Nashville State Community College
Division of Healthcare Professions
Nursing

Fall 23 Master Course Syllabus

NURS 1620- Medical Surgical Nursing I
Full 15-Week Term

The purpose of the syllabus is to inform you how this course is organized, what the expectations are, and how you will be graded. In addition, there is important information about how the college will operate during severe weather and how the college will communicate with you. The syllabus is not a contract. Instead, it is meant to help you succeed in this course. If any of the content changes during the course term, you will be notified.

Course information:
Course Title: NURS 1620 Medical Surgical Nursing I
Credits: 6 (4 lecture, 2 clinical/lab)

Course Description: This course applies the core concepts that provide the basis for the knowledge, skills and attitudes that are essential for providing safe nursing care for adults with alterations in health that are primarily chronic in nature.
Prerequisite course(s): NURS 1710: Fundamentals of Nursing

Instructor Information:
Name:
Email:
Office Phone:
Office Location:
Office Hours:

Virtual Office Zoom Link:
- **Scheduling Link for Appointments:**
- After you make an appointment, check the email you provided for confirmation. If you need to reschedule, the confirmation email provides instruction.
- **Scheduling QR Code for Appointments:**

Course Delivery Method
- **On-Campus:**

Required Textbook(s) & Other Materials:
Custom Package ISBN: 9780443211492 includes:
Harding Lewis Medical-Surgical Nursing: Sherpath, Ebook, and binder ready for Medical-Surgical Nursing, **12th ed.**; Simulation Learning System for RN 2.0; Skidmore-Roth, Mosby Drug Guide for Nursing Students, 12E

(This ISBN includes required electronic access codes. Purchasing separately will cost you more)
Use your purchased access codes and the info listed below to enroll in e-courses
<mark>Grad Dec 2024 Sherpath for Med Surg: Course ID: (has not been released to me yet)</mark>
Grad Dec 2024 Simulation Learning System for RN 2.0: Course ID: 154359_dleonard97_1009
Instructor:
Supplies: See Nursing Handbook
Once you have registered for your courses, you should make sure you have the correct textbook and materials for each course. Before courses begin, you can do this by looking up your courses on the bookstore's website (https://www.bkstr.com/nsccstore/shop/textbooks-and-course-materials) using your A# or by entering your course information. If you are registered with the Access Center and need an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3363 or accesscenter@nscc.edu.
Honors Option: Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

End of Program Student Learning Outcomes:
1. Practice within the ethical, legal, and regulatory frameworks of nursing and **standards of professional nursing practice. ***
2. **Communicate** effectively using verbal, nonverbal, and written techniques including information and technology.
3. **Analyze subjective and objective data** to identify actual or potential health alterations.
4. Evaluate outcomes of **clinical decisions** implemented to provide safe and effective evidence-based nursing care.
5. Evaluate the effectiveness of **caring interventions** that incorporate principles of dignity, diversity, safety, and knowledge.
6. Evaluate the effectiveness of the implemented teaching plan to meet the **learning** needs of patients, families, and/or groups.
7. **Collaborate** when planning, implementing, and evaluating care.
8. **Manage care** through effective use of prioritization, delegation, informatics, and resources.
Reference ANA Standards of Professional Nursing Practice

Semester Two Student Learning Outcomes:
Upon completing this semester, the student will be able to:
1. Demonstrate ethical, legal, and regulatory frameworks of nursing and **standards of professional nursing practice**. ***
2. Demonstrate effective **communication** including information and technology.
3. Demonstrate ability to **collect subjective and objective data** to identify actual or potential health alterations.
4. Formulate **clinical decisions** to provide safe and effective evidenced-based nursing care.
5. Demonstrate **caring interventions** that incorporate principles of dignity, diversity, safety, and knowledge.
6. Develop an individualized **teaching plan** to meet the learning needs of patients, families, and/or groups.
7. **Collaborate** when planning care.
8. Use basic principles of **managing care**.
Reference ANA Standards of Professional Nursing Practice
Course Competencies/Student Outcomes: Upon completing this semester, the student will be able to meet the eight (8) core competencies:

1. Demonstrate ethical, legal, and regulatory frameworks of nursing and **standards of professional nursing practice. ***
    -   Demonstrate an understanding of ethical comportment in nursing practice by exhibiting responsibility and accountability while functioning within legal parameters of the nursing profession when caring for patients with chronic condition.
2. Demonstrate effective **communication** including information and technology.
    -   Utilize therapeutic communication techniques that demonstrate knowledge, skills, and care facilitating an effective nurse-patient relationship in caring for patients with chronic conditions.
    -   Develop an understanding of when and how to communicate to colleagues about abnormal data, assessments, and changes in patients' chronic conditions.
3. Demonstrate ability to **collect subjective and objective data** to identify actual or potential health alterations.
    -   Demonstrate critical thinking by identifying the pertinent information in caring for patients with chronic conditions.
    -   Develop knowledge and skills regarding abnormal data, assessments, and alterations with disease process in caring for patients with chronic conditions.
4. Formulate **clinical decisions** to provide safe and effective evidenced-based nursing care.
    -   Demonstrate critical thinking by identifying and prioritizing appropriate patient-specific outcomes when caring for patients with chronic conditions.
5. Demonstrate **caring interventions** that incorporate principles of dignity, diversity, safety, and knowledge.
    -   Use critical thinking to develop a plan of care for the patient with chronic conditions.
6. Develop an individualized **teaching plan** to meet the learning needs of patients, families, and/or groups.
    -   Demonstrate the ability to create and adjust a teaching plan focusing on chronic conditions, specific to the learner.
7. **Collaborate** when planning care.
    -   Demonstrate an understanding of interprofessional healthcare and incorporate collaborative practice to promote an appropriate outcome for patients with chronic conditions.
8. Use Basic principles of **managing care.**
    -   Demonstrate an understanding of knowledge, skills and attitudes related to the nursing process in caring for the patient with a chronic condition.

*Reference ANA Standards of Professional Nursing Practice

Course Assessments: We will use the following assessments to demonstrate your understanding, knowledge, and skills:

Methods of Evaluation:

Exams	60%
Quizzes	5%
Teaching Project	5%
Kaplan* (Integrated Test) Date TBD	5%
Final Examination	25%

Additional Methods of Evaluation:

Clinical Evaluation Tool
Skills competency

Clinical paperwork
Evaluation of care plans
Attendance and participation

Grading Policy:

Exams

1. Students will complete four exams throughout this course.
2. The dates for these exams are provided on the course schedule below.
3. All tests in this course count toward the final grade and none will be dropped.
4. Any attempt to access the online exam outside of a proctored setting may result in a zero on that exam.
5. Exams will be administered online via D2L. All exams will be on campus, administered via D2L with Lockdown Browser.
6. On exams administered through D2L, the final D2L submission is the official answer sheet. All answers for test will only be taken from the D2L submission
7. By taking tests through D2L, you have agreed to the following: I will not use a smartwatch, auto-summarizing tools, cheating sheets, cellphone, cameras, headphones, screen shots or **any other mechanism capable of reproducing this test.** I understand that cheating directly impacts the academic integrity of this test.
8. Requests for exam reviews must be made within one week of the exam date listed on the syllabus.
9. **Per the Nursing Handbook:**
"Scheduled tests and/or quizzes should be taken at the scheduled time. If a student is absent on the day of an exam, the department/division secretary must be notified prior to testing. The student is also responsible for contacting the instructor of record for the course.
Absence from an exam for whatever reason will result in a 5-percentage point deduction from the exam grade. It is the student's responsibility to take the makeup exam/quiz at a time designated by the course coordinator; preferably within one week and/or before the next scheduled didactic class. The format for the makeup exams/quizzes is at the discretion of the course coordinator and may not be identical to the originally scheduled exam/quiz."
TEST REVIEW: The instructor may review tests following their administration. Test review will occur during regular classroom time. Students may review their exams but must make an appointment with the instructor within 1 week from the date the grade was released.

Quizzes

1. Quizzes in total are worth 5% of the final grade.
2. There are no make-up quizzes. A missed quiz will be entered as a zero in the gradebook.
3. There will be no office appointments to review quizzes.
4. Quizzes are to be taken outside of scheduled class time.
5. Each quiz will be due at the times provided in the course schedule below. Availability and due dates for quizzes are subject to change at the discretion of the instructor.
6. All quizzes in this course count toward the final grade and none will be dropped.
7. On quizzes administered through D2L, the final D2L submission is the official answer sheet. All answers for test will only be taken from the D2L submission.
8. By taking quizzes through D2L, you have agreed to the following: I will not use a smartwatch, auto-summarizing tools, cheating sheets, cellphone, cameras, headphones, screen shots or **any other**

mechanism capable of reproducing this test. I understand that cheating directly impacts the academic integrity of this test.

Kaplan Integrated Test

During the course, one standardized achievement exam will be administered to evaluate mastery of the content and prepare students for the NCLEX-RN exam. This integrated test is mandatory and will be worth 5% of the overall grade for the course. **You must achieve a passing grade set forth by Kaplan in order to receive the 5% toward your final grade. Students who do not receive a passing grade as set by Kaplan will receive 0 towards final grade, and students who pass according to Kaplan will receive a 100.** It is highly recommended that you practice for this exam by taking the **Gerontology Focused Review tests**. Kaplan requires the use of its own Lockdown Browser.

Final Exam

1. The final examination in this class will be comprehensive.
2. This examination will be worth 25% of the overall grade for this course.
3. The date for the final examination will be provided once final exams are scheduled.
4. By taking quizzes through D2L, you have agreed to the following: I will not use a smartwatch, auto-summarizing tools, cheating sheets, cellphone, cameras, headphones, screen shots or **any other mechanism capable of reproducing this test.** I understand that cheating directly impacts the academic integrity of this test.

Grading Scale:

Letter Grade	Percentage Range
A	93-100
B	85-92
C	77-84
F	76.9 and Below*
FA/FN	See Below

The nursing department does not round grades up for 76.9 or below. You must receive a 77 to pass the course.

FA

If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the "Last Day to Earn F for Attendance (FA)." If you stop attending your course after this date, you will receive an F.

FN

An FN is awarded if you have never attended your course or done any of the work in an online course.

Late Work Policy & Make-up Procedures for Missed Assignments and Work:
1. It is expected that all students complete quizzes/exams at the regularly scheduled times.
2. In the event of an unforeseen emergency (such as serious illness or death of an immediate family member) or presence of a communicable disease, the student must notify the appropriate faculty member **prior** to the scheduled exam.
3. Arrangements for exams missed must be made prior to the next scheduled lecture day.
4. Makeup exams may not be identical to the originally scheduled exam.
5. Missed exams, failure to notify the instructor prior to the exam, and/or failure to complete the makeup exam prior to the next lecture time may each result in a grade of 0 for that exam.

Attendance Policy

General Policy

- *Absences in a course may affect your final grade.*
- *Tardiness may also affect your final grade.*
- *You are responsible for all work/tests that occur during any missed course session(s) regardless of reason(s) for absence.*
- *If you are not well enough to attend a course session (class), you must notify the instructor as soon as possible before the scheduled course time.*
    - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*
- *If you have an unavoidable conflict with a scheduled course session, you must notify the instructor before the course session.*
    - *If you are unable to notify an instructor before the scheduled course time, you must contact the instructor as soon as reasonably possible.*

Nursing Attendance Policy:
- If you are scheduled for class/skills lab/clinicals and will not be present or you need to leave early, notify the department secretary and follow it up with an e-mail to the instructor prior to the beginning of class/skills lab/clinicals.
- Chronic absenteeism WILL jeopardize your grade for the course and can result in academic failure which would result in dismissal from the program.
- Absenteeism from the skills lab/clinicals will not be tolerated and can result in a grade of "unsatisfactory" which could result in academic failure of the nursing course which would result in dismissal from the program.
- Students are expected to makeup ALL missed clinical time (including skills lab), unless exempted by the instructor. If clinical time/skills lab time is missed, it is the responsibility of the student to make arrangements with the instructor. Faculty decisions regarding make up time are final.
- See Nursing Handbook for more details

For financial aid purposes, **attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:

- continued attendance
- participation in on-ground or virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email
- posting to a discussion board
- completing and submitting assignments

Technology Statement

- All classes at the College are web enhanced. "Web enhanced" means that components of the course, such as assignments and online discussions, may be located online in the class D2L/NS Online course shell and used in the course, even if the course meets in a classroom on ground.
- You must have access to a computer and an internet connection to complete assignments, engage in online discussions, and access various course materials through D2L/NS Online course shells.
- You may also be required to use free video conferencing platforms (examples: Zoom, Teams, etc.) for course sessions and meetings.
- You will be responsible for appropriate dress while on video. This means that you are expected to dress as if you were in a classroom.
- You will be responsible for a distraction free environment while on video. This means that the professor and others in the course should not be able to hear noise in your home, such as cell phones, TVs, or barking dogs. The best way to do this is to keep yourself on "mute" until you need to speak.
- You will be responsible for making sure your background is neutral. Keep in mind that students and professors come from all around the world, and you are all a part of our community. Therefore, please avoid having images in your background that may be offensive to your classmates.
- Certain publisher materials, such as textbook figures, may not work on cellphones and may require a laptop or a tablet.
- If you have questions or concerns regarding access to a computer or internet resources, please contact your instructor. Additional information is available on the access to internet and technology website.

Computer Labs

Computers are available for all Nashville State students to use at each campus during open hours. Open computer lab availability may vary from campus to campus.
You should check the NSCC website for current hours of operation.

D2L/NS Online and myNSCC

It is your responsibility to check your email in **both** D2L/NS Online course shells and your @my.nscc.edu (student email) on a regular basis. These are the official communication channels between the college and you. You are responsible for the information communicated through these email channels. D2L/NS Online emails contain specific course information and @my.nscc.edu emails contain important information from college offices, such as Financial Aid.

ADA Compliance Statement

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional, and/or learning conditions. Nashville State is committed to supporting your success, and we encourage you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail accesscenter@nscc.edu.

Classroom Misconduct

Disruptive conduct is not allowed in the classroom. Disruptive conduct is any behavior that prevents students from learning and interferes with the ability of the instructor to teach. This may change from course to course; therefore, your individual instructors will give you guidance on what qualifies as "disruptive conduct" in their courses. Please review the Nashville State Student Code of Conduct policy. Please be aware that children are not allowed in class or to be left unattended on campus.

Academic Misconduct

You have started this academic journey to prepare for a future career. Because of this, it is important that you learn the materials being presented in your courses. For this reason, cheating, in any form, robs you of your opportunity to learn and master the material that will enable you to succeed in that future career. Nashville State has a clear Academic Misconduct Policy that you are expected to follow. In addition, your instructors will clarify what Academic Misconduct looks like and the consequences for violations in each course that you take. The instructor has the authority to assign an "F" or a "zero" for such violations or for the term grade.

Academic Early Alert System

If you are not doing well in your course, your instructor may send you an Early Alert through your @my.nscc.edu email. This email will go to your academic advisor and Student Success advisor, as well. If you get an Early Alert, contact your instructor immediately. Instructors send these when they want to help you figure out how to get extra support to pass the course. An Early Alert does not mean that you have already failed the course. Rather, it means you are in danger of failing the course if you do not change your learning strategy. Please use an Early Alert to your advantage and as an opportunity to improve your grade.

RAVE Emergency Alert System

You can log in to this free alert system to receive text messages about emergencies related to NSCC campuses through the RAVE app (https://www.getrave.com/login/nscc). The instructions for this are listed below.
- Your RAVE Username is your NSCC email address.
- If you've never received an email from RAVE with your password, or if you need to reset your password, select "Forgot your password?" and a new password will be emailed to you.
- Should the RAVE system indicate "user not found", select Register and create your own RAVE account.

Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:

- [Free tutoring](#) can assist you beyond the classroom to help you make the most of your college education.
- [These resources](#) include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- [Services](#) that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

Equity Statement

Nashville State Community College strives to ensure that each student receives what that student needs to be successful, with goals of success beyond the classroom. We understand and practice ideals of equity and inclusion for our students by embracing a full spectrum of experiences, viewpoints, and intellectual approaches in order to overcome barriers to success.

Inclement Weather & Campus Closings

You get notices about campus closings in these places: text messages from RAVE and [the Nashville State website](#).

Even when campuses are closed, you are still responsible for completing all assigned work. Check D2L/NS Online for a message from your instructor so you do not miss important assignments and due dates, which may change due to the campus closure.

Class Cancellation Policy

Our instructors post messages about cancelling classes in the [D2L/NS Online](#) course shells and/or on the classroom door on campus. These messages can be found in the News and Content section or the Email tab in the online shell. Please check these to be sure that you take advantage of opportunities for learning and points toward your grade.

SAFETY & SECURITY
****Due to safety and security concerns for NSCC students, the doors to the classroom and lab will be closed, and therefore, locked at the beginning of each class. The doors will remain locked until a break is called by the instructor.** Students are expected to be in their seat and ready to begin class 10 minutes prior to the class time.

NURS 1620 Med Surg I Schedule (subject to change)

Week	Topics and Chapters to be read before class Elsevier Lewis-Bucher Med Surg Nursing	Homework Skills Lab/Sim Prep Elsevier Adaptive Quizzing (EAQ)	Skills Lab Activities
	Lectures are Tuesday 0800-1200. Labs are Wednesday.		
Week 1 Beginning 8/21/23	Introductions & Syllabus Chronic Illness & Older Adults, Vision, Hearing. Chapters 5, 22, 23 (SLO 1,2,3,5,6)	**See Lab Guide for Additional Reading Elsevier Adaptive Quizzing** See D2L for lab assignments	**Skills Review/Math Proficiency** **All students attend** **0800 to 1600** (lunch 1200-1300) Foley Catheter, Glucometer NG insertion & removal, Trach care, HTA
8/23/23	**All students attend 0800 to 1600** (lunch 1200-1300) **Math Proficiency Exam and Skills Review:** Bring your computer. Exam requires Lockdown Browser		
8/23/23	**Readmitted students not in NURS 1120 to take Math Proficiency Exam Attempt #1** **Readmitted students are required to perform a HTA as a condition of readmission**		
8/24/23	**Zoom Clinical Orientation** for students beginning Med Surg Clinicals in August **1100-1200 See D2L for Zoom information**		
8/24/23	**Math Proficiency Exam Attempt #2 by appointment**		
8/25/23	**Math Proficiency Exam Attempt #3 by appointment**		
Week 2 Beginning 8/28/23	Quiz #1 Pain, Integumentary System, Inflammation & Healing Chapters 9,24,25, 12 (SLO 2,3,5,6)	**See Lab Guide for Additional Reading Elsevier Adaptive Quizzing** See D2L for lab assignments	**Skills Blitz Check-off:** Medication Administration, NG Tube Insert/Remove, Foley Cath Insert/Removal, Specimen Collection, Trach Care
Week 3 Beginning 9/4/23 Exam 1	Exam #1 End of Life, Respiratory Assessment Chapters 10,27 (SLO 2,3,5,6,7)	**See Lab Guide for Additional Reading Elsevier Adaptive Quizzing** See D2L for lab assignments	**Skills Lab** IV Fluids Suctioning Orientation to Sim *Enroll into Sim RN 2.0
Week 4 Beginning 9/11/23	Ch. 30 Environmental Lung (p.621-622) Ch. 7 OSA (p.112-114) Upper Respiratory: Ch. 29 (p.577-588, not cancer), 31, Ventilation (p.539- (SLO 2,3,5,6)	**See Lab Guide for Additional Reading Elsevier Adaptive Quizzing** See D2L for lab assignments	**Hypoxia SIM** Concept Map Discussion Case Study: End of Life
Week 5 Beginning 9/18/23	Quiz #2 Cardiovascular & Circulatory Chapters 35, 36, 37 (p.819-830 Stop at Angina), 41 Supplemental Reading: Stroke Ch. 62 (SLO 2,3,5,6)	**Elsevier Adaptive Quizzing** **See Lab Guide for Additional Reading** See D2L for lab assignments Concept Map as Lab prep	**Asthma SIM** Concept Map Discussion Case Study 33: COPD

Week 6 **Beginning** **9/25/23**	Quiz #3 Fluid and Electrolytes Chapter 17 (SLO 2,3,5,6)	**Elsevier Adaptive** **Quizzing** **See Lab Guide for** **Additional Reading** See D2L for lab assignments Concept Map as Lab prep	**Acid Base Activity** Case Study: COVID
Week 7 **Beginning** **10/2/23** Exam 2	Exam #2 Diabetes, Pancreas, Biliary Ch. 53, 48 (p.1160-1171) (SLO 2,3,5,6)	**Elsevier Adaptive** **Quizzing** **See Lab Guide for** **Additional Reading** See D2L for lab assignments Concept Map as Lab prep	**Pancreatitis SIM** Concept Map Discussion Oral Quizzing
9/5/23	**Zoom Clinical Orientation** for students beginning Med Surg Clinicals after Spring Break **1100-1200 See D2L for Zoom information**		
Week 8 **Beginning** **10/9/23**	**School Break/ No Lecture**	**No lab this week** **See Clinical** **Orientation above**	**DON'T FORGET, Session II** **CLINICALS BEGIN 10/19/23**
Week 9 **Beginning** **10/17/23**	Musculoskeletal Chapters 66,67,68 (SLO 2,3,5,6)	**Elsevier Adaptive** **Quizzing** **See Lab Guide for** **Additional Reading** See D2L for lab assignments Concept Map as Lab prep	**Hip Fracture SIM** Concept Map Discussion Case Study 46: ORIF
10/22/23	**Group Presentations to be turned in by 2359**		
Week 10 **Beginning** **10/23/23**	Quiz #4 Arthritis and CTD Ch. 69 Supplemental Reading: Parkinson's Chapter 63 (p 1560-1566), Dementia & Delirium, 64 (SLO 2,3,5,6) Presentation 1: Group B: Stroke including nurse's management of hemiparesis Presentation 2: Group C: Diabetic Ketoacidosis compared to Hyperosmolar Hyperglycemic Syndrome	**Elsevier Adaptive** **Quizzing** **See Lab Guide for** **Additional Reading** See D2L for lab assignments Concept Map as Lab prep	**Diabetes SIM** Concept Map Discussion Oral Quizzing
Week 11 **Beginning** **10/30/23** Exam 3	Exam #3 Gastrointestinal Chapters 43, 44 (SLO 2,3,5,6)	**Elsevier Adaptive** **Quizzing** **See Lab Guide for** **Additional Reading** See D2L for lab assignments	**GI Bleed SIM** Concept Map Discussion Case Study: Anemia

		Concept Map as Lab prep	
Week 12 Beginning 11/6/23	Gastrointestinal Chapters 46, 47 (SLO 2,3,5,6) <mark>Presentation 3: Group E: Alzheimer's Disease including nurse's attention to nutrition, mobility & safety</mark> <mark>Presentation 4: Group F: Parkinson's Disease including nurse's attention to nutrition, mobility & safety</mark>	**Elsevier Adaptive Quizzing** **See Lab Guide for Additional Reading** See D2L for lab assignments Concept Map as Lab prep	**Post Op SIM** Concept Map Discussion Simulation Reflection
Week 13 Beginning 11/13/23	<mark>Quiz #5</mark> Male Breast & Reproductive, STI Ch. 56 (Begin at Gynecomastia 1375-1378), Ch. 57 STI, Ch. 55 *Men's* Assessment, 59 (SLO 2,3,5,6) <mark>Presentation 5: Group G: Gastrointestinal Bleed, Transfusion alternatives, and Transfusion including a demonstration of Potter & Perry Skill 30.1</mark> No Lab		
Week 14 11/20/23	<mark>Kaplan: Gerontology 0800</mark> <mark>Presentation 6: Group A: Fluid Imbalance including a lesson on hypotonic, isotonic & hypertonic IVs</mark> (SLO 1,4,7,8) No Lab		
Week 15 Beginning 11/27/23 <mark>Exam 4</mark>	<mark>Exam #4</mark> <mark>Presentation 7: Group D: Potassium Imbalance and the QRS Complex with a lesson in how to read a 6-second strip including example strips (all students bring telemetry calipers)</mark>		
Week 16 Beginning 12/4/23	Comprehensive Final Exam, Date TBA		

Teaching Project

Purpose: There are many elements that a nurse must be knowledgeable about in order to fully care for a patient. The purpose of this project is to demonstrate understanding of the nursing process as applied to managing care of a patient with a chronic illness. This project also demonstrates the student's ability to collaborate as a member of the healthcare team and demonstrates a student's ability to teach others.
Skills: This assignment will allow a student to showcase mastery of following skills:

- Demonstrate a student's ability to collaborate as a member of the healthcare team.
- Demonstrate ability to collect and organize subjective and objective **A**ssessment data.
- Formulate clinical decisions, nursing **D**iagnoses and **P**lan caring **I**nterventions that incorporate principles of dignity, diversity, safety, and knowledge.
- Demonstrate understanding of how to **E**valuate a patient's plan of care.
- Demonstrate knowledge of ethical & legal frameworks of nursing practice.
- Demonstrate effective communication to their classmates.
- Demonstrate an individualized teaching plan to meet the needs of the learner.

Knowledge: These project topics were chosen for their value toward the Kaplan exams and the Final exam. This project will demonstrate the group's knowledge of the nursing process.

Task:
1. The teaching project will be graded out of 100 points and worth 5% of your grade. The required grade to pass this project is 77/100. Due dates are reflected in the syllabus.
2. There will be multiple groups. The instructor will assign the groups and topics. Each group is expected to cover the chosen/assigned topic in a presentation to be completed and presented in front of the class.
3. The topics will be chosen from the approved list below and presented as noted on syllabus:

   Nursing Care of the Patient experiencing:

   Presentation 1: **Stroke including nurse's management of hemiparesis**

   Presentation 2: **Diabetic Ketoacidosis and Hyperosmolar Hyperglycemic Syndrome**

   Presentation 3: **Alzheimer's Disease including nurse's attention to nutrition, mobility & safety**

   Presentation 4: **Parkinson's Disease including nurse's attention to nutrition, mobility & safety**

   Presentation 5: **Gastrointestinal Bleed, Transfusion and transfusion alternatives, including a demonstration of Potter & Perry Skill 30.1**

   Presentation 6: **Fluid Imbalance including a lesson on hypotonic, isotonic & hypertonic IVs**

   Presentation 7: **Potassium Imbalance and the QRS Complex with a lesson in how to read a 6-second strip including example strips (all students bring telemetry calipers)**

4. Once the topic is chosen/assigned to a group, the following areas shall be covered in a presentation **no more than 45 minutes**. Project details must include:
    a) Concept maps **(as provided** on D2L in "**Teaching Project Concept Map**") beginning with "Care of the Patient with ___". Information will be presented to class via Power Point, Prezi or something similar. Points will be deducted for each gap in the concept map.
    b) A creative interactive experience to engage the audience and encourage participation (game, role play, etc).
    c) APA typed, easy to understand comprehensive study guide that can be provided to the class and utilized as a study-guide (outline, or bullet points).
    d) 5 NCLEX-type questions and rationales submitted in APA format
    e) APA References page
5. ONE PERSON IN THE GROUP WILL TURN IN: An APA title page (including all the students names), Concept Maps detailing which student was assigned that area of discussion, the power point presentation, the study guide, 5 NCLEX-type questions, and reference page to be uploaded to Drop Box no later than date indicated on syllabus. These documents should be concise with evidence that you worked as one group to create a cohesive, professional presentation. They will be placed on D2L for students to view and download.
6. All students shall place a blank rubric into the Teaching Project Drop Box to receive their grade.

Criteria for Success: Utilize Concept Map as provided on D2L under Teaching Project and See Rubric Below

NRSG 1620
Student Group Presentation Rubric

CRITERIA	POSSIBLE PERCENTAGE	ACTUAL PERCENTAGE
CONCEPT MAP GROUP PRESENTATION		
Concept Maps and Power Points are complete, well-illustrated, professional, cohesive in appearance, and fully presented to class. Each aspect of the Concept Map is specific to your topic, and not generalized. Grasp of nursing process applied to disorder exceeds expectations and is very easily articulated. There is clear evidence the students worked as a group. Missing components of the concept maps will affect the entire group.	50	
Presentation is creative and interesting. Presenters do not rely on reading power points, but rather demonstrate mastery of their topic.	10	
Group creates a unique interactive experience to engage audience.	10	
GROUP TASKS		
Provides to class a neat, cohesive, professional teaching tool appropriate to the learner which can be referenced and utilized as a study guide.	10	
Provides to class 5 moderately challenging NCLEX-style multiple choice questions with correct answer and rationales which utilize strong critical thinking skills and nursing implications (all on one document).	5	
Paperwork uploaded to correct Drop Box is complete, professional in appearance, cohesive and on-time. Includes: APA title page (all participants listed), APA Study Guide, APA NCLEX questions, and APA reference page, Concept Map division of labor, Concept map/Power Point. There is clear evidence the students worked as a group.	5	
PERSONAL (INDIVIDUAL GRADE)		
This presenter arrives to class on time and is prepared to present, professionally dressed. This presenter addresses the audience uses proper grammar, pronunciation, and enunciation with clear strong voice. Student conducts self professionally.	5	
This student participates equally in preparation and presentation of their portion of power point, concept maps, NCLEX questions, study guide and interactive experience, demonstrating strong knowledge of their content. (peer review considered).	5	

Concept Map Grade:_____ + Group Tasks Grade:_____ + Individual Grade:_____
Personal Total: _____

NURS 1620 Medical Surgical Nursing I Lab/Clinical
Clinical Dates May Include (<u>Subject to change</u>):

First/Second Session Every Other Thursday 6 String St Thomas Mid	First Session Thursday 4 Kidd St Thomas Mid	First Session Friday 6 String St Thomas Mid	First Session Friday 4 Kidd St Thomas Mid
2/223	1/26/23	1/27/23	1/27/23
2/16/23	2/2/23	2/3/23	2/3/23
3/2/23	2/9/23	2/10/23	2/10/23
3/16/23	2/16/23	2/17/23	2/17/23
3/30/23	2/23/23	2/24/23	2/24/23
4/13/23 *alternate	3/2/23 *alternate	3/3/23*alternate	3/3/23*alternate
	Second Session Thursday 4 Kidd St Thomas Mid	**Second Session Friday** 6 String St Thomas Mid	**Second Session Friday** 4 Kidd St Thomas Mid
	3/16/23	~~3/17/23~~ See rolling make-ups	3/17/23
	3/23/23	3/24/23	3/24/23
	3/30/23	3/31/23	3/31/23
	4/6/23	4/7/23 No clinical	4/7/23 No clinical
	4/13/23	4/14/23	4/14/23
	4/20/22 *alternate	4/21/23	4/21/23
		4/28/23*alternate	4/28/23*alternate

Failure to attend a clinical may require a make-up assignment to be turned in before returning to clinical IN ADDITION to making up the missed clinical day.

Skills/Simulation Laboratory Responsibilities
See the Nursing Handbook regarding Skills Lab Responsibilities, Clinical Responsibilities, Clinical Practice Guidelines & Care of Manikins and Models.
***Simulation class and clinical grading are combined in the evaluation tool for NURS 1620. All of the items listed on the evaluation tool will be combined and reflected to both simulation class and clinical. ***

Laboratory/ Clinical Experiences
1. Students are not provided with a letter grade in this course but will be assigned a satisfactory or unsatisfactory for any competency testing during skills, simulation and clinical.
2. Competency testing is completed in a return demonstration manner where the clinical lab instructor will provide students with demonstration of the nursing procedures and the student will return that demonstration after practice.

3. Competency is defined as Skills competency, Simulation competency, and Clinical competency. Students will need to complete all competencies. Students will be tested in a return demonstration manner for skills competencies.
4. Students having difficulty are advised to speak with the instructor and to schedule personal remediation time.
5. Competency is performing safe and effective patient care during clinical rotations.
6. The successful performance of a comprehensive Head to Toe Assessment, identifying normal and abnormal finding, demonstrate ability to gather, interpret and evaluate data to select a client related, evidenced-based nursing intervention is a foundation of Med Surg I clinical competence.
7. Concept Maps are assigned to prepare students for Simulation, which is counted as clinical time. Failure to turn in a Concept Map on time is equivalent to turning in late clinical documentation. Late or incomplete lab assignments will be reflected on the clinical evaluation tool.
8. PPE shall be compliant with CDC guidelines.

Concept Maps

A Concept Map is a visual representation of the relationship between different items. In Medical Surgical Nursing 1 a Concept Map is assigned as preparation for Simulation to visualize the various components of the nursing process as applied to a disease or disorder. The Concept Map provided should serve as a template for a student's research to be turned in prior to lab. A Concept Map is expected to be one's own work. Failure to turn in individual work, on time, is equivalent to turning in plagiarized or late clinical documentation. If a concept map is received late, the student will receive an "NI" under the appropriate evaluation method on the clinical evaluation tool.

Drug Card Bundles

You will complete 5 Drug Card Bundles that reflect the medications your care-plan-chosen patients is on. Each bundle will consist of all the medications that your patient is on, not to exceed 10 medication cards per week. You may not repeat drug cards. If your patient is not on medications that allows you to complete as least five new drug cards, your clinical instructor can direct you to appropriate related medications relevant to your learning experience, so you have no less than five drug cards. **Drug cards must be hand-written, not typed.**

You must pass 5 drug card bundles within Med-Surg 1 clinical in order to successfully pass the clinical component. Each card will be scored out of 5 points. The student must receive 3/5 points to pass the drug card. Passing the Drug Card Bundle is done when the entire bundle of drugs cards are passed. You will be given only 1 redo, if necessary. Failure to pass 5 drug card bundles will result in an unsatisfactory in the clinical component, and may contribute to the failure of the course.

Care Plans

You must pass 3 out of 5 of the care plans within the Med-Surg clinical in order to successfully pass the clinical component. Failure to pass 3 out of 5 care plans will results in the failure of the clinical component and therefore the failure of the course. **Failing your last care plan will be interpreted as needing more time to learn, and you may be assigned additional work to demonstrate clinical competency**. Care plans will be scored out of 50 points and a passing grade will be considered 38.5/50 points. You will be given only 1 redo, if necessary. Failure to pass 3 out of 5 care plans will result in the failure of the clinical component, and therefore, failure of the course. **NANDA approved Nursing Diagnoses may be used ONCE and not repeated** on any other care plan.

You MAY NOT use any of the following nursing diagnoses (use of the following will award you a zero for that diagnosis).

Self-Care Deficit: Hygiene, toileting or feeding	Activity Intolerance
Risk for Impaired skin integrity	Pain
Impaired skin integrity	Risk for falls
Impaired physical mobility	Imbalanced nutrition (more or less than body req.)
Risk for infection	Deficient knowledge

Student Name:		Course:	Clinical Floor:	Care Plan #:
Assessment Data: **Contributing Factors:** Characteristics and risk factors that lead to your nursing diagnosis should be included in the assessment below	**Nursing Diagnoses:** DO NOT use nursing diagnosis list from 1710. DO NOT repeat diagnoses previously used.	**Goals:**	**Interventions with Rationale:**	**Evaluation:**
Demographic Data: **MUST INCLUDE**- **Age/Gender/ Ethnicity & Admission date:** **Admitting Diagnosis:** **Allergies:** **Code Status:** *1 point* **Subjective Data:** Patient's chief complaint placed in QUOTES. Must have subjective data regardless of patient's LOC. *1 point* **Vital Signs, Ht. & Wt. :** **Medical History:** Past medical diagnoses and surgical procedures relevant to this hospitalization. Most recent vital signs taken by student nurse at facility. *1 point* **Medication List:** Hospital medication list (MUST INCLUDE DOSAGE, ROUTE, FREQUENCY & WHAT IS THE PATIENT TAKING IT FOR). *1 point*	**Diagnosis #1:** NANDA approved nursing diagnosis from either the NANDA list or your care plan book- formatted as follows: **Nursing diagnosis** (NANDA) **r/t** Pathophysiology of the contributing factor (i.e. disease or disorder) causing the S&S as described below **AEB** relevant subjective and objective *assessment data*. (signs and symptoms) ***Assessment data*** *may be any laboratory, medical or nursing assessment data that provides background information for the nursing diagnosis.* **Pathology statement:** Provide a brief **Pathology**, on a cellular level, of how the patient's admitting diagnosis/history lead to these contributing factor & diagnosis. *1 point*	**Goal #1:** Goal should start with "Pt will…" *1st Goal statement that must meet the following 5 criteria:* **1. Individual** (specific to a person) **2. Singular** (only 1 goal) **3. Realistic** (can it be achieved r/t patient history, condition, situation etc.) **4. Measurable** (objective tool, score etc.) **5. Time Frame** (specific date & time it may or may not be accomplished) *3 points*	**Intervention 1a:** Interventions must begin with an action verb, be nurse driven and within the nursing scope of practice. *Interventions must contain:* One action verb. Frequency and time frame of intended intervention. How the intervention is to be performed. Specific to the patient's subjective or objective assessment data. Distinctly different from the other intervention(s) listed in the care plan. **Rationale 1a:** *Rationales must contain:* Each rationale must be specific to the intervention and describe: 1. Why the intervention was chosen? 2. How it accomplishes completion of the chosen intervention? Rationales for each intervention must be obtained from an evidence-based publication and must contain the	**Evaluation 1:** *1 Evaluation statement formatted as:* "Goal met…(date, time and initials)" "Goal partially met… (date, time and initials)" "Goal not met… (date, time and initials)" **The reason the goal was not met or partially met.** *2 points*

			reference and page number of said publication. *3 points*	
Lab Data: Most recent lab results for patient & MUST INCLUDE 1at a **minimum** a full BMP, CBC and any additional abnormal labs (i.e. troponin, ABGs, Mg++ etc.). Provide whether patient's laboratory data is high/normal/low. *1 point*	*Nursing diagnoses must be appropriate and relevant to the patient condition, contain all elements of the diagnosis and should be prioritized for importance.* 4 points		**Intervention 1b:** **Rationale 1b:** See standards above. *3 points*	
Neurologic Assessment: See handoff template for physical assessment guidelines. *1 point*				
Cardiovascular Assessment: See handoff template for physical assessment guidelines. *1 point*			**Intervention 1c:** **Rationale 1c:** See standards above. *3 points*	
Pulmonary Assessment: See handoff template for physical assessment guidelines. *1 point*				
Gastrointestinal Assessment: See handoff template for physical assessment guidelines. *1 point*	**Diagnosis #2:** See standards above. *5 points*	**Goal #2** See standards above. *3 points*	**Intervention 2a:** **Rationale 2a:** See standards above. *3 points*	**Evaluation 2:** See standards above. *2 points*

Genitourinary Assessment: See handoff template for physical assessment guidelines. *1 point*			**Intervention 2b:** **Rationale 2b:** See standards above. *3 points*	
Integumentary Assessment: See handoff template for physical assessment guidelines. *1 point*			**Intervention 2c:** **Rationale 2c:** See standards above. *3 points*	
Therapies & Assistive Devices: Includes any ancillary team consults (i.e. wound care, physical therapy, respiratory therapy etc.) and devices required for care (i.e. walker, cane, bipap, cpap etc.). *1 point*				
Total out of (12) points:	**Total out of (10) points:**	**Total out of (6) points:**	**Total out of (18) points:**	**Total out of (4) points:**
Total grade (out of 50):			**PASS / FAIL** **Students must obtain 38.5/50 to pass each care plan.** **NURS 1620 students must pass a total of 3 out of 5 care plans to pass the clinical portion of the course. You may not fail the last careplan.**	

Grading Criteria:

The grading criteria for each care plan section is outlined below. Per the grading scale outlined in the nursing handbook, students must achieve a 38.5/50 (77%) to pass each care plan. Students must pass a total of 3 out of 5 care plans to pass the clinical component for this course.

Section:	0 point	1 point	2 points	3 points	4 points	5 points
Assessment Data:	Individual section is missing any of the assessment data contained in the handoff report template.	Individual section contains all of the assessment data contained in the handoff report template	N/A	N/A	N/A	N/A
Each section contained under "Assessment Data" will be scored individually out of one point. Students' total scores for the "Assessment Data" column will the sum of each section's points.						
Nursing Diagnoses:	Nursing diagnosis is not present or is unable to be used by the student in NURS 1620. Does not include appropriate R/T. Does not include AEB. Does not include Patho statement.	Nursing diagnosis is formatted inappropriately and has no relevance to the patient condition. Does not include appropriate R/T. Does not include AEB. Does not include Patho statement.	Nursing diagnosis is formatted appropriately but has no relevance to the patient condition. Does not include AEB. Does not include Patho statement.	Nursing diagnosis is formatted inappropriately, is somewhat specific to the patient condition, but does not contain a priority problem. Does not include AEB. Does not include Patho statement.	Nursing diagnosis is formatted appropriately, is somewhat specific to the patient condition, but does not contain a priority problem. Includes Patho statement, but not appropriately related to diagnosis.	Nursing diagnosis is formatted appropriately, specific and relevant to the patient condition. Diagnosis contains a priority nursing problem for the patient. Contains complete Patho statement.
Each section contained under "Nursing Diagnoses" will be scored individually out of five points. Students' total scores for the "Nursing Diagnoses" column will the sum of each section's points.						
Goals:	Goal does not meet three or more of the criteria present in the care plan guidelines.	Goal does not meet two of the criteria present in the care plan guidelines.	Goal does not meet one of the criteria present in the care plan guidelines.	Goal meets all criteria present in the care plan guidelines.		
Each section contained under "Goals" will be scored individually out of three points. Students' total scores for the "Goals" column will the sum of each section's points.						
Interventions:	Intervention does not meet three or more of the criteria present in the care plan guidelines.	Intervention does not meet two of the criteria present in the care plan guidelines.	Intervention does not meet one of the criteria present in the care plan guidelines.	Intervention meets all criteria present in the care plan guidelines.		
Each section contained under "Interventions" will be scored individually out of five points. Students' total scores for the "Interventions" column will the sum of each section's points.						
Evaluation:	Evaluation statement is formatted inappropriately **and** does not meet two or more criteria present in the care plan guidelines.	Evaluation statement is formatted inappropriately **or** evaluation statement does not meet one or more criteria present in the care plan guidelines.	Evaluation statement is formatted appropriately and meets all criteria present in the care plan guidelines.			
Each section contained under "Evaluation" will be scored individually out of five points. Students' total scores for the "Evaluation" column will the sum of each section's points.						

CARE PLAN EXAMPLE Assessment	Nursing Diagnosis	Patient Outcomes/Goals	Nursing Interventions/Rationales	Evaluation
Demographic Data: **1 Point** Age: 82 Gender: F Ethnicity: Caucasian **Admission Date**: 5/4/18 **Admitting Diagnosis**: Acute and chronic respiratory failure with hypoxia **Code status**: Full code **Allergies**: Tizanidine, Vancomycin ------- **Subjective data** **1 Point** "Please leave me alone, I'm not up to eating. I just want to drink a Boost." ------- **Vital Signs** **1 Point** T: 97.3 P: 82 RR: 20 B/P: 93/61 O2 Sat: 98% Patient states pain level 3 on a 0-10 scale **Ht:** 60 inches **Wt:** 91.8 lbs **Medical History:** • Cerebral palsy • Seizure disorder • COPD • Dysphagia with aspirations • Recurrent pneumonia • Obstructive sleep apnea • GERD • Chronis hypoxic respiratory failure • Chronic spasticity • Spastic quadriplegia • Weakness • Scoliosis	1. Impaired physical mobility related to spasticity as evidenced by right arm 90° contracture and non-purposeful involuntary movements of that arm. *4 points* "Damage to portions of the central nervous system that regulate voluntary movement results in impaired movement, body alignment, balance, and coordination. (Potter, P., et al., Essentials for Nursing Care Practice, 9th edition, P. 742)" *1point*	1. Patient's extremities will not develop additional limits to range of motion by 1400 hrs on 10/24/18. *3 points*	**1A. Student nurse will medicate patient as needed for chronic pain, evidenced by visual cues, grimacing, and verbal statements.** *3 points* **1A Rationale**: *3 points* "Joint pain and decreased range of motion (ROM) can limit gross motor movements required for completing ADLs" and repositioning. (Gulanick, M.& Myers, J. *Nursing Care Plans (*9th Edition) P.651)" **1B. Student nurse will perform passive range of motion exercises to all extremities for 10 minutes every 4 hours.** *3 points* **1B Rationale**: *3 points* "Exercise promotes increased venous return, prevents stiffness, and maintains muscle strength and endurance. To be most effective, all joints should be exercised to prevent contractures. (Gulanick, M.& Myers, J. *Nursing Care Plans (*9th Edition) P.137)" **1C. Student nurse will turn and reposition patient every two hours while patient remains in supine position.** *3 points* **1C. Rationale**: *3 points* **"**In general, you reposition patient as needed and at least every 2 hours if they are in a bed and every 15 to 20 minutes if they are sitting in a chair or wheel chair (AHRQ, 2014; Swafford et al., 2016) Improper positioning increases patients' risk for developing pressure injuries or contractions. (Potter, P., et al., Essentials for Nursing Care Practice, 9th edition, P. 766)"	1. Goal was met on 10/24/18 at 1300 hrs. Student Initials *2 points*

• Hypotension ------- **Medication List:** **1 Point** • Keppra 2000 mg/20 mL po BID, seizure disorder • Albuterol Duoneb 2.5mg & Ipratropium bromide 0.5mg inhalation solution Nebulizer treatments BID, shortness of breath • Baclofen 500 mcg/ 24 hour infusion, spasticity • Norco 5/325 mg q6 hrs prn, pain ------- **Lab Data:** **1 Point** *Most recent CBC, CMP and abnormal labs* • WBC: 8 • RBC: 4.1 L • HGB: 13.6 • HCT: 40.6 • PLT: 19.5 • Protein: 5.7 L • Albumin: 3.3 L ------- **Neurologic Assessment:** **1 Point** • Patient awake, alert, and oriented to person, and place • Patient verbalized confusion about the current year • Patient unable to state her current location • Patient upper and lower extremities are equally weak bilaterally • Pupils were 4mm in size, and appeared brisk	2. Imbalanced nutrition: Less than body requirements related to nutrient and hydration deficiencies as evidenced by pale dry skin, poor muscle tone, mental confusion and loss of weight. *4 points* "The skin and hair are primary areas that reflect nutrient and hydration deficiencies. Be alert for rashes; dry, scaly skin; poor skin turgor, skin lesions; hair loss; hair without luster; and excessively dry or scaly scalp. (Potter, P., et al., Essentials for Nursing Care Practice, 9th edition, P. 982)" *1point*	2. Patient will ingest adequate nutrition by 1400 hrs on 10/31/18 *3 points*	**2A. Student nurse will measure patient's height and weight daily.** *3 points* **2.A Rationale**: *3 points* "These anthropomorphic assessments are used to determine the patient's caloric intake and nutrient requirements. (Gulanick, M.& Myers, J. *Nursing Care Plans (*9th Edition) P.146)" **2B. Student nurse will encourage patient to seek companionship during lunch and dinner mealtimes.** *3 points* **2B. Rationale**: *3 points* "Attention to the social aspects of eating is important in both the hospital and home setting. (Gulanick, M.& Myers, J. *Nursing Care Plans (*9th Edition) P.147)" **2C. Student nurse will suggest the use of nutritional supplements between meals two dimes daily.** *3 points* **2C. Rationale:** *3 points* "Such supplements can be used to increase calories and protein without interfering with voluntary food intake. (Gulanick, M.& Myers, J. *Nursing Care Plans (*9th Edition) P.147)"	2. Goal was partially met on 10/24/18 at 1300. Pt ate ¼ of meal provided, but all in-between meal supplements. Student Initials *2 points*

- Pupils were equal, round, reactive to light, accommodating and the consensual
- Patient right arm is contracted at 90°, and flails with involuntary non-purposeful movement
- Patient undergoes tremors both feet periodically
- Patient was unable to support her posture while lying in supine position with an elevated head of 30°
Patient requires total assistance

Cardiovascular Assessment: 1 Point
- Heart rhythm regular with audible S1 and S2
- Blood pressure normal
- Peripheral pulses were +2 and her capillary refill was 3-4 seconds

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Pulmonary Assessment: 1 Point
- Breathing labored with rhonchi lung sounds in both lungs
- Oxygen 4L nc O2 sat is 98%

Gastrointestinal Assessment:1 Point
- **Diet:** Regular Mechanical Soft, Nectar thickened liquids.
- BMI of 17.9 with a loss of 2.1 lbs. in the last week
- Bowel sounds are present in all four quadrants
- Abdomen RLQ was firm consistent with the presence of a baclofen pump inserted used to treat her muscle spasticity
- Bowel Incontinence

------- **Genitourinary:**　　　　　**1 Point** • Bladder Incontinence • Amber urine, concentrated ------- **Integumentary Assessment: 1 Point** • Skin was warm, pink, moist, hydrated as evidenced by elastic tenting and free from edema • Mucous membranes were pink and moist • Skin is intact with no presence of lesions, or erythema ------- **Therapies & Assistive Devices: 1 Point** • Pain clinic • Respiratory therapy • CPAP at bedtime				

Generic	Trade	Therapeutic classification & Pharmaceutical Classification	Dose	Route	Frequency
Peak	Onset	Duration	Normal Dose Range		

Student must complete all of the above section without error or omission or 1 pt. will be taken off.

Why is your patient getting this?	Nursing Implications (what to focus on/look for) (i.e.) Contraindications/warnings/interactions Worth 0.5 pt.
Indications for use & Mechanism of Action Worth 1 pt.	Common side Effects (most important, most common- list no more than 10) Worth 0.5 pt.
Interactions (most important, most common-list not more than 10) Worth 0.5 pt.	Lab values to look for or check prior to administration

Nursing Education (what are you going to teach your patient? Worth 1 pt.	Nursing PreAssessment What are you going to do or check before administration? Worth 0.5 pt.	Are you going to give or hold & why?	Grade _____/5 Must get 3/5 to pass