



Medical Surgical Nursing 3

NRS 230

2021-2022

Number of Credits: 4

Contact Hours: 34.5 hours (2.3 BCH) of class/76.5 hours (5.1 BCH) of clinical

Meeting Times: Wednesdays at registered times, clinical Mondays & Tuesday at scheduled times

Instructor: Erin Mazur MSN, RN, FNP-BC

Contact Phone: 796-8483

Contact Email: mazurerine@jccmi.edu

Online Office Hours: by appointment **In Person Office Hours:** See office door – JW 224

Notes:

Course Description

This course prepares students to provide culturally responsive safe, quality, transitional care while utilizing nursing judgement to increasingly complex, critically ill, and/or multiple clients and their families. Clinical experiences designed to reinforce theory are included in both acute care and community settings.

The Clinical Performance Guide will serve as a vehicle to evaluate the student's clinical judgment at the proficient level in order to protect and promote the health of the client. The student should be able to connect the theory taught in class with the clinical picture. The student will demonstrate the ability to interpret assessment and lab findings and taking appropriate action. Students are required to achieve a rating of satisfactory in all categories.

Prerequisite(s)

- NRS 214 – Medical Surgical 2
- NRS 213 - Pediatrics

- NRS 212 – Behavioral Health

Lecture Schedule

WEEK #	DATE	TOPIC	HOMEWORK
1	8/30/21 – 9/7/21	IV medications, critically ill, central lines, dysrhythmias	SEE JETNET
2	9/8/21 – 9/14/21	Dysrhythmias, shock	SEE JETNET
3	9/15/21 – 9/21/21	Shock, pacemakers	SEE JETNET
4	9/22/21 – 9/28/21	Organ failure/renal	SEE JETNET
5	9/29/21 – 10/5/21	Organ failure/respiratory	SEE JETNET
6	10/6/21 – 10/12/21	Neurological	SEE JETNET
7	10/13/21 – 10/18/21	Neurological, family care	MANDATORY KAPLAN ON FRIDAY, OCTOBER 15 TIMES TBA

Program Learning Outcomes

Program Learning Outcomes	Level Learning Outcome	Student Learning Outcome
Upon successful completion of the program, the graduate will:	Upon successful completion of the level, the student will:	Upon successful completion of the course, the student will:
Human Flourishing Advocate for culturally diverse clients, families, significant others, and members of the healthcare team in ways that promote self-determination, integrity, and	Human Flourishing Advocate for culturally diverse, increasingly complex, critically ill and/or multiple clients and their families while providing culturally responsive, evidence-	Human Flourishing Assimilate skills to support culturally diverse clients and families to reach their maximum potential while experiencing stress, family crisis, and

Program Learning Outcomes	Level Learning Outcome	Student Learning Outcome
ongoing growth as human beings to reach their maximum potential in various healthcare environments throughout the lifespan.	based care in ways that promote self-determination, integrity, and ongoing growth.	transitions in the increasingly complex, critically ill, and/or multiple clients.
<p>Nursing Judgment</p> <p>1. Make judgments in practice, substantiated with evidence, that integrate nursing science into the provision of safe and quality care that promotes the health of clients throughout the lifespan.</p> <p>2. Demonstrate competency in nursing health care technology and informatics to communicate, manage knowledge, mitigate error, and support organizational reimbursement.</p>	<p>Nursing Judgment</p> <p>1. Using the nursing process and evidence-based practice, prioritizes and provides safe, quality, client-centered care for increasingly complex, critically ill, and/or multiple clients.</p> <p>2. Evaluate quality improvement and analysis of aggregate data for the increasing complex, critically ill and/or multiple clients.</p>	<p>Nursing Judgment</p> <p>Plan and prioritize safe transitional quality care, utilizing clinical judgment for the increasingly complex, critically ill, and/or multiple clients.</p>
<p>Professional Identity</p> <p>Implement one's role as a nurse in ways that reflect integrity, responsibility, legal and ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy and safe quality care for culturally diverse clients throughout the lifespan.</p>	<p>Professional Identity</p> <p>1. Integrate legal, ethical and practice standards into the care of increasingly complex, critically ill, and/or multiple clients.</p> <p>2. Transition from the role of student to that of a graduate nurse while developing leadership characteristics.</p>	<p>Professional Identity</p> <p>Value a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing.</p>
<p>Spirit of Inquiry</p> <p>Evaluate evidence that underlies clinical nursing practice to challenge the status quo, question underlying</p>	<p>Spirit of Inquiry</p> <p>Translate, question and challenge the status quo of research findings in collaboration with inter-</p>	<p>Spirit of Inquiry</p> <p>Evaluate ongoing evidence-based initiatives in collaboration with inter-professional teams to manage increasingly complex,</p>

Program Learning Outcomes	Level Learning Outcome	Student Learning Outcome
assumptions, and offer new insights to improve the quality of care for clients throughout the lifespan.	professional healthcare teams to manage increasingly complex, critically ill, and/or multiple clients.	critically ill, and/or multiple clients.

Student Learning Outcomes

Student Learning Outcomes	Behavioral Competencies
Upon successful completion of the program, the graduate will:	
<p>Human Flourishing</p> <p>Assimilate skills to support culturally diverse clients and families to reach their maximum potential while experiencing stress, family crisis, and transitions in the increasingly complex, critically ill, and/or multiple clients.</p>	<p>Human Flourishing</p> <ol style="list-style-type: none"> 1. Manage and prioritize culturally responsive nursing care to the increasingly complex, critically ill, and/or multiple clients based on present bio-psycho-social-cultural-spiritual situation. 2. Construct a comprehensive plan of care that holistically addresses the needs of the increasingly complex, critically ill client encompassing the impact of illness, hospitalization, and treatment on the family unit.
<p>Nursing Judgment</p> <p>Plan and prioritize safe transitional quality care, utilizing clinical judgment for the increasingly complex, critically ill, and/or multiple clients.</p>	<p>Nursing Judgment</p> <ol style="list-style-type: none"> 1. Integrate and prioritize individualized care based on evidence. 2. Utilize clinical judgment to direct practice decisions. 3. Utilize professional communication techniques in verbal, written, and electronic formats.
<p>Professional Identity</p> <p>Value a level of professionalism that is congruent with the inherent values, ethics, and behaviors of the discipline of nursing.</p>	<p>Professional Identity</p> <p>Integrate effective legal, ethical, and standards of practice for increasingly complex, critically ill, and/or multiple clients.</p>
<p>Spirit of Inquiry</p> <p>Evaluate ongoing evidence-based initiatives in collaboration with inter-</p>	<p>Spirit of Inquiry</p> <p>Question underlying assumptions and the status quo associated with practice decisions and make changes based</p>

Student Learning Outcomes	Behavioral Competencies
professional teams to manage increasingly complex, critically ill, and/or multiple clients.	on evidence for increasingly complex, critically ill, and/or multiple clients.

Textbook

Any EKG book with practice rhythm strips such as Walraven or others. Recommended not required. Students can purchase any edition if additional practice is needed.

- Walraven, G. (2017). Basic Arrhythmias, 8th edition. Person ISBN-10: 0134380991

(Required from previous courses):

You may utilize your current editions of the following:

- Ignatavicius, D. D., Workman, M.L., & Rebar, C.R. (2018). Medical-surgical nursing: Concepts for interprofessional collaborative care, 9th edition, St. Louis, MO: Elsevier. ISBN-13: 9780323444194

Digital Format: This text is available in a digital format to rent or purchase through the JC Bookstore.

- State Board Review Books of Choice.
- Nursing Diagnostic Test Book of Choice.
- Nursing Drug Reference Book of Choice.

Please review the cost of your required materials to determine the best option for you to purchase your materials.

Please note, your opt out selection is for your entire semester schedule. You cannot opt out/opt into individual courses. And you must opt out by the due date of your first class, which is the 3rd day after the start of your earliest course.

Learn new textbook program at JC - <https://www.jccmi.edu/bookstore/textbook-program/>

For account billing questions, please contact the Jackson College Cashier at jccashier@jccmi.edu

Class Starts On	Opt Out Date
8/30/2021	9/2/2021

Additional Supplies

Calipers (contained in Health Assessment Nursing Kits).

Student Evaluation Criteria

The grade that the student earns will be determined from the examinations, quizzes, and any other assignments that are part of the course. An unsatisfactory performance in either theory or clinical practice will constitute failure in the course. If the failure is in clinical, the student will receive a 1.5 grade that cannot be made up other than by repeating the entire NRS 230 Medical-Surgical 3 course, class, and clinical subject to the Nursing Department readmission policy.

Evaluation Method	Type
Unit Exams	A schedule of theory topics, readings and exams will be distributed in the first week of class.
Comprehensive Med-Surg. Exam	One comprehensive exam will be given.
Med-Surg. Standardized Exam	One KAPLAN MED-SURG standardized exam will be given
Other Assignments	Kaplan quizzing, Ticket to class, Mandatory Dosage Calculation Competency, Simulation assignments
Other	See the Nursing Handbook for evaluation behaviors based on the Code of Nursing. The minimal clinical competencies for the course are listed with the Clinical Performance Guide

Grading Scale

The total number of points on the quizzes, examinations or other assignments will be cumulative and a percentage computed to figure the final grade. BUT there will be two scores computed for Medical-Surgical 3, one score based on in-class tests, and then a cumulative grade that includes the tests, quizzes, Med-Surg Standardized exam and any other assignments. The cumulative grade will be the final grade for the class if the student passes the test component. The student must receive an average grade of at least 78% on the tests to pass Medical-Surgical 3. If the student receives less than a 78% on the testing component or fails to achieve a $\geq 90\%$ on the math competency, they will receive a 1.5 grade regardless of the cumulative grade in the course unless the earned cumulative grade is lower than 73% in which case the lower earned grade will be given. This is necessary because it has been shown that students that do not pass tests at this minimal level in the nursing program do not pass the NCLEX examination - the national licensure examination.

The grading scale for the course is as follows:

GPA	GRADE RANGE
4.0	94-100%
3.5	90-93%
3.0	86-89%
2.5	82-85%
2.0	78-81%
1.5	74-77%
1.0	70-73%
0.5	66-69%
0.0	0-65%

Each test will be graded utilizing the above scale. When calculating final grades if the percentage includes a decimal, 0.5 or more the grade will be rounded up to the next whole number (e.g., 83.5=84). If a decimal grade of 0.4 or less is calculated the grade will be rounded down to the nearest whole number (e.g. 83.4 = 83). If the faculty decides that a test question is not valid, everyone in the course receives one point for that question whether they got the question “right or wrong”. (This is not an additional point if the question was scored as being correct. If the questions was answered correct by the student they will not receive an additional point).

Jackson College Nursing Student Handbook – AAS-N

All AAS-N students are responsible for accessing and reviewing the general policies and procedures section of the current online edition (2021-2022) of the Nursing Student Handbook at the beginning of each course.

- Attendance Policy
- Cell Phones
- Testing – Course Exams
 - Testing Guidelines for Students
 - Online Testing Guidelines
 - Test Make-Up
 - Dosage Calculation Competency Policy
- Academic Integrity and Honesty Policy
- Civility
- Uniform Policy
- Simulation Expectations
- Smoking
- Mandatory Health Data/CPR Certification
- Student Health Issues/Latex Allergy
- Exposure Incidence and Diseases
- Accidents (Including Needle Sticks)

Link to Handbook: [Jackson College Nursing Student Handbook - AAS-N](#)

Student Responsibilities: Class Requirements

Attendance

Attendance in class is not required, but it is HIGHLY recommended. Students must be present on class sessions when tests are scheduled, or they will have deductions to test scores – see Testing Make-up Policy. Students will be required to log into the course weekly and complete the assignments. Face-to-face meetings will occur at the scheduled time on Wednesdays each week. Lecture content will be delivered through taped PowerPoint presentations. The presentations will be uploaded and ready to view by Monday morning of each week. Students are responsible for downloading and watching the lectures. Students are responsible for all content delivered during the taped lectures and through additional assignments.

Additional Assignments

Additional Assignments: The weekly additional assignments will be due Sunday evening by 5 pm the Sunday after the assignment was assigned. For example, if the additional assignment is assigned on Wednesday, September 1 it will be due by 5 pm on Sunday, September 5.

Students who do not submit or complete the additional class assignments by the due date and time will receive no credit.

Kaplan quizzes will be 10-question quizzes with 1 minute remediation per question. Remediation must be completed on all 10-questions prior to the due date/time for credit to be received. Partial credit will not be awarded.

Dosage Calculation Competency: All students will be required to take and pass a mandatory Dosage Calculation Competency achieving a $\geq 90\%$ within 3 attempts. Failure to achieve $\geq 90\%$ will result in course failure.

Course Communications

Course communications will be made through JetNet and the Jackson College email system. All students must utilize their JC email when sending email communications to faculty regarding the course and clinical. It is the student's responsible to check email frequently. Students are accountable for all communications made via email.

Written Work

Written work should be neatly done using proper grammar, spelling and punctuation, and sentence structure. Written work with three or more spelling errors or with improper sentence structure will be unsatisfactory.

Reading Assignments

Reading assignments (text, assigned articles, handouts, etc.) should be read for understanding before coming to class for which they are assigned. Class discussions and group critical thinking exercises will be

based on the student coming prepared to class. Students are encouraged to bring questions to class. Some questions, however, will be best answered following lecture because of limited class time.

Testing

Testing will be done from content objectives found in course learning guides. A student will be allowed to take a make-up test only 1 time without penalty. Cell phones and apple watches may not be out during testing or while reviewing an exam. If a student is found to have a cell phone out during testing or during test review the student will receive a zero on the test in question.

Testing will occur at the designated time of the class. Testing will be the following dates:

- Monday, 8/30/2021 – Friday, 9/3/2021 – Medical Surgical Comp Test – Respondus Lockdown Browser + monitoring
- Wednesday, 9/1/21 – Dosage Calculation Competency
- Wednesday, 9/15/21 – Critically Ill/Arrhythmia/IV
- Wednesday, 9/22/21- Shock/Pacemaker
- Wednesday, 10/6/21 – Organ Failure
- Friday, 10/15/21 – Kaplan – TBA
- Monday, 10/18/21 – Neuro/Family Care

Students will not be allowed to review the tests that are in the online course format. Students can make an appointment with the faculty member to review test question concepts, but specific test questions will not be reviewed to maintain test integrity. Students will have one week to review test concepts. If a student has a question or concern regarding the test or a test question a student needs to complete a Test Inquiry Form within one week of the test. Students will not be allowed to complete a Test Inquiry Form or review test concepts after the review timeframe has expired.

For in-class exams, given on paper, students will be allowed to review the exam, in silence, without cell phones out the following class meeting time. Students are expected to be present to review their exams.

A Standardized Medical-Surgical Kaplan Test will be given during the course. The student must take the exam and the grade will be counted toward the final course grade. The **Kaplan Percentile Ranking** will be used to convert the score towards points in the course. See the JC Kaplan Scoring Guide posted in the course.

Grading Tests

When grading tests, faculty reserves the right to not count questions that they deem are not of good quality. In this situation, all answers will be accepted for the question(s) discarded. No additional point will be given to the student who had the question “right” prior to it being discarded. Calculation and Select-All-That-Apply questions are not eligible to be discarded.

SATA Questions

The Moodle testing format awards partial credit for SATA questions. Partial credit will not be awarded for SATA questions. Students must select only the correct responses to earn credit on these questions. When a test is completed on Moodle students need to be aware the posted score is considered a “raw” score. SATA questions will be hand-graded once the test is complete which may result in the test score going down. There will be SATA questions on every test.

Student Responsibilities: Clinical Requirements

- Attendance in clinical is required and is very important. All missed clinical days must be made up. Please refer to the attendance policy in the Jackson College Student Nursing Handbook – AAS-N. The student must satisfactorily complete NRS 230 with a minimum 2.0 grade before progressing to NRS 240 Nursing Capstone.
- The student is required to call the clinical unit before clinical starts if she/he will be absent or late. Excessive tardiness, defined as being late two times in the clinical area will result in a warning notice as outlined in the Nursing Handbook. Students may not be late due to COVID-19 screening procedures.
- The student must come prepared to the clinical area. If the student comes unprepared, she/he will be given a performance notice warning and will be sent home from clinical resulting in an absence that must be made up. If there is an additional incidence, further disciplinary action will be taken as defined in the Nursing Handbook in addition to being sent home from clinical resulting in another absence that must be made up. If there is a third incidence of unsatisfactory clinical preparation, the student will fail the clinical portion of the class.

A written performance notice will be given if the student administers a medication and does not know what the medication is, the normal dose and items to check before giving (See clinical medication sheet).

- The students should be attired and groomed as defined in the Nursing Handbook. The instructor reserves the right to determine appropriate dress in any given situation based on the uniform policy.
- The Clinical Performance Guide (CPG) presents all clinical objectives as identified in the clinical evaluation tool in addition to detailing skills and abilities that will further assist the individual student to satisfactorily meet clinical objectives, actively engage in his/her own self-assessment, demonstrate accountability for learning and promote self-growth. The student's weekly recording in the CPG provides both faculty and the student with a method to monitor the student's experience and progression toward meeting clinical objectives. The individual student and faculty will jointly review the student's self-assessment and progress as noted in the CPG in the faculty's evaluation of the student's satisfactory attainment of clinical objectives. Satisfactory (S),

Unsatisfactory (U), Not applicable/Not available (NA), with detailed comments will be used as grading criteria.

- The CPG presents mandatory clinical objectives which the student must satisfactorily attain in order to pass the course. Students will be evaluated according to a satisfactory (S) or unsatisfactory (U) grading criteria. If the clinical objectives are not met, the clinical grade will be unsatisfactory, and the course grade will be a failure of 1.5.
- CELL PHONE AND TEXTING POLICY: Cell phone calls and texting are not appropriate in the clinical setting due to the risk of distractors, errors, and HIPAA violations. Unit phone numbers are available in case of emergency.
- Alternative clinical assignments will be assigned to students during the semester. These assignments must be completed by the end of the clinical day and should be viewed as a clinical day.
- Written Clinical Assignments: The student's clinical preparation each clinical week will include:
 - Critical Thinking- Prioritization Form with attached PMP/Care Pathway.
 - Medication Summary
 - Laboratory Summary with abnormal values and relevant normal (including entire ABG, even if part of it is normal)

Each clinical instructor will notify students of the deadline for submission of the clinical paperwork. The weekly paperwork is not graded. It is a tool to help evaluate the student's ability to critically think. The weekly paperwork is required unless alternative assignments are given for the week. Failure to submit clinical assignments will result in a Clinical Performance Notice.

Students will also complete a Teaching Plan as part of the NRS 230 clinical rotation. Student who fail to complete the assignment or achieve less than 78% on the assignment will receive an unsatisfactory on the CPG which will result in a clinical failure and a grade of 1.5 in NRS 230.

- AGENCY POLICIES: It is the student's responsibility to be informed and adhere to agency policies such as student parking, orientation modules, smoking, cell phones, and HIPPA. Failure to follow agency policy can result in the agency prohibiting the student from continuing the clinical experience at said agency. This may result in course failure and/or dismissal from the JC nursing program.
- Students will be offered off-site observation only experiences in NRS 230. These are **observation only** experiences because there will be no clinical instructor present. Students are prohibited from assessing clients, documenting, passing medications, performing procedures, or offer advice/teaching clients.

- Due to the COVID-19 Pandemic guidelines continue for fall, 2021. All students must adhere to the reintegration plan found in the handbook Appendix I.

Shadow Health Digital Clinical Experiences (DCE)

As part of the clinical requirements for NRS 230 students will complete Shadow Health Digital Clinical Experiences (DCE) on scheduled days.

Technical Requirements

- [Review requirements](#)
- Tablets and mobile devices are not currently supported.
- Recommended web browser is Google Chrome.
- Shadow Health recommends using Chrome and Firefox to access your work. However, there are many browsers that you can use to access your assignments in Shadow Health.
- [List of supported browsers and system specifications.](#)

Registration and Purchase

[Register with Shadow Health here](#) and click “Register for a Student Account.” Then enter your PIN from your instructor. You will be prompted to fill in information, create a username and password.

Shadow Health Support

- Contact Shadow Health with any questions or technical issues regarding Shadow Health before contacting your instructor.
- [Support is available here](#)
- Live Chat Hours: Mon-Fri 9a – 9p EST / Sat 11a – 8 p EST
- Call Toll Free: 800.860.3241

Shadow Health Help Desk

If you want more information on using Shadow Health, visit the yellow Help Desk link near your name at the top of the course. This will bring you to the learner Support Center, which is home to a wealth of articles and useful tips and tricks.

However, do not ever feel the need to hunt down an answer to a pressing question. If you have any questions or encounter any technical issues, Shadow Health has a dedicated team of helpful and knowledgeable support specialists who will patiently assist you.

Please visit the [Support page](#) for contact information. You may also [email the Support team directly](#) at any time.

Shadow Health DCE Assignments

Student must achieve a $\geq 78\%$ on all assignment to be considered satisfactory.

****When registering for Shadow Health select your clinical instructor's name. You must register for all 3 programs****

Gerontology PIN: 9184-6139-7197-3311

Health Assessment PIN: 0448-1299-7865-4422

Pharmacology PIN: 4287-2849-1683-6069

Clinical Day One (8/30/21):

The assignments are completing the lectures posted within the JetNet course. Students will listen to Care of the Deteriorating or Critically Ill Client and the Vascular Access lectures.

You must also complete the Pharmacology – Medication Math (Complex) assignment by 5 PM on 8/30/21.

- **Medication Math (Complex):** Students will spend approximately 30 minutes on this assignment. For this assignment students will be given the opportunity to practice medication calculations.

Labor Day Clinical Time Make-Up (9/6/21): Assignment will be due 5 PM Sunday, 9/12/21

Students will listen to the IVP Medication lecture and complete the Peripheral Intravenous Catheter (PIVC) Worksheet to be submitted to your clinical instructor by the due date and time.

Student will also need to complete the Pharmacology DCE below:

- **Complex Patient Care:** Students will spend approximately 130 minutes on this assignment. For this assignment students will:
 - Interact with Doris Turner, age 86, admitted with community acquired pneumonia.
 - Students are responsible for initiating antibiotic therapy, assessing Mrs. Turner's status and need for PRN medications, evaluating Mrs. Turner for expected outcomes or adverse effects after receiving her medication.
 - Complex Post-Exam Activities

Clinical Simulation Day: (date assigned on your clinical schedule). Each student will complete two assignments.

Simulation Day 1 (S1 date on your clinical schedule):

- **Health Assessment: Focused Exam: Chest Pain.** Students will spend approximately 115 minutes on this assignment. For this assignment students will:
 - Interact with Mr. Foster, age 58, day 3 postop after an open prostatectomy who develops chest pain.

- Students will gather HPI and review of systems and assess related body systems.
- Complete post-exam activities.
- Students will also need to complete a nursing care plan for this client. The care plan must include 3 nursing diagnosis with 4 interventions each. Please reference the interventions.

Simulation Day 2 (S2 date on your clinical schedule):

- **Gerontology: End of Life:** Students will spend approximately 160 minutes on this assignment. For this assignment students will:
 - Interact with Ms. Walker, admitted with bone pain, abdominal pain from constipation, and various symptoms of breast cancer Stage IV.
 - Students will gather HPI and health history, conduct relevant tests to evaluate the client's symptoms, and communicate an SBAR hand-off.
 - Complete the Self-Reflection.
 - Students will also need to complete a nursing care plan for this client. The care plan must include 3 nursing diagnosis with 4 interventions. The interventions must be referenced.

Grading of Shadow Health DCE Assignments

The previously listed assignment descriptions suggest an average amount of time students will typically spend on each, but these times are not predictive of an individual's actual time spent and students must be aware that some exercises will take longer, while others may not.

The time listings are only suggestions, and each individual student will need to plan on spending at least what has been listed and should also realize, that until concepts become more familiar through course learning, it could take longer.

Earning a grade:

- **A score of 78% must be achieved to receive credit for the assignment.** Failure to earn at least a 78% on a DCE assignment by the assigned due date will result in an unsatisfactory of the clinical day.
- Students must have the assignment completed by the end of the assigned clinical day. If you are a day shift student, the assignment must be complete by 12:45 PM and afternoon students must have the assignment completed by 7:25 PM.
- Any student found cheating on Shadow Health will be held accountable for such actions including possible dismissal from the course and/or program.

Instructional Methods

Theory	Clinical
<ul style="list-style-type: none">• Collaborative/group work• Lecture• PowerPoint• Discussion• Demonstration/Equipment• Handouts• Assigned and optional readings• Digital simulations	<ul style="list-style-type: none">• Demonstration• Patient care• Observation• Critical Thinking Clinical Forms• Concept Maps• Individual conferences• Critical Care experience• Community experiences

Available Learning Services

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Learning Support Services as soon as possible to ensure that such accommodations are implemented in a timely fashion."

Tutors are sometimes available through Center for Student Success in Bert Walker Hall for Nursing. The Center for Student Success can help students with academic and personal problems. If you feel the need to talk with the faculty, their office hours are available and posted on their office doors. Keeping communication open assists both student and faculty.

Accessibility

Jackson College understands that cultivating a broadly diverse community is crucial to our educational mission and to our foundational commitment to leadership and service. Jackson College is fully committed to ensuring our courses are accessible to everyone including those with disabilities. We are currently working to increase accessibility and usability of our course materials in order to meet or exceed the requirements of Section 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1991 and Web Content Accessibility Guidelines (WCAG) 2.0. For more information about Jackson College's efforts to ensure accessibility please visit the [Jackson College accessibility web page](#).

If you have an accessibility need in any of our classes please e-mail the Center for Student Success at JCCSS@jccmi.edu or visit the [Center for Student Success web page](#).

At the Center for Student Success (CSS), we are committed to providing all students the opportunity to achieve academic success by providing a variety of support services free of charge to Jackson College

students. This includes, but is not limited to, peer and faculty tutoring, mental health referral, temporary assistance with transportation, various workshops/seminars, and the TRIO program.

In addition, the CSS staff is committed to adapting the College's general services to meet the individual needs of otherwise qualified students with disabilities, for the purpose of providing equal access to all programs and facilities.

Help

Available learning services or opportunities for students seeking help with their course work. May include information about tutors, learning centers, reserved library materials, counseling services.

Academic Advising

It is important to contact a Center for Student Success professional prior to the start of the semester in order to receive accommodations in a timely manner. While we will make every effort to coordinate accommodations in a timely manner, failure to self-identify prior to the start of the semester may delay notification to instructors and timeliness of acquiring accommodations. Accommodations do not automatically carry over to the next semester. Please e-mail JCCSS@jccmi.edu or visit the [Accommodations for Students with Disabilities](#) web page

Technical Assistance

For technical assistance, please contact the Jackson College Solution Center. All technical work requests are initiated through the following venues:

- E-mail: jcsolutioncenter@jccmi.edu
- Phone: 517.796.8639
- Walk-in: Atkinson Hall, Room 203

Attendance Policy

In compliance with Federal Title IV funding requirements, as well as college initiatives, instructors will take attendance at each scheduled meeting time. Students will be automatically dropped if, within the first week of class, they do not attend class or do not engage in academic activity of an online class. If a student has not engaged in academic activity over a two-week timeframe, instructors will input a last date of attendance for that student, who will then be administratively withdrawn.”

Nursing Progression Policy

See the Nursing Handbook for progression policies. The student must earn a 2.0 grade in theory and a satisfactory in clinical to pass the course. Students who withdraw or fail this course cannot progress into NRS 240: Nursing Capstone. Consult the handbook for current Progression/Readmission policy.

Point Summary

Test Component: 85% of grade

78% average required on testing component to pass course.

Tests	Possible Points	Earned Points	Total Points Possible	Total Points Earned
Test 1	50		50	
Test 2	50		100	
Test 3	50		150	
Test 4	50		200	
78% must be achieved on in class exams to pass the course			Test % \div total earned points by 200	Multiple test % by 0.85 for 85% total.

Other Components: 10% of grade

Tests	Possible Points	Earned Points	Total Points Possible	Total Points Earned
Med-Surg Comprehensive Exam	20		20	
Kaplan Quiz Dysrhythmia	10		30	
Shock Ticket-to-Class	10		40	
Kaplan Quiz AKI & CKD	10		50	
Kaplan Quiz Acute Resp Disorders	10		60	
Kaplan Quiz Neuro	10		70	
Students must achieve 78% on in class exams prior to adding additional points			Other % \div total earned points by	Multiple other % by 0.1 for 10% total

Kaplan Standardized Med-Surg Exam: 5% of grade

Kaplan percentile ranking converted to percent. See conversion guide.

Tests	Possible Points	Earned Points	Total Points Possible	Total Points Earned
Kaplan Standardized Med-Surg Exam	25		25	
Students must achieve 78% on in class exams prior to adding additional points			Converted Kaplan % ÷ total earned points by 25	Multiple Kaplan % by 0.05 for 5% total

Add course tests, others, and Kaplan percentages together

Total: /Possible 100

Students are required to maintain current documentation of CPR/TB/Immunizations prior to clinical in the nursing office to avoid a 3% reduction in the total grade in NRS 230. It is the student's responsibility to maintain these records without reminders from faculty.

Graduation Application

Submit your graduation application prior to the due date, preferably before your planned final semester, to ensure that you have all the requirements you need to be on track to graduate. You can download a graduation application from the JC website.

NRS 230 Clinical IV Administration Guidelines

- WITH INSTRUCTOR PRESENT, may hang peripheral IV bulks without added medication and IVPB antibiotics after reviewing appropriate lab tests. Students may administer antibiotics IVP with instructor present. These will be co-signed by the client's RN.
- WITH INSTRUCTOR PRESENT, may do normal saline flush or heparin flush.
- WITH INSTRUCTOR PRESENT, may hang CPN, PPN, or lipids which will be co-signed by the client's RN.
- Central Lines: WITH INSTRUCTOR PRESENT for ALL care of central lines, may hang IV bulks and antibiotics for central lines, flush lines with normal saline and/or heparin, and change dressings. Will NOT give IV push medications through central lines.
PICC Lines: Will not change dressings or remove PICC lines.
- Will NOT hang, regulate pumps, or titrate IVs containing narcotics, potassium IVPBs, chemotherapy, dopamine, dobutamine, Cardizem, nitroglycerin, insulin, or any other serious IV medication.

- Will NOT administer IV push medications.
- Will NOT change PCA medication or reprogram PCA pumps. May do history recall with supervision of instructor/nursing staff to document client usage of medication.
- Will NOT hang epidural solutions or reprogram epidural pumps.
- Will NOT obtain or administer blood or blood products.

NRS 230 Critical Care Medication Administration Guidelines

- Students may pass medications **with instructor and/or RN present** – never alone.
- RN assigned to patient
 - Will be informed of any medications being given prior to administration.
 - Will be told at the time of occurrence if a medication is being held and rationale.
 - Will be told if a medication issue arises, so RN is kept informed at all times of patient's medication status.
- Students under the direct supervision of an instructor – never alone – may give only these IV push medications:
 - Normal Saline flush
 - Heparin flush

Peripherally:

- Bumex (bumetanide)
 - Lasix (furosemide)
 - Solu-cortef (methylprednisolone)
 - Solu-medrol (hydrocortisone sodium succinate)
 - Protonix (pantoprazole)
 - Pepcid (famotidine)
 - Antibiotics
- Students **will NOT** give IV push narcotics or other medications as listed in the general IV guidelines.

NCLEX-RN test plan lab values (please memorize)

Students will not be given these normal on in-class exams.

ABG's

pH	7.35 – 7.45
pCO ₂	35 – 45
HCO ₃	22 -28
pO ₂	80 – 100
O ₂ Saturation	95 – 100%

CBC

Hematocrit	Males 42% - 52% Females 37% - 47%
Hemoglobin (Hgb)	Males 14 – 18, Females 12 – 16
White Blood Count (WBC)	5,000 – 10,000
Platelets	150,000 – 400,000

Clotting Studies

INR (Coumadin)	Therapeutic 2.0 – 3.0
Prothrombin Time (Coumadin)	11.0 – 12.5 seconds (therapeutic 1.5 – 2 times normal)
PTT (Heparin)	60 – 70 seconds (therapeutic 1.5 – 2 times normal)
APTT (Heparin)	30 – 40 seconds (therapeutic 1.5 – 2 times normal)

Electrolytes

Sodium (Na ⁺)	135 – 145
Potassium (K ⁺)	3.5 – 5.0

Renal

Serum Creatinine	0.6 – 1.5
Blood Urea Nitrogen (BUN)	10 – 20

Total Cholesterol < 200

Glucose 70 - 105

HgbA1C Non-diabetic 2.2 – 4.8 Good Diabetic control 2.5 – 5.9

NRS 230 Medical Surgical 3 Clinical Guidelines

Goals

- Clinical nursing experiences in NRS 230 Medical Surgical Nursing 3 provide instructor supervised care for patients who have increasingly complex needs.
- Students will administer specified IV fluids/medications with instructor supervision (see IV guidelines for further details).
- Students will develop ability to manage RN care responsibilities progressing from two to three patients. As the course progresses and the number of assigned patients increases, the goal for the student is to manage more of the responsibilities of the RN role for several patients. Students will communicate with staff team members during daily report exactly the nursing care interventions they will provide for each one of their patients, including ADLs, AM/HS care, medications, types of IV fluids and medications, assessment/charting.

The student will:

- Obtain patient report and discuss with patient's RN the student's specific care responsibilities for the patient, especially documentation, medication administration, nursing procedures, and AM/HS care. Other team members should also be aware of the student's role. (If the student is unable to complete any patient care item the RN/team members should be informed immediately so the care may be reassigned and completed).
- Provide designated care for two patients first week, progressing up to three patients as clinical weeks progress.
- Administer oral and injection medications with instructor supervision. All insulin must be double checked and co-signed on the medication record per hospital policy. Coumadin is double checked also after PT/INR values are reviewed.
- Administer IV fluids/medications specified in IV guidelines with instructor supervision. Provide care for central IV lines.
- Perform nursing procedures with instructor supervision such as urinary catheters, nasogastric tube insertion, drain removal, and complex dressings.
- Complete charting as instructed before leaving unit.
- Report off to RN and clinical faculty whenever leaving unit such as breaks, conferences and at the end of the shift.

Students will NOT:

- Obtain or administer blood or blood products.
- Administer IVs other than those specified in IV guidelines.
- Give IV push medications or administer chemotherapy as specified in IV guidelines.
- Witness legal documents per hospital policy.
- Call physicians, take or note physician's orders.

Pain Management Guidelines

Pain Assessment – The Fifth Vital Sign

- Always have a baseline pain assessment. Assess pain at beginning of shift, with vital signs and according to client condition. Document pain assessment.
- Anticipate need for frequent assessment for client who may be newly post-op or who have a painful condition (i.e., cancer, fracture, pancreatitis).
- Recognize that clients with dementia experience pain and require and Deserve pain relief. Utilize dementia appropriate methods of pain assessment for clients with dementia who are unable to rate their pain.
- Assessment must include:
 - Pain rating by the client. Call the pain a number 0 – 10.
 - Sedation level: 1 = wide awake, 2 = drowsy, 3 = dozing intermittently, 4 = difficult to arouse, 5 = unable to arouse
- Pain rating and sedation levels must be documented prior to and one hour after medication administration for pain.
- Assessment should include if client is opioid naïve vs. opioid tolerant.

Pain Medication Administration

- **Start low and go slow but GO!** Opioid induced respiratory depression is rare if opioids doses are titrated slowly and decreased when increased sedation is detected.
- Pain free or a pain score of “0” is not the primary goal of pain management. Rather pain is managed so the client is comfortable and can function. On admission the client's pain score goal should be determined with the client and documented.

- Be aware of co-existing client conditions (i.e. renal and liver impairment) or Other CNS depressants the client may have received that may influence pain medication effects.
- Know medication route, onset, peak, and duration to avoid under or overmedication.

COURSE SYLLABUS ATTESTATION FORM

NRS 230 Medical Surgical 3

Complete online form prior to the end of the first week of class:

<https://forms.office.com/r/sgJ1kUqQ6Q>

___ I have accessed and reviewed the general policies and procedures section of the current 2021 – 2022 online edition of the Nursing Student Handbook.

___ I have read the complete syllabus, weekly schedule and reviewed all resource materials for NRS 230.

___ I have reviewed the NRS 230 Clinical Guidelines, Administration Guidelines and COVID-19 Pandemic Guidelines (handbook appendix I).

___ I understand that off-site clinical experiences are observation only experiences. If I participate in client care during the off-site experiences without a clinical instructor present it may result in failure of NRS 230 clinical which will result in failure of NRS 230.

___ I understand that it is my responsibly to maintain updated records of immunizations and BLS certification in ACEMAPP and CastleBranch. Failure to comply with the health care requirements may result in an unexcused clinical absence and possible failure of the course. Failure to submit the required documents at the beginning of each semester will result in a 3% deduction in the final course grade.

___ I will adhere to the guidelines for Responsible Use of Technology at Jackson College at all times while I am a student of the nursing program. I understand if I violate these policies I may be dismissed from the course and/or nursing program.

___ I understand that all types of electronic devices may not be appropriate at certain times within this course and that it is not permissible to take photos of any course PowerPoints, or any other form of lecture/online materials without expressed permission from my instructor. Failure to abide by this policy may result in dismissal from the course. No exceptions!!

___ All my questions related to course resources have been answered at this time. I understand the information contained within the resources and will adhere to any additional course, JC Nursing Department and, or College policies not mentioned in this document that may apply to my status as a student in NRS 230.

Signature: _____ Date: _____

Please click forms link at top of page and complete by the first week of class.