



**MATH, SCIENCE & HEALTH
PROFESSIONS**

**NURSING PROGRAM
NRS 240**

**TRANSITION TO PRACTICE
COURSE OUTLINE**

SPRING 2015



COURSE OUTLINE

Course Number NRS 240

Course Title: Transition to Practice

Credits: 4

Hours: Theory: 3

Weeks: 5

No College Lab

Clinical Lab: 135

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/135 clinical hours)

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

Corequisites: None

Required Textbooks and Materials:

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

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

Sylvestri, L. (2015). *Saunders Q & A Review for the NCLEX-RN® Examination, (6th Edition)*. St. Louis, MO: Elsevier-Saunders. (ISBN: 978-1-4557-5373-4).

Iclicker, Audience Response System device to be purchased through from MCCC bookstore

Plus all other textbooks used in Health Assessment, Introduction to Nursing, and Fundamental Concepts of Nursing

Recommended Textbooks:

Finkelman, Anita. (2012). *Leadership and Management for Nurses*. (2nd ed.) Saddlebrook: Prentice Hall-Pearson (Hard cover: ISBN-10: 0132137712 / ISBN-13: 9780132137713

OR

Course Smart e-book (one-year access). : ISBN-10: 0132373319 / ISBN-13: 9780132373319).

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

Rupert, D. (2013). *NCLEX-RN Alternate-Format Questions*. 5th Edition. Phila: Wolters Kluwer/Lippincott Williams & Wilkins. IBSN: 978-1-4511-8545-4.

Williams and Wilkins (2013). Lippincott's NCLEX-RN PassPoint: Powered by PrepU. Edition: North American Edition, 12 Month Access. (ISBN-13: 978-1469809359. ISBN-10: 1469809354).

Last reviewed/revised: Jan 2015

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)
- Pearson www.mynursingkit.com (textbook)

- NJSBON Seven Step Decision Making Model: Algorithm for Determining Scope of Nursing Practice: <http://www.state.nj.us/lps/ca/nursing/seven.htm>
- NJSBON Fact Sheet: Decisions Making Model for Delegations of Selected Nursing Tasks N.J.A.C. 13:37-6.2, Delegation of Selected Nursing Tasks: <http://www.state.nj.us/lps/ca/nursing/del.htm>
- New Jersey Nurse Practice Act: <http://www.njconsumeraffairs.gov/laws/nursinglaws.pdf>
- New Jersey Nursing Rules and Regulations: <http://www.njconsumeraffairs.gov/chapters/Chapter%2037%20New%20Jersey%20Board%20of%20Nursing.pdf>
- Nurse Practice Acts Guide and Govern Nursing – Related Article https://www.ncsbn.org/2012_JNR_NPA_Guide.pdf

NCLEX Application and Candidate Testing Information:

- New Jersey License Application / Pearson VUE:
<http://www.pearsonvue.com/nclex/>
- Before the Exam – Registration and Authorization to Test:
<https://www.ncsbn.org/2915.htm>
- NCSBN NCLEX-RN Detailed Test Plan:
https://www.ncsbn.org/2014_NCLEX_Candidate_Bulletin.pdf
- NJ RN printable license application - http://www.state.nj.us/lps/ca/nursing/nurse_app.pdf
- NCLEX Testing Locations:
<https://www.ncsbn.org/1267.htm>
- Exam Day:
<https://www.ncsbn.org/2914.htm>
- Exam Day Process:
<https://www.ncsbn.org/1219.htm>
- NCLEX Candidate Rules:
<https://www.ncsbn.org/1268.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>

- NCLEX Preparation: Online Review Course for NCLEX-RN Exam
<http://learningext.com/students/default.aspx>

Other Resources:

Personal Digital Assistant (PDA)

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 this 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 Transition to Practice focuses on Leadership as a complex process whereby a person with clear vision and knowledge inspires others to work together toward goal achievement. The leadership process is applied through the concepts of accountability and the professional behaviors of the nurse.

Evaluation of Student Learning / Grading Information - Course Requirements

All students enrolled in NRS 240 will:

1. Prior to the start of the clinical preceptorship, each student will achieve 100% on summative math test (may be repeated after formal remediation). Students will be given: study guidelines and practice math questions to prepare at least two weeks prior to the math test.
2. Complete the HESI RN Version 1 Exit Exam by the end of week 1 of the course.
3. Complete 2 hours of remediation per week following RNV1 Exit Exam through the end of week 5 and prior to taking HESI RNV2 assessment.
4. Complete the HESI RN Version 2 Exit Exam at the end of week 5 of the course.
5. Complete a skills checklist prior to precepted clinical to be used as a guide of skills needed to be completed during clinical experience.
6. Complete a 96-hour precepted clinical experience over 8-twelve-hour shifts (either 7am to 7pm, 7pm to 7am, 3pm to 3am or 11am to 11pm; 12-eight-hour shifts (days, evenings, or nights); or, a match of shifts that have been approved by the course coordinator, over five weeks at the assigned clinical facility with a RN preceptor; and, two student-selected 6-hour clinical observation experience from those available.
7. Participate in self-directed NCLEX Prep through HESI remediation of the RN Version 1 HESI Exit Exam over the five week course.
8. Complete mandatory precepted clinical orientation meeting led by course coordinator on campus (1 hour).
9. Complete any scheduled mandatory facility orientation for the precepted clinical experience.
10. Attend and participate in a weekly one-hour, in-person debriefing meeting on campus with assigned oversight clinical faculty member.
11. Complete professional resume in accordance with guidelines provided in theory class. The resume will be reviewed and graded by participating faculty using a grading rubric with grade counting as 10% of final grade.
12. Complete the formal NCLEX Application worksheet by week 2 of the course and submit for review. The application will be reviewed with formal feedback within one week of receipt. Students are encouraged to submit NCLEX Application online prior to completing the course to expedite processing at the NJ State Board of Nursing.
13. Attend and participate in a 1-hr summative precepted clinical evaluation meeting led by course coordinator on campus during the last week of the course.

Course Grading Requirements:

% of Grade:

1. Completion of Resume.....	10%
2. HESI RN Version 2*	10%
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%

7. Completion of HESI RNV1 Remediation prior to taking HESI RNV2.

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. As this is a seminar course, online students will attend theory class, Tues, 9:00a-11:40p.

Theory:

1. **Classroom Theory:** sessions are based on learning objectives from the course outline. Classroom sessions are 3 hours per week on Tuesday, and will be divided into leadership seminar, professional development, and NCLEX Prep. Interactive learning activities will be included with each class sessions.
 - **During the leadership seminar portion of the class,** the course coordinator will present leadership theory, and facilitate class discussion of the leadership process as it relates to the respective exemplar(s).
 - **The professional development portion of each class** will be used to present and facilitate discussion related to specific exemplars related to preparing for the workforce.
 - **During the NCLEX-Prep portion of the class,** the entire class will participate in deliberating and responding to questions based on the National Council Licensure Examination for Registered Nurses (NCLEX-RN) four major patient needs categories, the integrated processes, cognitive levels, with focus on both content and test-taking strategies. The Iclicker audience response system will be used during theory classes.
2. **NCLEX Review Course:** Students are strongly encouraged to take an NCLEX review course of their choice before sitting for their licensure examination. Representatives from three Review Companies will present their programs prior to the beginning of class.

Students who select the HESI NCLEX Review Course will be given a 3-day period prior to the completion of NRS 240 to attend this course, and may apply the 18 hours of course content to their precepted clinical hours. MCCC nursing faculty members recommend this review course based on HESI assessments and remediation incorporated into the Nursing Program of study over the four semesters.

3. Students are strongly encouraged to take the NCSBN's NCLEX Preparation: Online Review Course for NCLEX-RN Exam <http://learningext.com/students/default.aspx>. Students may sign up for 3-week, 5-week, or 7-week versions of this online self-paced course after graduation as part of their NCLEX Success Plan.

Cell phones will be placed on vibrate or shut off during class sessions. During testing, cell phones, PDA's or any other electronic device must be turned off and placed in front of the room. Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.

HESI RN Exit Exams/NCLEX Prep:

1. According to HESI, students who earn a raw score of 900 on either of the HESI Exit Exams is predictive of 96% NCLEX success on the first try.
2. Complete the HESI RN Version 1 Exit Exam by the end of week 1 of the course.
3. Complete 2 hours of remediation per week for a total of 10 hours of remediation following the HESI RNV1 Exit Exam by the end of week 5 of the course.
4. All Students will be assigned a faculty member as mentor upon graduation to follow the student through the process of preparing for the NCLEX exam.
5. All students will take the HESI RNV2 Exit Exam at the end of week 5 of the course, with the goal of improving the score as well as achieving the established 900 benchmark score.
6. Students will voluntarily develop a HESI remediation plan based on the HESI RN Version 2 results that will be periodically reviewed with assigned mentor.
7. It is highly recommended that the student take an NCLEX review course at the earliest opportunity prior to or after graduation. Students will be presented an orientation to the available review courses, and then will have an opportunity to decide which course will best meet their learning needs to prep for the NCLEX.
8. Research shows that students have the best success on the NCLEX if taken within 60 days of graduation. Students will be required to develop a calendar, plan an NCLEX test date, then develop a study calendar of what must be completed in order to achieve this timetable.
9. Students will complete NCSBN Licensure Application by week 2 of the course.
10. All students not achieving a score of 900 on the HESI RNV2 Exit Exam will be encouraged to complete additional HESI remediation and take the NCSBN NCLEX RN Online Review.

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

Guidelines for Written Assignments:

Projects due in Class (Tuesday):

1. **Complete New Jersey State Board of Nursing Application for Licensure** – submit paper application in class on **Tues, Apr 14, 2015, 9a (Week 2), in class.**
2. **Complete resume** – submit in class on **Tues, Apr 28, 2015, 9a (Week 4), in class** (=10% of grade).

Project due to Oversight Faculty on a Weekly Basis :

Student will complete a weekly journal due each week for four weeks on a select clinical preceptorship topic. Guidelines:

1. Each Journal will be typed using appropriate APA format.
2. Journal length will not exceed three double-spaced letter sized pages.
3. Each Journal will be submitted on Tues weekly to the oversight faculty on the following dates: April 14, April 21, April 28, and May 5, 2015.

4. Oversight faculty will use a grading rubric to review and assign a grade (found on Mercer OnLine Nursing website and Blackboard).
5. Evidence of remediation from HESI RNV1 weekly.
Weekly Journal grade will be returned to students within one week of submission.

Recommended Additional Study (not included in final grade) – Highly Recommended:

1. Evolve Case Studies: (may be used in remediation)

Complete the four (4) Evolve-Elsevier Management Case Studies:

Management of the Medical Unit
Management of the Surgical Unit
Management of the Pediatric Unit
Management of the Oncology Unit

How Evolve/HESI Case Studies Work

Students are presented with a scenario that introduces a unit followed by a series of management situation followed by a series of small sets of questions. Students must get a correct answer on each question on a screen before they can move to the next set of questions. This allows students to review the rationale statements for their answers. Only the student's first attempt on each question is recorded in the grade book. At the end of the case study, the student will see a summary screen with all of the rationales for each question.

Visit the Evolve Support Portal at <http://evolvesupport.elsevier.com> to access the Evolve Knowledge Base, Downloads, and Support Ticket System. This can also be located by going to 'Help & Support' on the Evolve Portal. Contact the following for support: **1-800-401-9962**.

2. **NCLEX-RN 50 questions per day** six days per week during the course. Recommend students commit to completing practice questions daily using any NCLEX references during the five-week course. **Upon graduation**, advance to 100 questions per day. Take 250 questions twice per week until NCLEX.

Clinical Lab:

1. The clinical laboratory provides students with the opportunity to provide care to groups of patients in order to meet course goals.
2. Preparation for clinical lab will focus on clinical objectives listed in the *Clinical Laboratory Performance Evaluation tool*.
3. The clinical lab consists of **eight (8) twelve-hour shifts (either 7am to 7pm, 7 pm to 7 am, 3am to 3pm, 11am to 11 pm); 12 eight-hour shifts (days, evenings, or nights); or, a match of shifts that have been approved by the course coordinator, over five weeks, or shifts assigned when working with RN clinical preceptor** at the assigned clinical facility.

4. In addition students will participate in two student-selected 7-hour clinical observation experience. (If necessary, the student can break up the clinical experience based on personal needs as compared to the preceptor's schedule as long as the 96 hours are met).

5. **Composition of Clinical Hours: There are 135 clinical hours that include:**

a. Preparatory Clinical Orientation Meeting:	1 hour
b. Weekly Debriefing meeting/5 weeks:	5 hours
c. Weekly Journal of selected topic/4 weeks	10 hours
d. HESI RNV1 Remediation 2 hrs/week x5 weeks	10 hours
e. Precepted clinical experience:	96 hours
f. 2 Clinical Observation Experiences:	12 hours
g. Summative Clinical Meeting	<u>1 hour</u>
Total:	135 hours

6. Students complete a request form at the beginning of the semester rank-ordering nursing area, facility, and shift preferences. Course Coordinator will make every effort to meet these requests with priority given to the students' learning. There are no guarantees that requests can be met. Students will receive an assignment of site, shift, and clinical preceptor the day prior to the beginning of the course. Student clinical preceptorship assignments are final. Once assignment is made no changes can occur.
7. Students will complete site orientation requirements before beginning the precepted clinical experience. This will include all specific orientation requirements deemed appropriate by the respective clinical facility, including Joint Commission required training and computerized documentation orientation.
8. Students will be assigned to a MCCC-full time faculty member (oversight faculty) who will oversee the precepted clinical experience in conjunction with the healthcare faculty clinical preceptor.
9. Students are expected to contact their preceptor within two days of receiving the assignment, then establish the first two weeks of their clinical schedule and submit in class.
10. Students are expected to meet with their preceptor prior to beginning the clinical preceptorship to verify schedule and begin collegial relationship. Students maintain their schedule on the provided schedule spreadsheet with a copy sent to the course coordinator and assigned oversight faculty member.
11. 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.
12. Students receive patient assignments on the clinical area from assigned RN preceptor.
13. Students will have use of a college-owned PDA during the semester that comes supplied with a variety of nursing resources to be used during clinical. Students will return the PDA at the end of the semester before the final exam.
14. All precepted clinical information and guidelines are contained on the Blackboard platform.

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. (Use PDA and nursing software resources).
2. Identify and explain patients' basic need deficits based on disease process, diet order and rationale for ordered pharmacological agents (use PDA resources).
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-RN Preceptor-Faculty Meetings.

Student and RN Preceptor meet daily:

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.
5. *Students Skill Checklist* will be updated weekly by student.

Oversight Faculty Member Review:

Student-Faculty Weekly Meetings:

1. Each Student will attend and participate in weekly set debriefing meeting to discuss and share the clinical preceptorship learning experiences.
2. Clinical oversight faculty will make 2 in-person visits, the first no later than week 3, and the second, no later than week 4, as well as weekly contact with the RN preceptor on the alternate weeks, during the 5-week period to monitor student progress and receive updates.
3. Oversight faculty and course coordinator are available 24 hours per day to student and clinical preceptor should the need arise.
4. Clinical 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. Student will submit evidence/documentation of 2 hours of HESI RNV1 remediation at weekly meeting.

Assessments:

1. RN Preceptor will complete daily performance assessments of student (*Preceptor Assessment of Student Clinical Performance*) and submit weekly.
2. Students will complete daily 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.

Testing Procedures:

1. All testing will be completed through web-based HES RN Versions 1 and 2 Exit Exams that will follow the established testing guidelines.
2. All belongings, including but not limited to backpacks, books, purses, cell phones (turned off), and electronic devices are to be placed in the front of the lecture hall.
3. Seating during the exam is at the discretion of the instructor and/or exam proctor.
4. All coats and hats are to be removed during the exam period.
5. Please refer to nursing program testing policy in the Nursing Program Handbook.

Dosage Calculation Math Requirement: Prior to the start of the clinical preceptorship, each student will achieve 100% on summative dosage calculation test (may be repeated after formal remediation). Students will be given: study guidelines and practice math questions to prepare. This test will be administered on **Tues, April 7, 2015, 1:30, Location to be announced.**

Determination of NRS 240 Grade:

In order to receive a grade in NRS 240, these criteria must be satisfied:

1. The student must achieve "Met" as the final grade on the Clinical Laboratory Performance Evaluation for all clinical objectives.
2. All tests must be completed. A final grade of 76% should be earned to pass the course.
3. A professional resume must be completed as part of a class assignment.
4. The NCSBN Licensure Application must be completed as part of a class assignment.
5. Students will complete four (4) Journals, each 20% of the final course grade.
6. Students will have completed the summative math test earning 100%.
7. Students will attend and participate in the weekly debriefing with oversight faculty.
8. Students will complete a professional resume, 10 % of the final course grade.
9. Land and Online students will attend land class to participate in scheduled weekly seminars.
10. Students will submit preceptor's student weekly assessments and a copy of the student self-assessment to course coordinator in class each Tuesday.
11. Students will complete all clinical requirements and submit the completed schedule.
12. Students will complete all evaluations (faculty/facility/course).
13. Students will complete the scheduled HESI examinations, RN Version 1, and RN Version 2 (10% of final course grade) as well as the related remediation based on the HESI Exam Results.
14. Students will complete 2 hours of RNV1 remediation per week (total of 10 hours) and submit written documentation to faculty oversight at set weekly meeting.

Grading Scale

A	97%-100%
A-	93%-96.99%
B+	89%-92.99%
B	85%-88.99%
B-	81%-84.99%
C+	78%-80.99%
C	76%-77.99%
D	61%-74.99%
F	60% or below

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
 Met = passing grade on clinical evaluation tool

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 earner and for calculating the final course grade. Please make use of this tool. Thank you.

<u>Grading Example:</u>		
10% - Completion of Resume - Sample Grade: 80		80.00 x .10 = 8.00
10% - HESI RN Version 2 – Sample Grade: 80		80.00 x .10 = 8.00
20% - Journal #1 - Sample Grade: 80		80.00 x .20 = 16.00
20% - Journal #2 - Sample Grade: 80		80.00 x .20 = 16.00
20% - Journal #3 - Sample Grade: 80		80.00 x .20 = 16.00
<u>20% - Journal #4 - Sample Grade: 80</u>		<u>80.00 x .20 = 16.00</u>
100%		80.00
Complete HESI RNV1 remediation 2 hrs per week (10 hours total) Pass – completed 10 hours Fail - <10 hrs completed		
<u>Total Course Grade 80 or C+</u>		

Spring Semester 2015

NRS 240 Grade Tracking: Student Name _____

10% - Completion of Resume	Grade: _____	x.10 = _____	
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: _____		%

Complete HESI RNV1 remediation 2 hrs per week (10 hours total) Pass – completed 10 hours
 Fail - <10 hrs completed

Student Responsibilities:

- In the case where a student misses the RN Version 1 or 2 HESI Exam, the student should arrange to take the test within 24 hours or at the discretion of the course coordinator. 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 cell phones must be turned off and stored with student belongings during testing.
- Students must achieve 76% as a final course grade in order to successfully pass course.
- Students must successfully complete the 135 total clinical hours prior to course completion.

Testing Schedule and Project Due Dates:

- **Tues, April 7, 2015, 1:30p: Summative Math Examination. Location TBA in orientation.**
- **Sat, April 11, 2015, 9a: RN HESI Version 1 – computer testing. Location TBA.**
- **Tues, April 14, 2015: NCLEX Application worksheet due in class.**
- **Tues, April 28, 2015: Resume– due in class.**
- **Sat, May 9, 2015, 9a: RN Version 2 – computer testing. Location TBA.**
- **HESI RNV1 Exit Exam remediation – documentation of 2 hours weekly to faculty oversight at set weekly meeting.**

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 Statement:

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

The Nursing Program Handbook: 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, to be familiar with current policies.

From the Office of the First 30: First Semester Students A coach has been assigned to assist you with navigating your first semester in college. Coaches help with understanding how Mercer works, finding appropriate help with course work, and establishing academic goals. Visit www.mccc.edu/coaching to find your coach or Contact: Arlene Stinson, LB217, 570-3451, SOAR@mccc.edu

Academic Advising after your first semester Faculty advisors provide help with completing your major after your first semester. Meet your faculty advisors! Contact the division of your major to find out who is your faculty advisor.

Liberal Arts Division:	Debbie Stotland,	LA162, 570-3378,	Stotland@mccc.edu
Business Division:	Doris Geck,	BS134, 570-3482,	Geckd@mccc.edu
Math, Science, Health:	Barbara Pieslak,	MS126, 570-3383,	pieslakb@mccc.edu
Undecided major:	Michael Glass,	SC201, 570-3530,	glassm@mccc.edu

Use your “MyMercer” Portal! Your “MyMercer” portal contains your MercerMail, financial information, class schedule, grades, and other information. Check your “MyMercer” portal every day! Visit www.mccc.edu/mymercer to access your portal.

Tutoring support Academic support services are free and available for all students. Drop in or contact the following to make arrangements:

Arlene Stinson (WWC), LB 217, 570.3422, stinsona@mccc.edu
Joann Mia (TC), KC311, 570-3128, miaj@mccc.edu

Reasonable Accommodations for Students with Documented Disabilities The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact:
Arlene Stinson, LB 217, 570-3525, stinsona@mccc.edu

Career and Transfer Center Planning to go to work or to transfer to a 4-year college after completing your Mercer degree? Contact the Career and Transfer Center for support and advice.

Laurene Jones (WWC transfer services), SC201, 570-3307, jonesl@mccc.edu
Michael Glass (WWC career services), SC201 570-3530, glassm@mccc.edu
Kimberley Bowser (TC transfer and career), KC216, 570-3110, bowserk@mccc.edu

Counseling Services Are you experiencing personal challenges, feeling overwhelmed? Are you having stress and anxiety? Counseling services are available free of charge. Contact:

Dorothy Gasparro, SC239, 570-3354, gasparrd@mccc.edu

Veteran’s Services If you are military, veteran, or family member, we offer free support for you. Contact: Drew Daddio, SC220, 570-3240, vets@mccc.edu

Important Spring 2015 dates For complete list, visit www.mccc.edu/news_calendar_academic

1/19/15 – Last day for 100% refund
1/26/15 – Last day for 50% refund
2/2/15 – Last day to apply for May 2015 graduation (apply at AD128)
2/24/15 – 10-week semester starts
4/3/15 – Last day to withdraw from 15-week class
4/15/15 – Start FASFA for Fall 2015

LEARNING OBJECTIVES	mins	CONTENT – Transition to Practice	LEARNING ACTIVITY	CLINICAL LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p><u>Week Two: April 14, 2015</u></p> <ul style="list-style-type: none"> • Explain why the concept of change is important to leadership in the health care environment. • Compare and contrast two key change theories. • Analyze the issue of resistance to change and strategies for overcoming this. • Develop strategies to improve responses to change. • Apply the decision-making process. • Critique the keys to successful planning. • Distinguish between the four lines of communication. • Examine barriers to communication and how to resolve them. 	<p>60</p> <p>30</p> <p>90</p>	<p>Concept: Leadership - Accountability Seminar Exemplars: Communication / Change/Conflict Resolution / Decision-making</p> <p><u>Unit 2: Part 2:</u> Concept: Leadership - Professional Behaviors</p> <p>Exemplar: Professional Development – Professional Resume</p> <p>NCLEX Application NCLEX Prep Calendar</p> <p><u>Unit 2: Part 3:</u></p> <ul style="list-style-type: none"> • Preparation for the NCLEX-RN Examination – practice questions with focus on content from the HESI RN Version 1 analysis and test-taking strategies based on various NCLEX Prep resources. 	<p>Interactive discussion</p> <p>Interactive Discussion</p> <p>NCLEX Prep questions – using Iclicker Seminar: Interactive discussion.</p> <p>2 hrs HESI RNV1 Remediation</p>	<p>Precepted clinical experience Weekly clinical student journaling and group/faculty meetings</p>	<p>Review all related Student Learning Activities including voiced-over power points on MercerOnLine.</p> <p>Review:</p> <ul style="list-style-type: none"> • Discuss the development of the IOM Healthcare Care Competencies - Indicators of quality • Joint Commission Quality Indicators / Outcomes. <p><u>Submit pen and paper NCSBN Licensure Application in class</u></p> <p>NCLEX review: Complete 100 NCLEX-RN practice questions per week in: Med/Surg, Maternal/Family, Pediatric, Mental Health, Leadership, Community, Bioterrorism Transition to 50 NCLEX-RN practice questions per day. Submit documentation pf 2 hrs HESI RNV1 remediation to faculty oversight at weekly meeting.</p>

LEARNING OBJECTIVES	mins	CONTENT – Transition to Practice	LEARNING ACTIVITY	CLINICAL LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p><u>Week Three: April 21, 2015</u></p> <ul style="list-style-type: none"> Analyze key aspects related to collaboration. Examine barriers to achieving effective collaboration. Analyze the impact collaboration has on nursing staff and interprofessional interactions. Explain conflict management and strategies that might be used Critique the benefits of using delegation. Compare and contrast responsibility, authority, and accountability as they apply to delegation. Apply the delegation process in clinical situations when unlicensed assistive personnel are used. 	60	<p>Concept: Leadership - Accountability</p> <p>Seminar Exemplars: Collaboration / Coordination Delegation Priority Setting</p>	Interactive discussion	Precepted clinical experience Weekly clinical student group/faculty meetings	Review all related Student Learning Activities including voiced-over power points on MercerOnLine.
	30	<p><u>Unit 3: Part 2:</u> Concept: Leadership - Professional Behaviors Exemplar: Professional Development – Prof Dev Goals – 5 year plan</p>	Interactive discussion		<p>Review:</p> <ul style="list-style-type: none"> Evidence-based practice and the resulting improvement in nursing practice. Share in class evidence-based practice from your clinical preceptorship. RN and LPN Scope of practice. NCSBN Decision Steps when delegating in nursing practice.
	90	<p><u>Unit 3 Part 3:</u> NCLEX Prep</p> <ul style="list-style-type: none"> NCLEX test blueprint- Preparation for the NCLEX-RN Examination – practice questions with focus on content from the HESI RN Version 1 analysis and test-taking strategies based on various NCLEX Prep resources. 	<p>Interactive discussion</p> <p>2 hrs HESI RNV1 Remediation</p> <p>Interactive questions – using Iclicker</p>		<p>NCLEX review: Complete 100 NCLEX-RN practice questions per week in: Med/Surg, Maternal/Family, Pediatric, Mental Health, Leadership, Community, Bioterrorism Submit Submit documentation pf 2 hrs HESI RNV1 remediation to faculty oversight at weekly meeting.</p>

LEARNING OBJECTIVES	mins	CONTENT – Transition to Practice	LEARNING ACTIVITY	CLINICAL LAB ACTIVITY	STUDENT LEARNING ACTIVITY
<p><u>Week Five May 5, 2015</u></p> <ul style="list-style-type: none"> • Compare and contrast a Blame Culture and a Culture of Safety. • Describe Joint Commission accreditation and its relevance to quality improvement. • Discuss the role of nurses in quality improvement and nursing initiatives to improve care. • Discuss the need for interprofessional quality improvement initiatives. • Describe the Institute of Medicine informatics core competency. • Discuss the importance of information and clinical technology to nursing. • Examine critical issues related to privacy and confidentiality and informatics. • Analyze the current status of the electronic medical record and other associated information technology methods. 	<p>60</p> <p>30</p> <p>90</p>	<p><u>Unit 5, Part 1:</u> Concept: Leadership - Accountability Exemplars: Informatics Quality Improvement</p> <p><u>Unit 5, Part 2:</u> Concept: Leadership - Professional Behaviors Exemplar: Professional Development</p> <ul style="list-style-type: none"> • Care of Self <p><u>Unit 5, Part 3:</u> NCLEX Prep</p> <ul style="list-style-type: none"> • NCLEX test blueprint- • Preparation for the NCLEX-RN Examination – practice questions with focus on content from the HESI RN Version 1 analysis and test-taking strategies based on various NCLEX Prep resources. 	<p>Interactive discussion</p> <p>Interactive discussion</p> <p>Interactive questions – using Iclicker</p>	<p>Precepted clinical experience Weekly clinical student group/faculty meetings</p>	<p>Review all related Student Learning Activities including voiced-over power points on MercerOnLine.</p> <p>Review:</p> <ul style="list-style-type: none"> • Joint Commission – quality improvement. • IOM Informatics Competency <p>NCLEX review: Complete 100 NCLEX-RN practice questions per week in: Med/Surg, Maternal/Family, Pediatric, Mental Health, Leadership, Community, Bioterrorism</p> <p>Submit documentation pf 2 hrs HESI RNV1 remediation to faculty oversight at weekly meeting.</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 		

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

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

Evaluation Period:	Week 3	Week 5
Clinical Competency: Evaluation of patient outcomes using clinical reasoning.		
<p>Clinical Performance Criteria for multiple patient assignments (includes, but not limited to):</p> <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 		
<p>Comments: (Areas requiring improvement, areas of strength)</p>		

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 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.