional resume is a course requirement and is a graded component for the course. All resumes be submitted electronically (via Blackboard) to assigned oversight faculty the Thursday of week 3. Instructions for resume preparation are posted in the Blackboard course shell.

Resume writing resources include the following:

Entry Level Nurse Resume Builder

<https://resumegenius.com/resume/entry-level-nurse-resume-sample>

Resume Templates

<https://collegegrad.com/resumes/quickstart/nursing>

2. Complete Weekly Journal Assignment based on precepted clinical experience and assigned topic

Student will complete a weekly journal due each week for four weeks (weeks 2-5) on a select clinical preceptorship topic. Journal completion guidelines are as follows:

1. Each journal will be typed using appropriate APA format.
2. Journal length will not exceed two double-spaced letter sized pages.
3. Each journal will be submitted on the Thursday of weeks 2-5 to the assigned oversight faculty.
4. Oversight faculty will use a grading rubric to review and assign a grade. (Rubric is posted in Blackboard)
5. Weekly Journal grade will be posted in Blackboard within one week of submission.

3. Weekly Journal Topics:

1. **Providing Patient Centered Care** (Focus on patient advocacy, culture, diversity, disparities, care coordination, self-management of care, nurse-patient communication)
2. **Working in Interprofessional Teams** (Focus on cooperation, collaboration, communication)
3. **Using evidence-based practice** (Focus on the integration of best practice and research to provide optimal patient care).
4. **Utilizing Informatics** (Focus on the use of informatics to communicate, manage knowledge, mitigate error and support clinical decision making in practice).

Recommended Additional Course Resources – Highly Recommended:

1. Evolve Case Studies:

For additional academic support, students are encouraged to complete the six (6) Evolve-Elsevier Management Case Studies. The case studies will help reinforce leadership concepts and promote clinical decision making skills.

Management of the Medical Unit
Management of the Surgical Unit
Management of the Pediatric Unit
Management of the Oncology Unit
Management of the Skilled Care Unit
Management of the Emergent Care Clinic

NRS 240 Grade Tracking

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

NRS 240 Grade Tracking:

5% - Completion of Resume	Grade: _____	x.05 = _____
5%- HESI Comprehensive Exam	Grade: _____	x .05= _____
10% - HESI RN Version 2	Grade: _____	x.10 = _____
20% - Journal #1	Grade: _____	x.20 = _____
20% - Journal #2	Grade: _____	x.20 = _____
20% - Journal #3	Grade: _____	x.20= _____
20% - Journal #4	Grade: _____	x.20 = _____
	Final Grade:	= _____

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:

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 Accessibility Statement:

Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services.

If you do not have a documented differing ability, remember that other resources are available to all students on campus including academic support through our Academic Learning Center located in LB 214.

The Nursing Program Handbook: Each nursing student receives a copy of the handbook at the start of the program and is responsible for the information contained in the handbook and all subsequent revisions. All nursing program students are expected to comply with all program requirements and policies. Please access the Nursing Program website, www.mccc.edu/nursing for the current semester's nursing program handbook and for updates on any program policy revisions.

Learning Objectives	Mins	Content – Transition to Practice	Classroom Learning Activity	Clinical Lab Activity	Student Learning Activities
				Exit Version 1 Exam	
<p>Week Two:</p> <ul style="list-style-type: none"> • Compare and contrast characteristics, roles and responsibilities of leaders and managers. • Explain the role of the clinical nurse as a leader and why it is important. • Compare and contrast the leadership and management competencies described by AONE, ANA and AACN. • Explain how malpractice and negligence relates to nursing practice. • Apply ethical decision making to management situations. • Complete professional resume. • Review process for submitting RN licensure application. 		<p>Principles of Management of Care and Leadership Role</p> <ul style="list-style-type: none"> • Leadership Behaviors • Legal Issues • Ethics in Health Care Delivery • Accountability • Scope of Practice • Delegation • Standards of Practice <p>Professional Role Transition:</p> <ul style="list-style-type: none"> • Professional Portfolio Development • Job Interview Strategies 	<p>Interactive Discussion</p> <p>Kaplan NCLEX Review presentation</p>	<p>Precepted clinical experience (12 hrs)</p> <p>Precepted clinical experience debrief meeting (1 hour)</p> <p>Clinical journaling</p> <p>Complete HESI/Saunders Online Review for the NCLEX-RN Exam modules: Client Needs: Module 3 Client Needs: Module 4 Post tests for Modules 3 & 4</p> <p>Dosage calculation remediation (if necessary)</p>	<p>Review: Decision Making Algorithm http://www.njconsumeraffairs.gov/nur/Pages/algorithms.aspx</p> <p>New Jersey Nurse Practice Act https://www.ncsbn.org/njnursinglaws.pdf</p> <p>Code of Ethics for Nurses http://nursingworld.org/DocumentVault/Ethics_1/Code-of-Ethics-for-Nurses.html</p> <p>Principles for Delegation (handout)</p> <p>Legal Issues in Nursing (Power Point presentation in Blackboard)</p> <p>Entry Level Nurse Resume Builder https://resumegenius.com/resume/entry-level-nurse-resume-sample</p> <p>Resume Templates https://collegegrad.com/resum</p>

Learning Objectives	Mins	Content – Transition to Practice	Classroom Learning Activity	Clinical Lab Activity	Student Learning Activities
					es/quickstart/nursing Job Interview Strategies http://allnurses.com/nursing-interview-help/how-to-answer-748905.html HESI/Saunders Online Review for the NCLEX-RN Exam Modules http://evolve.elsevier.com
<p>Week Three:</p> <ul style="list-style-type: none"> Identify the client need categories in the 2016 NCSBN NCLEX-RN Test Plan. Develop a strategy for NCLEX preparation. Practice NCLEX-RN style test items. Identify ways to manage test anxiety. Discuss strategies for NCLEX success. 		NCLEX Prep and HESI Exit Version 1 Remediation Resume Due	Interactive Discussion HESI RN Live Review Course April 19, 20, 21	Precepted clinical experience (12 hrs) (clinical evaluations) Precepted clinical experience debrief meeting Clinical journaling Complete HESI/Saunders Online Review for the NCLEX-RN Exam modules: Client Needs: Module 5 Client Needs: Module 6 Post tests for Modules 5 & 6	Review: NCSBN NCLEX-RN Detailed Test Plan: https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf NCSBN 2016 NCLEX-RN Candidate Bulletin https://www.ncsbn.org/089900_2016_Bulletin_Proof3.pdf Computer Adaptive testing (CAT) for NCLEX-RN https://www.ncsbn.org/1216.htm HESI/Saunders Online Review for the NCLEX-RN Exam Modules http://evolve.elsevier.com HESI RN Exit Exam remediation:

Learning Objectives	Mins	Content – Transition to Practice	Classroom Learning Activity	Clinical Lab Activity	Student Learning Activities
					https://evolve.elsevier.com/studentlife/pdf/HowToAccessRemediation.pdf https://evolve.elsevier.com/studentlife/pdf/HESIRemediationWalkThrough.pdf
<p><u>Week Four:</u></p> <ul style="list-style-type: none"> Identify the client need categories in the 2016 NCSBN NCLEX-RN Test Plan. Develop a strategy for NCLEX preparation. Practice NCLEX-RN style test items. Identify ways to manage test anxiety. Discuss strategies for NCLEX success. Define computer adaptive testing. 		<p>NCLEX Prep and HESI Exit Version 1 Remediation</p>	<p>Interactive Discussion</p> <p>Attend RN-BSN Fair on Tuesday 4/26 11am-2pm in Student Center Cafeteria</p>	<p>Precepted clinical experience (12 hrs)</p> <p>Precepted clinical experience debrief meeting</p> <p>Clinical journaling</p> <p>Complete HESI/Saunders Online Review for the NCLEX-RN Exam modules: Client Needs: Module 7 Client Needs: Module 8 Post tests for Modules 7 & 8</p>	<p>Review: NCSBN NCLEX-RN 2016 Detailed Test Plan: https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf</p> <p>NCSBN 2016 NCLEX-RN Candidate Bulletin https://www.ncsbn.org/089900_2016_Bulletin_Proof3.pdf</p> <p>Computer Adaptive testing (CAT) for NCLEX-RN https://www.ncsbn.org/1216.htm</p> <p>HESI/Saunders Online Review for the NCLEX-RN Exam Modules http://evolve.elsevier.com</p> <p>HESI RN Exit Exam remediation https://evolve.elsevier.com/studentlife/pdf/HowToAccessRemediation.pdf https://evolve.elsevier.com/studentlife/pdf/HESIRemediationWalkThrough.pdf</p>

Learning Objectives	Mins	Content – Transition to Practice	Classroom Learning Activity	Clinical Lab Activity	Student Learning Activities
<p>Week Five:</p> <ul style="list-style-type: none"> Identify the client need categories in the 2013 NCSBN NCLEX-RN Test Plan. Develop a strategy for NCLEX preparation. Practice NCLEX-RN style test items. Identify ways to manage test anxiety. Discuss strategies for NCLEX success. Define computer adaptive testing. 		<p>NCLEX Prep and HESI Exit Version 2 Remediation</p>	<p>Interactive Discussion</p>	<p>Precepted clinical experience (12 hrs) (clinical evaluations)</p> <p>Precepted clinical experience debrief meeting</p> <p>Clinical journaling</p> <p>Complete HESI RN EXIT Version 2 scores</p> <p>Complete HESI/Saunders Online Review for the NCLEX-RN Exam modules: Client Needs: Module 9 Client Needs: Module 10 Post tests for Modules 9 & 10</p> <p>Complete HESI/Saunders Online Review for the NCLEX-RN Exam Comprehensive Exam (265 questions)</p> <p>Complete HESI CAT exam</p>	<p>Review: NCSBN NCLEX-RN 2016 Detailed Test Plan: https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf</p> <p>NCSBN 2016 NCLEX-RN Candidate Bulletin https://www.ncsbn.org/089900_2016_Bulletin_Proof3.pdf</p> <p>Computer Adaptive Testing https://www.ncsbn.org/1216.htm</p> <p>HESI/Saunders Online Review for the NCLEX-RN Exam Modules http://evolve.elsevier.com</p> <p>HESI RN Exit Exam remediation https://evolve.elsevier.com/studentlife/pdf/HowToAccessRemediation.pdf https://evolve.elsevier.com/studentlife/pdf/HESIRemediationWalkThrough.pdf</p>

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

Evaluation Period:	Week 3	Week 5
Clinical Competency: Collects and analyzes comprehensive patient assessment data		
Clinical Performance Criteria for multiple patient assignments (includes but not limited to): <ol style="list-style-type: none"> 1. Uses correct techniques for physical assessment. 2. Uses effective interview and data collection techniques. 3. Identifies support systems and relevant laboratory, diagnostics test results, and procedures 4. Validates data collected for accuracy. 5. Adapts assessment techniques for groups of patients based on individual patient needs and characteristics (culture, spiritual, age, developmental level, illness, mental state). 6. Reports abnormal data and changes in patient’s condition to the instructor and appropriate health care professional. 7. Assesses groups of patients in a timely and efficient manner. 8. Assesses groups of patients and families based on basic human needs. 9. Anticipates changes in health status of groups of patients based on assessments. 10. Utilizes an efficient method of data collection when organizing collected information for multiple patient assignments (student created form, hospital form, course form) 11. Utilizes available technology to collect data necessary to provide appropriate care to groups of patients 		
Comments: (Areas requiring improvement, areas of strength)		

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

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

Comments: (Areas requiring improvement, areas of strength)

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

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

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

Evaluation Period:	Week 3	Week 5
Clinical Competency: Provides individualized care based on relevant patient data.		
Clinical Performance Criteria for multiple patient assignments (includes but not limited to): <ol style="list-style-type: none"> 1. Determines and supports client preferences when caring for multiple patient assignments. 2. Prepares clients for interventions with multiple patient assignments. 3. Performs nursing skills competently to groups of patients. 4. Demonstrates caring behaviors towards groups of patients and families. 5. Responds to patients in distress in order of priority. 6. Ensures groups of patients’ ADLs are completed. 7. Considers patients’ family and community when developing and implementing the plan of care. 8. Independently implements nursing care plan to multiple patient assignments in an organized fashion. 9. Utilizes priority patient needs to determine order of care provided to multiple patient 		

assignments. 10. Modifies interventions in a flexible manner to multiple patient assignments based on changing health needs. 11. Independently manages time constructively with multiple patient assignments 12. Assesses multiple patients learning needs. 13. Provides patient teaching when appropriate with multiple patient assignments.
Comments: (Areas requiring improvement, areas of strength)

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

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

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

Evaluation Period:	Week 3	Week 5
Clinical Competency: Acts as a patient advocate		
Clinical Performance Criteria for multiple patient assignments (includes, but not limited to): <ol style="list-style-type: none"> 1. Promotes access to health care for a group of patients. 2. Protects patients' right to make independent choices. 3. Prevents harm for a group of patients. 4. Eliminates potential sources of injury for a group of patients. 5. Monitors the quality of patient care for a group of patients. 6. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis for a group of patients 		
Comments: (Areas requiring improvement, areas of strength)		

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

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

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

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

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

Evaluation Period:	Week 3	Week 5
Clinical Competency: Document effectively.		
Clinical Performance Criteria for multiple patient assignments (includes, but not limited to): <ol style="list-style-type: none"> 1. Documents, completes, accurate, pertinent information in a timely manner. 2. Completes documentation according to agency guidelines (format, timing, abbreviations, etc.) 3. Uses appropriate terminology, spelling and grammar in written communications. 		
Comments: (Areas requiring improvement, areas of strength)		

Remediation Plan Instituted _____ **(attach copy) Date:** _____

Clinical Evaluation Grading Criteria:

Met Performance criteria met, performing as expected for this level

Not Met Performance criteria not met, areas needing improvement require remediation plan.

Unsafe Significant concerns for patient safety

Scoring

An evaluation criterion is assigned for each program objective and competency twice during the clinical evaluation period.

A designation of "Not Met" requires a written remediation plan.

Receiving "Unsafe" in any of the competencies will result in a clinical failure for the course.

Faculty reserve the right to document an evaluation at any time during the clinical rotation

Comments by Instructor - Week 3:

Signature Faculty: _____ Date: _____

Comments by Student - Week 3:

Signature Student: _____ Date: _____

Summative comments by Faculty - Week 5:

Signature Faculty: _____ Date: _____

Summative comments by Student - Week 5:

Signature Student: _____ Date: _____

Developed June 2009, Revised November 2010

MERCER COUNTY COMMUNITY COLLEGE
 DIVISION OF MATH, SCIENCE AND HEALTH PROFESSIONS
 NURSING PROGRAM
 Clinical Laboratory Performance Evaluation (short form)

Course: NRS 240 TRANSITION TO PRACTICE (5 week precepted clinical)

STUDENT: _____ MCCC ID #: _____

Semester: _____ Clinical Facility: _____

Preceptor: _____ Faculty: _____

	Clinical competencies:	Week 3		Week 5	
		Met	Unmet	Met	Unmet
1.	Demonstrates professional and ethical behaviors				
2.	Collects and analyzes comprehensive patient assessment data				
3.	Adheres to principles of patient safety and infection control				
4.	Administers Medications safely				
5.	Provides individualized care based on relevant patient data				
6.	Evaluation of patient outcomes using clinical reasoning				
7.	Acts as a patient advocate				
8.	Ensures collaborative care				
9.	Communicates effectively with patients, families, healthcare staff and groups				
10.	Documents effectively				

PROCESS OF EVALUATION: The performance is summarized on week 3 and week 5.

The instructor will have a conference with the preceptor to determine how the student is meeting the objectives. The instructor assigns the grade and reviews the evaluation with the student.

	Date	Telephone Contact (x)	Visit to Unit (x)	Comments
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				

Comments by Faculty week 3:

Signature of Faculty: _____ Date _____

Student Comments:

Signature of Student : _____ Date _____

Summative comments by Faculty week 5:

Signature of Faculty: _____ Date: _____

Student Comments:

Signature of Student: _____ Date: _____

Developed: June 2009
Revised: December 2010, Revised December 2014.
Reviewed October 2015, March 2016