Because BAPTIST HEALTH Schools are always in a state of dynamic progressive development, the faculty and administration of the school reserve the right to change policies, procedures, and general information at any time without prior notice.
EDUCATION AND FAIR USE

The Federal Copyright Law

107: Limitation on exclusion rights: Fair use

Notwithstanding the provisions of Section 106, the fair use of a copyrighted work including such use by reproduction in copies or phonorecords or by any means specified by that section for purposes such as criticism, comment, news reporting, teaching (including multiple copies for classroom use), scholarship, or research, is not in infringement of copyright. In determining whether the use is a fair use, the factors to be considered shall include:

(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

(2) the nature of the copyrighted work;

(3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

(4) the effect of the use upon the potential market for or value of the copyrighted work.
COURSE DESCRIPTION

NSG 4037: ADULT NURSING III

The course focuses on medical-surgical nursing in the hospital setting and further expands the nursing knowledge base. Course content includes pathophysiology, medical management and therapeutic nursing interventions for the adult patient experiencing chronic and acute medical-surgical disorders, calculation and administration of all medications, the impact of hospitalization on the family and an introduction to research and evidence-based practice. In addition, course content will emphasize organizational skills and time management which will be applied in the clinical laboratory by assignment of the student to a group of patients. Selected nursing skills are demonstrated and practiced in the Nursing Skills Laboratory. Clinical Laboratory experiences correlate with classroom instruction by focusing on critical thinking and utilization of the nursing process for adult patients in hospital setting and their families, practicing nursing skills, medication administration and dosage calculation, adapting interpersonal relationship skills when managing patients with medical-surgical disorders and practicing professionalism. The six (6) week course includes the following number of contact hours: Classroom (theory) - 52; Clinical Laboratory - 96; and Nursing Skills Laboratory - 8 for a total of one hundred fifty-six (156) contact hours.

Form Originated: March 1986 (C.C.)
Content Revised: July 2003 (C.C.)
Content Approved: June 2006 (C.C.)
COURSE OBJECTIVES

I. Demonstrate critical thinking by utilizing the nursing process when providing nursing care to meet the needs of groups of adult medical-surgical patients and/or families in the hospital setting.

II. Implement therapeutic nursing interventions to promote adaptation of the adult medical-surgical patient and/or family in the hospital setting.

III. Implement individualized health teaching to promote wellness in the adult medical-surgical patient and/or family in the hospital setting through the utilization of self and appropriate hospital and community resources.

IV. Demonstrate accountability for personal and professional growth when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting.

V. Apply ethical principles and legal standards of professional nursing practice when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting.

VI. Demonstrate principles of pharmacology when providing nursing care for groups of adult medical-surgical patients in the hospital setting.
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Integumentary Needs.................................................................................................H1

Physiologic Integrity and Therapeutic Nursing Interventions for Patients With
Liver, Biliary and Pancreatic Needs..........................................................................I1

Physiologic Integrity and Therapeutic Nursing Interventions for Patients With
Musculoskeletal Needs.............................................................................................J1

Physiologic Integrity and Therapeutic Nursing Interventions for Patients With
Neoplastic Disorders...............................................................................................K1

Physiologic Integrity and Therapeutic Nursing Interventions for Patients With
Neurological Needs....................................................................................................L1

Physiologic Integrity and Therapeutic Nursing Interventions for Patients With
Renal Needs.................................................................................................................M1

Physiologic Integrity and Therapeutic Nursing Interventions for Patients With
Respiratory Needs.....................................................................................................N1
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III

SYLLABUS

FACULTY:
Melissa Cleary, BSN, RN
Joseph Colgrove, MSN, RN
Donna Koestler, MSN, RN
Carole Mackey, MSN, RN
LauriAnne Martin, BSN, RN
Debra Mercer, BSN, RN
Dena Merriman, RN
Cathy Pettit, MSN, RN
Michelle Rector, RN
Genia Snyder, BSN, RN (SE only)

GUEST LECTURER:
As Scheduled

COURSE DATES:
1st Rotation: July 24, 2006 to September 1, 2006
2nd Rotation: September 11, 2006 to October 20, 2006
3rd Rotation: October 30, 2006 to December 8, 2006

CONTACT HOURS:
Classroom: 52 Day/Time: See Course Calendar
Skills Laboratory: 8 Day/Time: See Course Calendar
Clinical Laboratory: 96 Day/Time: See Course Calendar
Total: 156

COURSE CREDIT AND RATIO:
Theory Credit Hours: 3
Nursing Skills Laboratory Credit Hours: 1
Clinical Laboratory Credit Hours: 3
Total Credit Hours: 7
Theory (Classroom) to Clinical Laboratory Ratio: 1:2
**CLINICAL LABORATORY SITES:**

Little Rock Campus: BAPTIST HEALTH Medical Center - Little Rock, BAPTIST HEALTH Rehabilitation Institute, Saline Memorial Hospital, Central Arkansas Veterans Health Care System, and additional sites as needed.

Southeast Campus: Chicot Memorial Hospital, Delta Memorial Hospital, Drew Memorial Hospital, McGehee-Desho County Hospital, and additional sites as needed.

**PREREQUISITES:**

Completion of Junior courses and promotion to Senior classification
American Heart Association Healthcare Provider Course - current card.
Current TB skin test or questionnaire.
Licensed Practical Nurse, Licensed Psychiatric Technician Nurse Arkansas License, and/or Paramedic certified in Arkansas & nationally registered (Accelerated students only).
Completion of Baptist Health Last Word Charting (LR only)

**COREQUISITES:**

General Education and Science Courses: LPN/LPTN to RN students only

Meds Publishing Online Review and Testing: Each student is required to complete the specified Learning System Exams during NSG 4037. A Meds Publishing schedule will be provided. Failure to complete Meds Publishing requirements will result in an Incomplete for NSG: 4037 Adult Nursing III.

**COURSE OBJECTIVES:**

I. Demonstrate critical thinking by utilizing the nursing process when providing nursing care to meet the needs of groups of adult medical-surgical patients and/or families in the hospital setting.

II. Implement therapeutic nursing interventions to promote adaptation of the adult medical-surgical patient and/or family in the hospital setting.

III. Implement individualized health teaching to promote wellness in the adult medical-surgical patient and/or family in the hospital setting through the utilization of self and appropriate hospital and community resources.

IV. Demonstrate accountability for personal and professional growth when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting.

V. Apply ethical principles and legal standards of professional nursing practice when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting.

VI. Demonstrate principles of pharmacology when providing nursing care for groups of adult medical-surgical patients in the hospital setting.
GRADING:

Theory Grade (T):

Faculty evaluate student learning and determine the Final Theory Grade to be assigned at the end of the nursing course. Calculation of the Theory Grade is outlined in the Student Handbook and is reflected on the Final Theory Grade Record and Final Course Grade Record.

Total Points Possible.................................................................300
All Course examinations will remain the property of the school.

Nursing Skills Laboratory (NSL):

The Final Nursing Skills Laboratory Grade is determined and assigned according to the student’s quality performance of each nursing skill and/or written assignment, as set forth in the Guidelines. The quality of student learning is denoted by a rating of the student’s Nursing Skills Laboratory performance of each nursing skill and/or written assignment on the Record of Nursing Skills Laboratory Progress (RNSLP). Final determination and assignment of the grade is outlined in the Student Handbook and is reflected on the Final Nursing Skills Laboratory Evaluation Record and the Final Course Grade Record.

Prerequisites to Clinical Laboratory (PCL):

Each student must achieve a minimum score of 90% on the Senior Prerequisite to Clinical Laboratory IV Insertion/Intravenous Therapy Examination within two (2) attempts. Each student must take the exam(s) as scheduled on the course calendar. Only calculators provided by the school may be used. Each student must satisfactorily perform the IV insertion according to demonstration criteria within two (2) attempts as scheduled on the course calendar & specified time.

Clinical Laboratory (CL):

The final Clinical Laboratory grade is based on the student’s achievement of each course objective in the Clinical Laboratory setting. The quality of student learning is denoted by a rating of the student’s clinical performance of each course objective on the Record of Clinical Progress (RCP). Final determination and assignment of the grade occurs using the process outlined in the Student Handbook and is reflected on the Final Clinical Laboratory Evaluation Grade Record and the Final Course Grade Record.

1. The following assignments will be utilized to assist in measuring Course Objectives and behavioral indicator(s) as identified on guidelines.

Assignments: (See guidelines)

Charting
Clinical Conference: Research and Evidence-Based Practice
Focused Patient Assessment
Medical Diagnosis(es) Research
Medication Administration
Nursing Care Plan
Nursing Skills Laboratory
Pharmacology/Dosage Calculation Exam
Problem List
2. The following essential psychomotor skills must be satisfactorily demonstrated:

Sophomore, Junior, Senior essential psychomotor skills:
  Primary IV Solutions Change
  IV Tubing Change

Senior essential psychomotor skills:
  IV Insertion
  IV Push Medication Administration

Course essential psychomotor skills:
  Gluometer
  Telemetry Placement

**ATTENDANCE:**

Students are expected to attend all classroom, nursing skills laboratory, and clinical laboratory experiences. Refer to Student Handbook: Attendance for general requirements. Refer to General Information: Course specific requirements.

**FINAL EVALUATION CONFERENCE:**

During the final week of the course, each student receives a final evaluation conference from the assigned course faculty member. The following are shared with the student: Final Theory Grade Record, Record of Nursing Skills Laboratory Progress, Final Nursing Skills Laboratory Evaluation, Record of Clinical Laboratory Progress, Final Clinical Laboratory Evaluation, Pharmacology/Dosage Calculation Grade Record, Prerequisite to Clinical Laboratory Grade Record: IV Therapy/Intravenous Therapy Examination and Demonstration (1st Rotation only), and Final Course Grade Record.

**TEACHING METHODS:**

- Audiovisuals
- Case studies
- Clinical Conferences
- Computer Assisted Instruction (CAI)
- Demonstration
- Discussion
- Group Work
- Lecture
- Multimedia presentations
- Return Demonstration
- Nursing Skills Laboratory
- Simulations

**COURSE LECTURES:**

(See Course Calendar for specific dates.)

<table>
<thead>
<tr>
<th>TITLE</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>IV Therapy</td>
<td>Smith, S.F., Duell, D.J., &amp; Martin, B.C. (2004). Ch 28, Unit I-V (pp 993-1043) Ch 29, Unit I-VI (pp 1044-1094)</td>
</tr>
<tr>
<td>Section</td>
<td>Source</td>
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<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Cardiovascular Needs</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 13 (pp 1548-1559); Ch 56-60 (pp 1560-1730)</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Digestive Needs</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 7 (pp 658-667); Ch 30-33 (pp 668-764); Unit 8 (pp 773-774); Ch 34-35 (pp 775-855).</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Endocrine Needs</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 10 (pp 1144-1153); Ch 44-47 (pp 1154-1288)</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Fluid and Electrolyte Disturbances</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 3 (pp 196); Ch 13-14 (pp 205-245)</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Hematologic or Immunologic Needs</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 17 (pp 2238-2253); Ch 76-78 (pp 2254-2327)</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Integumentary Needs</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 11 (pp 1370-1375); Ch 50-51 (pp 1376-1432); Ch 20 (pp 397-415)</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Musculoskeletal Needs</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 6 (pp 558-564); Ch 27-29 (pp 565-656); Ch 79 (pp 2329-2373)</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Neoplastic Disorders</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 3 (pp 197-204); Ch 18-19 (pp 333-395); Ch 81 (pp 2401-2421)</td>
</tr>
<tr>
<td>Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Respiratory Needs</td>
<td>Black, J.M. &amp; Hawks, J.H. (2005). Unit 14 (pp 1732-1742); Ch 61-65 (pp 1743-1908)</td>
</tr>
</tbody>
</table>
COURSE EXAMINATIONS:

(See Course Calendar for specific dates)

Exam 1          Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Cardiovascular Needs
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Circulatory System Needs
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Integumentary Needs

Exam 2          Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Digestive Needs
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Endocrine Needs
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Respiratory Needs

Exam 3          Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Musculoskeletal Needs
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Fluid and Electrolyte Disturbances

Exam 4          Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Acquired Immunodeficiency Syndrome
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Neurological Needs
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Liver, Biliary and Pancreatic Needs

Exam 5          Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Renal Needs
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Neoplastic Disorders
                Physiologic Integrity and Therapeutic Nursing Interventions for Patients With Hematologic or Immunologic Needs

BIBLIOGRAPHY:

REQUIRED TEXTBOOKS:


**REQUIRED WEBSITES:**

www.medspublishing.com

**REQUIRED PERIODICALS:**

TBA

**REQUIRED SOFTWARE:**


**RECOMMENDED TEXTBOOKS:**


**RECOMMENDED PERIODICALS:**


**RECOMMENDED SOFTWARE:**

None

**RECOMMENDED WEBSITES:**

Arkansas State Board of Nursing: [http://www.arsbn.org/](http://www.arsbn.org/)
Arkansas State Nurses Association: [http://www.arna.org/](http://www.arna.org/)
National Council of State Boards of Nursing: [http://www.ncsbn.org](http://www.ncsbn.org)
National League for Nursing: [http://www.nln.org](http://www.nln.org)

Form Originated: March 1986 (C.C.)
Form Revised: January 2003 (C.C.)
Content Approved: June 2006 (C.C.)
The instructor utilizes this form for documentation of student progress toward clinical achievement of course objectives as demonstrated by completion of behavioral indicators. All Unsatisfactory or Incomplete indicators must be satisfactorily completed by the end of the course. At the end of the course, the final determination of student ability to demonstrate behavioral indicators, which measure the course objectives, is documented under the Final Rating column as Outstanding (O), Above Satisfactory (AS), Satisfactory (S), Unsatisfactory (U), or Incomplete (I). The student must achieve at least a minimum rating of Satisfactory (S) on all Indicator Final Ratings (IFR) to receive the minimum rating of Satisfactory (S) for the Course Objectives.

Outstanding Progress (OP), Above Satisfactory Progress (ASP), Unsatisfactory Progress (UP), and/or Incomplete (IP) by the student is documented by the instructor. The student initials and dates both the actual “UP” or “IP” and the documentation of Unsatisfactory Progress (UP) or Incomplete Progress (IP). The student signature indicates the student has read the entire RCP and the comments contained therein. Related BAPTIST HEALTH Values are reflected in parenthesis following Course Objectives and Behavioral Indicators.

ABBREVIATIONS DENOTING PROGRESS:  

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>OP</td>
<td>Outstanding Progress</td>
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<tr>
<td>ASP</td>
<td>Above Satisfactory Progress</td>
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<tr>
<td>SP</td>
<td>Satisfactory Progress</td>
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<tr>
<td>UP</td>
<td>Unsatisfactory Progress</td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete Progress</td>
</tr>
<tr>
<td>NO</td>
<td>Not Observed</td>
</tr>
<tr>
<td>NA</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>ONA</td>
<td>Opportunity Not Available at the time</td>
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</table>
1. Demonstrate critical thinking by utilizing the nursing process when providing nursing care to meet the needs of groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)

**BEHAVIORAL INDICATORS:**

<table>
<thead>
<tr>
<th>A. Assess. (Respect)</th>
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<tbody>
<tr>
<td>1. Perform focused patient assessment according to guideline.</td>
<td>![Blank]</td>
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<tr>
<td>2. Research Medical Diagnosis(es) according to guideline.</td>
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<tr>
<td>3. Complete NSG 4037 Problem List Form according to guideline.</td>
<td>![Blank]</td>
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<td>4. Document according to Nursing Care Plan guideline.</td>
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<tr>
<th>B. Plan. (Stewardship)</th>
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<tr>
<td>1. Incorporate planning in care daily</td>
<td>![Blank]</td>
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<td>2. Document according to Nursing Care Plan guideline.</td>
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<th>C. Implement. (Service)</th>
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<td>1. Incorporate implementation in care daily.</td>
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<td>2. Document according to Nursing Care Plan guideline.</td>
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<th>D. Evaluate. (Honesty)</th>
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<td>1. Incorporate evaluation in care daily.</td>
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<td>2. Document according to Nursing Care Plan guideline.</td>
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**COMMENTS:**
## Course Objective

**II.** Implement therapeutic nursing interventions to promote adaptation of the adult medical-surgical patient and/or family in the hospital setting.  
(Performance)

### Behavioral Indicators:

<table>
<thead>
<tr>
<th>A. Demonstrate correlation of theoretical knowledge to clinical practice. (Service)</th>
</tr>
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<tbody>
<tr>
<td>B. Implement previously acquired skills. (Service)</td>
</tr>
<tr>
<td>1. *IV Tubing Change.</td>
</tr>
<tr>
<td>C. Implement newly acquired skills. (Service)</td>
</tr>
<tr>
<td>1. **IV insertion.</td>
</tr>
<tr>
<td>D. Incorporate appropriate interpersonal relationship skills with patient, family, and health care team members. (Honesty)</td>
</tr>
</tbody>
</table>

*Denotes Sophomore, Junior, Senior Essential Psychomotor Skill  
**Denotes Senior Essential Psychomotor Skill

**COMMENTS:**
### COURSE OBJECTIVE

**III.** Implement individualized health teaching to promote wellness in the adult medical-surgical patient and/or family in the hospital setting through the utilization of self and appropriate hospital and community resources.  
*(Performance)*

### BEHAVIORAL INDICATORS:

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| **A.** Provide patient and/or family teaching to promote wellness.  
 *(Service)* |   |
| 1. Identify teaching needs and resources available weekly. |   |
| 2. Assist with discharge teaching as needed. |   |
| 3. Communicate teaching needs to primary nurse effectively. |   |

### COMMENTS:
### COURSE OBJECTIVE

<table>
<thead>
<tr>
<th>DATE</th>
<th>1</th>
<th>2</th>
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<th>IFR</th>
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<tbody>
<tr>
<td>IV. Demonstrate accountability for personal and professional growth when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)</td>
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#### BEHAVIORAL INDICATORS:

| A. Attend and participate in Clinical Conference: Research and Evidence-Based Practice according to guideline. (Service) |  |  |  |  |
| 1. Achieve at least a minimum score of 77% on Research and Evidence-Based Practice Individual Grade Tool. | N/A | N/A | N/A | |
| B. Organize patient care to complete clinical requirements daily. (Stewardship) | | | | |
| C. Demonstrate appropriate verbal and nonverbal communication with patient, family, health care team members, instructor and peers. (Respect) | | | | |
| D. Seek opportunities for additional learning. (Performance) | | | | |
| E. Independently initiate nursing interventions as appropriate. (Service) | | | | |
| F. Utilize instructor feedback to enhance growth. (Respect) | | | | |

COMMENTS:
<table>
<thead>
<tr>
<th>COURSE OBJECTIVE</th>
<th>WEEK</th>
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<th>4</th>
<th>IFR</th>
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<tr>
<td>V. Apply ethical principles and legal standards of professional nursing practice when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)</td>
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**BEHAVIORAL INDICATORS:**

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<tbody>
<tr>
<td>A.</td>
<td>Provide nursing care according to professional standards of practice. (Service)</td>
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<tr>
<td>B.</td>
<td>Document significant information in all appropriate areas of patient’s chart. (Honesty)</td>
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<tr>
<td>C.</td>
<td>Report pertinent information to health care team. (Honesty)</td>
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<tr>
<td>D.</td>
<td>Demonstrate respect for each patient, family, peer, and health care team member. (Respect)</td>
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**COMMENTS:**
<table>
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<th>3</th>
<th>4</th>
<th>IFR</th>
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</thead>
<tbody>
<tr>
<td>VI. Demonstrate principles of pharmacology when providing nursing care for groups of adult medical-surgical patients in hospital setting. (Performance)</td>
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</table>

**BEHAVIORAL INDICATORS:**

| A. Achieve at least a minimum score of 90% on Pharmacology/Dosage Calculation Examination according to guideline. (Performance) | N/A  | N/A    | N/A    |         |         |     |
| B. Prepare for medication administration. (Performance)                                                                                   |      |        |        |         |         |     |
| 1. Verbalize required information according to guideline.                                                                                   |      |        |        |         |         |     |
| 2. Perform accurate dosage calculation for each medication administered.                                                                 |      |        |        |         |         |     |
| 3. Calculate flow rate for all IV medications and fluids daily.                                                                               |      |        |        |         |         |     |
| C. Administer medications demonstrating the “7 Rights” according to guideline. (Performance)                                                 |      |        |        |         |         |     |
| 1. **IV Push                                                                                                                               |      |        |        |         |         |     |
| 2. IVPB                                                                                                                                     |      |        |        |         |         |     |
| 3. *Primary IV Solution Change                                                                                                              |      |        |        |         |         |     |
| 4. PO                                                                                                                                       |      |        |        |         |         |     |
| 5. Injections (IM, SQ, ID)                                                                                                                  |      |        |        |         |         |     |
| 6. Other previously learned routes.                                                                                                          |      |        |        |         |         |     |

*Sophomore, Junior, Senior Essential Psychomotor Skill
**Senior Essential Psychomotor Skill

**COMMENTS:**
INSTRUCTOR COMMENTS: (To be signed and dated)

STUDENT COMMENTS: (To be signed and dated)
The student signature on the record denotes that the student has read the entire Record of Clinical Laboratory Progress, comments (if any) and understands the significance and implications thereof.

**WEEKLY STUDENT AND INSTRUCTOR SIGNATURES:**

**WEEK 1**
STUDENT ________________________________
DATE _______________

INSTRUCTOR ______________________________
DATE _______________

**WEEK 2**
STUDENT ________________________________
DATE _______________

INSTRUCTOR ______________________________
DATE _______________

**WEEK 3**
STUDENT ________________________________
DATE _______________

INSTRUCTOR ______________________________
DATE _______________

**IFR STUDENT AND INSTRUCTOR SIGNATURE:**

__________________________________________ / ___________________________ / _________
STUDENT
STUDENT ID #
DATE

_______________________________________________ / ____________________________
INSTRUCTOR
DATE
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III
RECORD OF NURSING SKILLS LABORATORY PROGRESS

STUDENT: ___________________________________ STUDENT ID #: ____________________

COURSE DATES: BEGAN: September 11, 2006
ENDED: October 20, 2006

The instructor utilizes this form for documentation of student progress toward nursing skills laboratory achievement of course objectives as demonstrated by completion of behavioral indicators. All Unsatisfactory or Incomplete indicators must be satisfactorily completed by the end of the course. At the end of the course, the final determination of student ability to demonstrate behavioral indicators, which measure the course objectives, is documented under the Indicator Final Rating column as Outstanding (O), Above Satisfactory (AS), Satisfactory (S), Unsatisfactory (U), or Incomplete (I). The student must achieve at least a minimum rating of Satisfactory (S) on all Indicator Final Ratings (IFR) to receive the minimum rating of Satisfactory (S) for the Course Objectives.

Outstanding Progress (OP), Above Satisfactory Progress (ASP), Unsatisfactory Progress (UP) and/or Incomplete Progress (IP) by the student is documented by the instructor. The student initials and dates both the actual “UP” or the “IP” and the documentation of Unsatisfactory Progress (UP) or Incomplete Progress (IP). Student comments may be added. At each conference, the student and instructor sign the RNSLP. The student signature indicates the student has read the entire RNSLP and the comments contained therein. Related BAPTIST HEALTH Values are reflected in parenthesis following Course Objectives and Behavioral Indicators.

ABBREVIATIONS DENOTING PROGRESS:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP</td>
<td>Outstanding Progress</td>
</tr>
<tr>
<td>ASP</td>
<td>Above Satisfactory Progress</td>
</tr>
<tr>
<td>SP</td>
<td>Satisfactory Progress</td>
</tr>
<tr>
<td>UP</td>
<td>Unsatisfactory Progress</td>
</tr>
<tr>
<td>IP</td>
<td>Incomplete Progress</td>
</tr>
<tr>
<td>NO</td>
<td>Not Observed</td>
</tr>
<tr>
<td>NA</td>
<td>Not Applicable</td>
</tr>
<tr>
<td>ONA</td>
<td>Opportunity Not Available at the time</td>
</tr>
</tbody>
</table>

Form Originated: May 1986 (C.C.)
Form Revised: December 2000 (C.C.)
Content Approved: June 2006 (C.C.)
II. Implement therapeutic nursing interventions to promote adaptation of the adult medical-surgical patient and/or family in the hospital setting. (Performance)

**BEHAVIORAL INDICATORS:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Oxygen therapy. (Performance)</td>
</tr>
<tr>
<td></td>
<td>1. Nasal cannula.</td>
</tr>
<tr>
<td></td>
<td>2. Face mask.</td>
</tr>
<tr>
<td>B.</td>
<td>Colostomy/Ileostomy pouch application. (Performance)</td>
</tr>
<tr>
<td>C.</td>
<td>Nasogastric tube insertion. (Performance)</td>
</tr>
<tr>
<td>D.</td>
<td>Nasogastric tube removal. (Performance)</td>
</tr>
<tr>
<td>E.</td>
<td>Nasogastric tube feeding. (Performance)</td>
</tr>
<tr>
<td>F.</td>
<td>Percutaneous Endoscopic Gastrostomy (PEG) tube. (Performance)</td>
</tr>
<tr>
<td>G.</td>
<td>Gastrostomy/Jejunostomy tube site dressing change. (Performance)</td>
</tr>
<tr>
<td>H.</td>
<td>Underwater seal drainage set-up (Performance)</td>
</tr>
<tr>
<td>I.</td>
<td>PCA/Epidural Pumps (Performance)</td>
</tr>
<tr>
<td>J.</td>
<td>Nasotracheal suctioning (Performance)</td>
</tr>
<tr>
<td>K.</td>
<td>Peritoneal dialysis (Performance)</td>
</tr>
</tbody>
</table>

**COMMENTS:**
BAPTIST HEALTH SCHOOL OF NURSING

NSG 4037: ADULT NURSING III

INSTRUCTOR COMMENTS: (To be signed and dated)

STUDENT COMMENTS: (To be signed and dated)

IFR SIGNATURE

The student signature on the record denotes that the student has read the entire Record of Nursing Skills Laboratory Progress, comments (if any) and understands the significance and implications thereof.

________________________________________ / ______________________ / ____________________
Instructor                                          Date

_____________________________________________/ ____________________ / ______________________
Student                                            Student ID #           Date
**BAPTIST HEALTH SCHOOL OF NURSING**

**NSG 4037: ADULT NURSING III**

**FINAL COURSE GRADE RECORD**

**NAME:** 

**SS NUMBER:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Quality</th>
<th>Value</th>
<th>COURSE DATE: BEGAN: ENDED:</th>
<th>ATTENDANCE: HOURS POSSIBLE: HOURS PRESENT: % HOURS ATTENDED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.70-4.00</td>
<td>Outstanding</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>3.00-3.69</td>
<td>Above Satisfactory</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>2.00-2.99</td>
<td>Satisfactory</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.00-1.99</td>
<td>Unsatisfactory</td>
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<tr>
<td>F</td>
<td>0.00-0.99</td>
<td>Failing</td>
<td>0</td>
<td></td>
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<tr>
<td>I</td>
<td>0-0</td>
<td>Incomplete</td>
<td>0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**POLICY:** The student must achieve at least a final course grade of "C" (2) in each component in order to progress or promote.

**COURSE COMPONENTS**

**LETTER GRADE**

**FINAL THEORY GRADE**

**FINAL NURSING SKILLS LAB GRADE**

**FINAL CLINICAL GRADE**

**INSTRUCTOR SIGNATURE** ________________________________ DATE ____________________

**STUDENT SIGNATURE** ________________________________ DATE ____________________

Signature above indicates the student and faculty reviewed the following: Final Course Grade Record, Theory Grade Record, Nursing Skills Laboratory Grade Record, Final Clinical Evaluation Grade Record, Pharmacology/Dosage Calculation Exam Grade Record and Prerequisite to Clinical Laboratory Grade Record: IV Insertion/Intravenous Therapy Examination and Demonstration.
BAPTIST HEALTH SCHOOL OF NURSING

NSG 4037: ADULT NURSING III

THEORY GRADE RECORD

NAME: 

SS NUMBER: 

COURSE DATES:  
BEGAN: 
ENDED: 

ATTENDANCE: 
HOURS POSSIBLE: 
HOURS PRESENT: 
% HOURS ATTENDED: 

94 - 100 = A = 4  
86 - 93 = B = 3  
77 - 85 = C = 2  
70 - 76 = D = 1  
0 - 69 = F = 0

POLICY: The student must achieve a final minimum theory grade of “C” (2) in order to progress or promote.

1. THEORY EXAMS

1  
2  
3  
4  
5

2. TOTAL POINTS ACHIEVED

3. TOTAL POINTS POSSIBLE 300

4. PERCENTAGE ACHIEVED

5. FINAL THEORY GRADE LETTER GRADE VALUE
**BAPTIST HEALTH SCHOOL OF NURSING**

**NSG 4037: ADULT NURSING III**

**FINAL CLINICAL EVALUATION**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Quality</th>
<th>Value</th>
<th>COURSE DATES:</th>
<th>BEGAN:</th>
<th>ENDED:</th>
<th>ATTENDANCE:</th>
<th>HOURS POSSIBLE:</th>
<th>HOURS PRESENT:</th>
<th>% HOURS ATTENDED:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>3.70 - 4.00</td>
<td>Outstanding</td>
<td>4</td>
<td></td>
<td></td>
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<td></td>
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<td>3.00 - 3.69</td>
<td>Above Satisfactory</td>
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<tr>
<td>F</td>
<td>0.00 - 0.99</td>
<td>Failing</td>
<td>0</td>
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<td>I</td>
<td>0 - 0</td>
<td>Incomplete</td>
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</tbody>
</table>

**POLICY:** The student must achieve a minimum clinical laboratory grade of Satisfactory (S) in the performance of each course objective in order to receive a minimum required final clinical laboratory grade of “C”.

**COURSE OBJECTIVES**

<table>
<thead>
<tr>
<th>Objective</th>
<th>I</th>
<th>U</th>
<th>S</th>
<th>AS</th>
<th>O</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>I.</td>
<td></td>
<td></td>
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<tr>
<td>II.</td>
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<tr>
<td>III.</td>
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<td>IV.</td>
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<tr>
<td>V.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VI.</td>
<td></td>
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</tbody>
</table>

**TOTAL VALUE RATING:**

**FINAL CLINICAL LABORATORY GRADE:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Value</th>
</tr>
</thead>
</table>
## NURSING SKILLS LABORATORY GRADE RECORD

**NAME:**

**SS NUMBER:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Quality</th>
<th>Value</th>
<th>COURSE DATES:</th>
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<td>ATTENDANCE:</td>
</tr>
<tr>
<td>D</td>
<td>1.00 - 1.99</td>
<td>Unsatisfactory</td>
<td>1</td>
<td>HOURS POSSIBLE:</td>
</tr>
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<td>0</td>
<td>HOURS PRESENT:</td>
</tr>
<tr>
<td>I</td>
<td>0 - 0</td>
<td>Incomplete</td>
<td>0</td>
<td>% HOURS ATTENDED:</td>
</tr>
</tbody>
</table>

**POLICY:** The student must achieve at least a final minimum nursing skills laboratory grade of Satisfactory (S) in the performance of each objective in order to receive a minimum required final nursing skills laboratory grade of "C".

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>I</th>
<th>U</th>
<th>S</th>
<th>AS</th>
<th>O</th>
<th>VALUE POINTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Implement nursing actions to promote adaptation of the adult medical-surgical patient and/or family in hospital settings.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**TOTAL VALUE RATING:**

**FINAL NURSING SKILLS LABORATORY GRADE:**

**Letter Grade**

**Value**
BAPTIST HEALTH SCHOOL OF NURSING

NSG 4037: ADULT NURSING III

PHARMACOLOGY/DOSAGE CALCULATION EXAM GRADE RECORD

NAME: 

SS NUMBER: 

COURSE DATES: 

BEGAN: 

ENDED: 

POLICY: The student must achieve a minimum score of 90%. Two opportunities will be given to achieve the required score.

Pharmacology/Dosage Calculation Exam Scores

1st Attempt 2nd Attempt
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III

PREREQUISITES TO CLINICAL LABORATORY GRADE RECORD:
IV INSERTION/INTRAVENOUS THERAPY EXAMINATION AND DEMONSTRATION

NAME: ___________________________  SS NUMBER: ___________________________

COURSE DATES:  BEGAN:  ENDED:

POLICY: Each student must achieve a minimum score of 90% on the Senior Prerequisite to Clinical Laboratory IV Insertion/Intravenous Therapy Examination within two (2) attempts.

IV Insertion/Intravenous Therapy Examination

1st Attempt

2nd Attempt

POLICY: Each student must satisfactorily perform the IV insertion according to demonstration criteria within two (2) attempts as scheduled on the course calendar & specified time.

IV Insertion Demonstration

1st Attempt

2nd Attempt
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III
GUIDELINE: CHARTING

RELATED COURSE OBJECTIVE:

V. Apply ethical principles and legal standards of professional nursing practice when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)

B. Document significant information in all appropriate areas of patient’s chart. (Honesty)

GENERAL DIRECTIONS:

Number Due: One for each assigned patient.

Day/Time Due: Each clinical day

Where Submitted: As directed by instructor or preceptor.

Special: 1. Utilize charting format approved by clinical facility.

2. Document in permanent patient record only with approval from clinical instructor or primary nurse.

GRADING METHODOLOGY:

This assignment is evaluated under Course Objective V, Indicator B. This grade will be recorded on the Record of Clinical Laboratory Progress.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective V, Indicator B, the student must satisfactorily complete the following:

1. Complete all areas of charting expected by clinical facility.

2. Document ALL findings.

3. Write legibly.

4. Reflect thoroughness, depth, and organization in documentation.

5. Maintain patient and family confidentiality.


Form Originated: September 1986 (C.C.)
Content Approved: June 2006 (C.C.)
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III
GUIDELINE: FOCUSED PATIENT ASSESSMENT

RELATED COURSE OBJECTIVE:
I. Demonstrate critical thinking by utilizing the nursing process when providing nursing care to meet the needs of groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)
   A. Assess (Respect)
      1. Perform focused patient assessment according to guideline.

GENERAL DIRECTIONS:
Number Due: One for each assigned patient.
Day/Time Due: Within one hour of receiving patient assignment.
Where Submitted: N/A
Special:
   1. Perform a focused patient assessment on each assigned patient daily and reassess PRN (include all areas as listed below).
   2. Utilize clinical instructor and/or primary nurse to validate assessment findings.
   3. Bring equipment needed to clinical each day: Black ink pen, stethoscope, tape measure, pen light, watch with second hand, and note pad.

GRADING METHODOLOGY:
This assignment is evaluated under Course Objective I, Indicator A.1. This grade will be recorded on the Record of Clinical Laboratory Progress.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective I, Indicator A.1, the student must satisfactorily complete the following:

1. Perform a focused physical assessment on each assigned patient using appropriate assessment skills.

2. Include All of the following assessments:
   a. Level of consciousness       g. IV site
   b. Skin                        h. Wounds (if applicable)
   c. Heart                      i. Equipment in use (if applicable)
   d. Lungs                      j. Safety
   e. Abdomen                    k. Nutrition
   f. Comfort/pain               l. Psychosocial issues

Any other area pertinent to patient complaint or medical diagnosis(es).
RELATED COURSE OBJECTIVE:
I. Demonstrate critical thinking by utilizing the nursing process when providing nursing care to meet the needs of groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)
   A. Assess. (Respect)
   2. Research Medical Diagnosis(es) according to guideline.

GENERAL DIRECTIONS:
Number Due: One for each clinical week.
Day/Time Due: Post-conference, 2nd or 3rd clinical day with assigned patient.
Where submitted: N/A
Special:
1. Identify one patient each clinical week on which to present a medical diagnosis research.
2. Research the admitting diagnoses from an approved medical-surgical reference. Include, at minimum, pathophysiology, etiology, clinical manifestations, diagnostic evaluation, therapeutic management, and nursing interventions.
3. Compare and contrast aspects of patient’s case in relation to diagnosis research.
4. Present a brief oral report to clinical peers in post-conference that demonstrates a clear understanding of diagnosis.

GRADING METHODOLOGY:
This assignment is evaluated under Course Objective I, Indicator A.2. This grade will be recorded on the Record of Clinical Laboratory Progress.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective I, Indicator A.2, the student must satisfactorily complete the following:
1. The student must satisfactorily complete the assignment as described in special 1-4 above.
RELATED COURSE OBJECTIVE:

VI. Demonstrate principles of pharmacology when providing nursing care for groups of adult medical-surgical patients in the hospital setting. (Performance)

A. Achieve at least a minimum score of 90% on Pharmacology/Dosage Calculation Examination according to guideline. (Performance)

B. Prepare for medication administration. (Performance)
   1. Verbalize required information according to guideline.
   2. Perform accurate dosage calculation for each medication administered.
   3. Calculate flow rate for all IV medications and fluids daily.

C. Administer medications demonstrating the “7 Rights” according to guideline. (Performance)
   1. IV Push.
   2. IVPB.
   3. Primary IV Solution Change.
   4. PO.
   5. Injections (IM, SQ, ID)
   6. Other previously learned routes.

GENERAL DIRECTIONS:

Day/Time Due: At time of medication administration. See General Information: Course.

Where Submitted: To designated clinical instructor.

Special:
   1. Student must achieve at least a minimum score of 90% on Pharmacology/Dosage Calculation Examination within two (2) scheduled attempts before administration of medications in the clinical setting.
   2. Bring *Davis’s Drug Guide for Nurses* daily to clinical setting.
   3. Bring *Intravenous Medications* daily to clinical setting.
   4. Research each medication and work dosage calculation prior to notifying clinical instructor or primary nurse that you are ready to administer the medication.
   5. Student’s may perform IV Push medication administration only under the supervision of assigned clinical instructor.

GRADING METHODOLOGY:

This assignment is evaluated under Course Objective VI, Indicator A, B.1-3, and C1-6. This grade will be recorded on the Record of Clinical Laboratory Progress.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective VI, Indicator A, the student must achieve a score of at least 90-93.99% on the Pharmacology/Dosage Calculation Examination.
To receive a rating of “Above Satisfactory Progress” (ASP) for Course Objective VI, Indicator A, the student must achieve a score of 94-96.99% on the first scheduled Pharmacology/Dosage Calculation Examination.

To receive a rating of “Outstanding Progress” (OP) for Course Objective VI, Indicator A, the student must achieve a score of 97-100% on the first scheduled Pharmacology/Dosage Calculation Examination.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective VI, Indicator B.1, the student must satisfactorily complete the following:

1. Verbalize each of the following for each medication prior to medication administration (may use selected drug reference(s)):
   a. Trade name.
   b. Generic name.
   c. Classification.
   d. Action(s).
   e. Rationale for administration in your client.
   f. Major side effects.
   g. Nursing implications.
   h. Interactions.
   i. Routes of administration.
   j. Compatibilities of the solution (drug).

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective VI, Indicator B.2, the student must satisfactorily complete the following:

1. Perform all steps of dosage calculation using dimensional analysis method.
   a. Compare dose to recommended dosage.
   b. Calculate # of mL, tabs, etc. to administer.
   c. Corrected dilution for drug (IV medications).

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective VI, Indicator B.3, the student must satisfactorily complete the following:

1. Perform all steps of dosage calculation using dimensional analysis method for IV rates.
   a. IV Push.
   b. IVPB.
   c. Hourly rates (or drops per minute).

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective VI, Indicator C.1-6, the student must satisfactorily complete the following:

1. Administer all medications documenting “7 Rights” of medication administration correctly:
   a. Right patient.
   b. Right drug.
   c. Right dose.
   d. Right time.
   e. Right route.
   f. Right documentation.
   g. Right to know.
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III
GUIDELINE: NURSING CARE PLAN

RELATED COURSE OBJECTIVE:

I. Demonstrate critical thinking by utilizing the nursing process when providing nursing care to meet the needs of groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)
   A. Assess. (Respect)
      4. Document according to Nursing Care Plan guideline.
   B. Plan. (Stewardship)
      2. Document according to Nursing Care Plan guideline.
   C. Implement (Service)
      2. Document according to Nursing Care Plan guideline.
   D. Evaluate. (Honesty)
      2. Document according to Nursing Care Plan guideline.

GENERAL DIRECTION:

Number Due: Two (2) at “SP” level.
Day/Time Due: As designated by assigned clinical instructor.
Where Submitted: Assigned clinical instructor.
Special: 1. Must submit 2 (two) nursing care plans with 5 (five) problems on each; achieve a minimum rating of “SP”.
         2. Utilize BAPTIST HEALTH School of Nursing Care Plan and address all sections.
         3. Write in black ink.

GRADING METHODOLOGY:

This assignment is evaluated under Course Objective I, Indicator A.4, B.2, C2 and D2. This grade will be recorded on the Record of Clinical Laboratory Progress.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective I, Indicator A.4, the student must satisfactorily complete the following:

A. Assessment must include problem related data, if present from the following areas:
   1. Subjective data.
   2. Objective data (Dated lab values, treatments, medications, diagnostic examinations, focused physical examination, clinical observations, and/or physician’s progress notes).
3. Analyze assessment data and formulate problem statement using nomenclature from NANDA.
4. Identify need category according to Maslow.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective I, Indicator B.2, the student must satisfactorily complete the following:

A. Plan intervention statements and develop goal.
   1. Expected outcome must include time frame, be patient specific and demonstrate progression, be measurable and realistic, and be pertinent to problem statement.
   2. Planned interventions must include a time frame, be in depth and individualized to patient, and related to problem statement.
   3. Each intervention must have a scientific rationale and reference (APA format).

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective I, Indicator C.2, the student must satisfactorily complete the following:

1. Documentation in charting format of a summary statement to show how intervention was implemented. Indicate if implemented, partially implemented, or not implemented; include patient’s response to each implemented or partially implemented intervention.
2. Use a blank piece of notebook paper to document the implementations if needed.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective I, Indicator D.2, the student must satisfactorily complete the following:

A. Evaluate patient response to interventions and measure outcomes.
   1. Actual outcome evaluation statement to include accomplishment or progress on meeting goal and subjective and/or objective data which validates that achievement.
   2. Revisions of plan must include the recommendations on continuation of or discontinuation of current goal and list by number any interventions to continue or discontinue or new interventions to be added.
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III
GUIDELINE: PROBLEM LIST

RELATED COURSE OBJECTIVE:

I. Demonstrate critical thinking by utilizing the nursing process when providing nursing care to meet the needs of groups of adult medical-surgical patient’s and/or families in the hospital setting. (Performance)

   A. Assess. (Respect)

      3. Complete NSG 4037 Problem List Form according to guideline.

GENERAL DIRECTIONS:

Number Due: One Form each clinical week.

Day/Time Due: As designated by assigned clinical instructor.

Where Submitted: Assigned clinical instructor.

Special:

1. Utilize the NSG 4037 Problem List Form to document this assignment.

2. Complete each section of the form using black ink (or typing); Assessment of client, review of chart, problem statement, and priority of problem each clinical day.

3. Student will select one client each week to complete assignment; student must provide nursing care for the patient for at least two (2) days.

GRADING METHODOLOGY:

This assignment is evaluated under Course Objective I, Indicator A.3. This grade will be recorded on the Record of Clinical Laboratory Progress.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective I, Indicator A.3, the student must satisfactorily complete the following:

1. Complete all sections of NSG 4037 Problem List Form.

2. Reflect thoroughness in assessment.

3. Use nomenclature from North American Nursing Diagnosis Association (NANDA) to state all problems.

4. Prioritize all nursing diagnoses for day(s) of care.

Form Originated: May 1986 (C.C.)
Content Approved: June 2006 (C.C.)
PROBLEM LIST FORM

Student: ___________________________  Patient: ___________________  Age: ________

Date(s) of care: ___________________________  Medical Diagnosis(es): ___________________________

Allergies: ___________________________  ___________________________

SUBJECTIVE DATA

Statements made by patient:

Statements made by family/friends:

OBJECTIVE DATA

DAY 1

Report from primary nurse:

Focused assessment (including set of Vital Signs):

Other:

DAY 2

Report from primary nurse:

Focused assessment (including set of Vital Signs):

Other:

DAY 3

Report from primary nurse:

Focused assessment (including set of Vital Signs):

Other:
REVIEW OF PATIENT CHART

History:
Major illnesses (with dates)

Past surgeries (with dates)

Current Labs (with dates)

Diagnostic radiologic procedures (with dates and results):

Surgical procedures this hospitalization (with dates and results):

Medications
Normal home meds:

Current hospital meds:

Any significant meds patient has been on while in hospital:

Treatment orders (RT, PT, OT, Rehab)

Consults (Dietary, social work, discharge planning, other medical specialty doctors)
<table>
<thead>
<tr>
<th>Problem Statement (NANDA)</th>
<th>PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DAY 1</td>
</tr>
</tbody>
</table>

Form Originated: June 2005 (C.C.)
Form Revised: June 2006 (C.C.)
Content Approved: June 2006 (C.C.)
BAPTIST HEALTH SCHOOL OF NURSING  
NSG 4037: ADULT NURSING III  
GUIDELINE: CLINICAL CONFERENCE: RESEARCH AND EVIDENCE-BASED PRACTICE

RELATED COURSE OBJECTIVE:

IV. Demonstrate accountability for personal and professional growth when providing nursing care for groups of adult medical-surgical patients and/or families in the hospital setting. (Performance)

A. Attend and participate in Clinical Conference: Research and Evidence-Based Practice according to guideline. (Service)

1. Achieve at least a minimum score of 77% on Research and Evidence-Based Practice Individual Grade Tool.

GENERAL DIRECTIONS:

Number Due: One.

Day/Time Due: As scheduled on course calendar (3 different attendance components).

Where Submitted: Course faculty as scheduled on course calendar.

Special: 1. Groups of students are assigned by faculty; the group will select a nursing related topic regarding current practice issues and seek guidance from assigned faculty.

2. The group will be responsible for attending scheduled meeting times, etc. to complete the project.

3. Everyone must attend the lecture, scheduled research time, and group presentations as scheduled on the course calendar.

4. The group must review a minimum of one (1) research based article per student in the group. The group must prepare an annotated bibliography for each article using correct APA format. (Utilized Research and Evidence-Based Practice Group Annotated Bibliography Evaluation Tool).

5. The group will present their research findings covering all of the areas listed on the Research and Evidence-Based Practice Faculty Evaluation of the Group Presentation Tool. The presentation must display group effort, thorough research, and one group supported recommendation regarding current practice.

6. Faculty will evaluate group presentation performance utilizing: 1) Research and Evidence-Based Practice Faculty Evaluation of the Group Presentation Tool; and 2) Research and Evidence-Based Practice Group Annotated Bibliography Evaluation Tool.

7. Faculty will evaluate each individual student performance utilizing Research and Evidence-Based Practice Faculty Evaluation Tool of each Individual during presentation.

8. Students will evaluate each group member utilizing Research and Evidence-Based Practice Peer Evaluation Tool and submit to course faculty as directed.
8. Final individual grade will be calculated utilizing Research and Evidence-Based Practice Individual Grade Tool.

9. Presentation allotted time frame will be 10-12 minutes per group.

**GRADING METHODOLOGY:**

This assignment is evaluated under Course Objective IV, Indicator A.1. This grade will be recorded on the Record of Clinical Laboratory Progress.

To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective IV, Indicator A.1, the student must achieve a score of at least 77-85.99 points on the Research and Evidence-Based Practice Individual Grade Tool.

To receive a rating of “Above Satisfactory Progress” (ASP) for Course Objective IV, Indicator A.1, the student must achieve a score of 86-93.99 points on the Research and Evidence-Based Practice Individual Grade Tool as scheduled on course calendar.

To receive a rating of “Outstanding Progress” (OP) for Course Objective IV, Indicator A.1, the student must achieve a score of 94-100 points on the Research and Evidence-Based Practice Individual Grade Tool as scheduled on course calendar.
## Presentation Content Outline

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current standard of practice described.</td>
<td>0-5</td>
</tr>
<tr>
<td>Description of research finds.</td>
<td>0-10</td>
</tr>
<tr>
<td>Comparison of literature findings to current practice.</td>
<td>0-10</td>
</tr>
<tr>
<td>Recommendations for future practice.</td>
<td>0-5</td>
</tr>
<tr>
<td>Articles utilized are current and research based.</td>
<td>0-5</td>
</tr>
<tr>
<td>Presentation Organized.</td>
<td>0-5</td>
</tr>
<tr>
<td>Stayed within allotted time frame.</td>
<td>0-5</td>
</tr>
<tr>
<td>Audiovisual material utilized.</td>
<td>0-5</td>
</tr>
</tbody>
</table>

**TOTAL POINTS ACHIEVED**

**COMMENTS:**

Form Originated: June 2005 (C.C.)
Content Approved: June 2006 (C.C.)
# BAPTIST HEALTH SCHOOL OF NURSING
## NSG 4037: ADULT NURSING III
### RESEARCH AND EVIDENCE-BASED PRACTICE FACULTY EVALUATION TOOL OF EACH INDIVIDUAL

**STUDENT NAME:** ___________________________  **GROUP #:** ______________

<table>
<thead>
<tr>
<th>Presentation Performance</th>
<th>Points Possible</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student attended Lecture &amp; Presentation.</td>
<td>0-5</td>
<td></td>
</tr>
<tr>
<td>Student demonstrates knowledge of subject.</td>
<td>0-10</td>
<td></td>
</tr>
<tr>
<td>Student displays professional appearance.</td>
<td>0-10</td>
<td></td>
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</tbody>
</table>

**TOTAL POINTS ACHIEVED**

**COMMENTS:**

Form Originated:  June 2005 (C.C.)
Content Approved: June 2006 (C.C.)
### Annotated Bibliography

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Possible</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least one (1) articles per student submitted.</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>APA format.</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>Research design, population, and sponsor identified.</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>Research method briefly described.</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>Conclusion of research described.</td>
<td>0-3</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS ACHIEVED**

**COMMENTS:**

Form Originated: June 2005 (C.C.)
Content Approved: June 2006 (C.C.)
## Peer Participation in Group Project

<table>
<thead>
<tr>
<th>Description</th>
<th>Points Possible</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer completed individual work for group as assigned.</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td>Peer displayed professional behavior while working with others.</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td>Peer used group time wisely.</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td>Peer accepted fair share of workload.</td>
<td>0-2</td>
<td></td>
</tr>
<tr>
<td>Peer overall cooperation with group project.</td>
<td>0-2</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points Achieved**

**EVALUATOR:** (Optional) __________________________________________________________

**COMMENTS:**
### RESEARCH AND EVIDENCE-BASED PRACTICE INDIVIDUAL GRADE TOOL

**STUDENT NAME:**

<table>
<thead>
<tr>
<th>Evaluation Tools</th>
<th>Points Possible</th>
<th>Points Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and Evidence-Based Practice Faculty Evaluation of the Group Presentation Tool</td>
<td>0-50</td>
<td></td>
</tr>
<tr>
<td>Research and Evidence-Based Practice Faculty Evaluation Tool of each Individual</td>
<td>0-25</td>
<td></td>
</tr>
<tr>
<td>Research and Evidence-Based Practice Group Annotated Bibliography Evaluation Tool</td>
<td>0-15</td>
<td></td>
</tr>
<tr>
<td>Research and Evidence-Based Practice Peer Evaluation Tool</td>
<td>0-10</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL POINTS ACHIEVED**

**FINAL RATING**

- **94 - 100 Points** = “Outstanding Progress”
- **86 - 93.99 Points** = “Above Standard Progress”
- **77 - 85.99 Points** = “Satisfactory Progress”
- **< 77 Points** = “Unsatisfactory Progress”
BAPTIST HEALTH SCHOOL OF NURSING
NSG 4037: ADULT NURSING III
GUIDELINE: NURSING SKILLS LABORATORY (NSL)

RELATED COURSE OBJECTIVE:

II. Implement therapeutic nursing interventions to promote adaptation of the adult medical-surgical patient and/or family in the hospital setting. (Performance)

A. Oxygen therapy (Performance)
   1. Nasal Cannual
   2. Face Mask

B. Colostomy/Ileostomy pouch application. (Performance)

C. Nasogastric tube insertion. (Performance)

D. Nasogastric tube removal. (Performance)

E. Nasogastric tube feeding. (Performance)

F. Percutaneous Endoscopic Gastrosotmy (PEG) tube. (Performance)

G. Gastrosotmy/Jejunostomy tube site dressing change. (Performance)

H. Underwater seal drainage set-up (Performance)

I. PCA/Epidural pumps (Performance)

J. Nsotracheal suctioning (Performance)

K. Peritoneal Dialysis (Performance)

GENERAL DIRECTIONS:

Number Due: One minimum “Satisfactory Progress” nursing skills lab demonstration of each skill.

Day/Time Due: As scheduled on course calendar.

Special:

1. The student must attend each skills station and receive a minimum of “Satisfactory Progress” (SP) for each skills laboratory performance within two (2) attempts as scheduled on course calendar.

2. The demonstration list for each procedure is attached and must be followed for demonstration and grading purposes.

3. The student must perform the skill within the time frame listed on each demonstration list to receive a minimum of “Satisfactory Progress” (SP).

4. The maximum grade possible for a second attempt at performing any skill is “Satisfactory Progress” (SP).
GRADING METHODOLOGY:

This assignment will be evaluated under Course Objective II, Indicator A-I. This grade will be recorded on the Record of Nursing Skills Laboratory Progress (RNSLP).


To receive at least a minimum rating of “Satisfactory Progress” (SP) for Course Objective II, Indicators A.1, A.2, B,C, D, E, F, G, H, I, J and K, the student must satisfactorily demonstrate each step of the skill as listed on the demonstration list within the allotted time frame for each of the following skills demonstration list within two (2) attempts.

Necessary points to achieve “Outstanding Progress” (OP), “Above Satisfactory Progress” (ASP) are documented on the following table. To be eligible for an OP or an ASP, the student must achieve the required points on the first scheduled attempt to demonstrate the simulated skill.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>SATISFACTORY PROGRESS (SP)</th>
<th>ABOVE SATISFACTORY PROGRESS (ASP)</th>
<th>OUTSTANDING PROGRESS (OP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oxygen therapy: Nasal Cannula (Indicator A.1) pp. 890-891</td>
<td>7</td>
<td>8-9</td>
<td>10</td>
</tr>
<tr>
<td>Oxygen therapy: Face Mask (Indicator A.2) pp. 892-893</td>
<td>11-12</td>
<td>13-14</td>
<td>15</td>
</tr>
<tr>
<td>Colostomy/Ileostomy pouch application (Indicator B) pp. 776-783</td>
<td>11-12</td>
<td>13-14</td>
<td>15-16</td>
</tr>
<tr>
<td>Naso-gastric tube insertion (Indicator C) pp. 600-604</td>
<td>14-15</td>
<td>16-17</td>
<td>18-19</td>
</tr>
<tr>
<td>Naso-gastric tube removal (Indicator D) pp. 607-608</td>
<td>8-9</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Nasogastric tube feeding (Indicator E) pp. 611-612</td>
<td>15-16</td>
<td>17-18</td>
<td>19-20</td>
</tr>
<tr>
<td>Percutaneous EndoscopicGastrostomy feeding (Indicator F) pp.612-613</td>
<td>7-8</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Gastrostomy/Jejunostomy tube site dressing change (Indicator G) pp.614</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Underwater seal drainage (Indicator H) pp. 923-925</td>
<td>11-12</td>
<td>13-14</td>
<td>15</td>
</tr>
<tr>
<td>PCA/Epidural pumps (Indicator I) pp. 473-475</td>
<td>10-11</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>Nasotracheal suctioning (Indicator J) pp. 904-905</td>
<td>17-18</td>
<td>19-20</td>
<td>21-22</td>
</tr>
<tr>
<td>Peritoneal dialysis (Indicator K) pp. 1282-1286</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form Originated: May 1986 (C.C.)
Content Approved: June 2006 (C.C.)
## PROCEDURE

<table>
<thead>
<tr>
<th></th>
<th>Points Possible</th>
</tr>
</thead>
</table>
| 1. Preparation:  
  a. Verify order.  
  b. Identify client.  
  c. Wash your hands.  
  d. Explain procedure to client. | 2 |
| 2. Insert oxygen flow meter into wall outlet. | 1 |
| 3. Connect cannula tubing to flow meter. | 1 |
| 4. Place nasal prongs of cannula into client’s nares. Fit cannula tubing around client’s ears and adjust tubing slide under client’s chin. | 2 |
| 5. Adjust flow of oxygen. Should be limited to maximum 6 L/min or less. | 1 |
| 6. Monitor client’s condition regularly. | 1 |
| 7. Provide nares care every 4 hours using only water soluble products and avoiding petroleum products. Monitor for pressure around ears & pad cannula tubing for comfort if indicated. | 2 |

**Total points: 10   Grading scale: OP=10   ASP=8-9   SP=6-7**

**Time allotted for this procedure is 5 minutes.**
## OXYGEN THERAPY: FACE MASK(S) DEMONSTRATION LIST

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Points Possible</th>
</tr>
</thead>
</table>
| 1. Preparation:  
   a. Verify order.  
   b. Identify client.  
   c. Wash your hands.  
   d. Explain procedure to client. | 2 |
| 2. Turn on oxygen flow to liters prescribed. If reservoir bag is attached, partially inflate it with oxygen. | 1 |
| 3. Fit mask to client’s face from nose downward during expiration. If reservoir bag is attached, oxygen flow must be at a level to prevent bag from collapsing. | 1 |
| 4. Place elastic band around client’s head. | 1 |
| 5. Stay with client until client feels at ease with mask. | 1 |
| 6. Check humidifier water level frequently if used. | 1 |
| 7. Different types of mask with rationale for use and oxygen delivered:  
   a. **Partial re-breather mask**—Beginning portion of exhaled air returns to bag and mixes with inspired air. 40-60% O\(_2\) delivered, 6-10 L | 2 |
|   b. **Non re-breather mask**—Exhaled air does not enter reservoir and is not re-breathed. 60-100% O\(_2\) delivered, 6-15 L. | 2 |
|   c. **Venturi mask**—Delivers a fixed or predicted FIO\(_2\); CO\(_2\) build-up kept at a minimum. Ideal for COPD. 24-50% O\(_2\) delivered. | 2 |
|   d. **Simple Face mask**—Requires fairly high oxygen flow to prevent re-breathing of carbon dioxide. About 75% of the inspired volume is room air drawn in through side holes in the mask. 35-65% O\(_2\) delivered, 8-12L | 2 |

Total points: 16  Grading scale: OP=15-16  ASP=13-14  SP=11-12

Time allotted for this procedure is **10 minutes**.
**PROCEDURE**

<table>
<thead>
<tr>
<th>Points Possible</th>
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<tbody>
<tr>
<td>2</td>
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<tr>
<td>1</td>
</tr>
</tbody>
</table>

1. **Preparation:**
   a. Verify order.
   b. Identify client.
   c. Wash your hands.
   d. Explain procedure to client.
   e. Gather client specific supplies.
   f. Provide privacy.

2. Don clean gloves.

3. Empty old pouch. Observe placement of ostomy stoma.

4. Remove old pouch by pushing against skin as you pull backing from skin and discard in plastic bag. *(Save tail closure on bottom of pouch).*

5. Clean client’s skin and stoma gently with warm water and soft cloth. Dry client’s skin well with a soft cloth.

6. Assess stoma & skin for changes in size, ulceration, & color.

7. **Prepare clean pouch:**
   a. Measure stoma with measuring guide. Trace measured pattern on wafer.
   b. Cut pouch to pattern, making sure opening is large enough to encircle stoma without pushing on edges.
   c. If using a 2-piece pouch, snap the wafer & pouch together. Remove paper from skin barrier on pouch & save it.

8. Apply a ring of skin barrier paste to opening on pouch. Remove paper from outer ring.

9. Center and apply clean pouch to clean & dry skin. Smooth edges to skin.


11. Remove gloves & wash hands.

12. Re-order supplies as necessary.

**Total points: 15  Grading scale: OP=15  ASP=13-14  SP=11-12**

**Time allotted for this procedure is 20 minutes.**
## PROCEDURE

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>PROCEDURE</th>
</tr>
</thead>
</table>
| 1               | 1. Preparation:  
|                 | a. Verify order.  
|                 | b. Identify client.  
|                 | c. Wash your hands.  
|                 | d. Explain procedure to client.  
|                 | e. Provide privacy.  |
| 1               | 2. Determine size of tube based on length of time it will remain in place, client size, and purpose of tube (feeding or suction).  |
| 1               | 3. Elevate client’s head at 45° angle or higher. Drape towel across chest.  |
| 1               | 4. Measure length for insertion of tube. Measure from tip of nose to earlobe to xiphoid process of sternum. If tube is to go below stomach, add an additional 15-25 cm. Mark point on tube with tape.  |
| 1               | 5. Coil end of tube over fingers to soften tube for insertion.  |
| 1               | 7. Insert tube through nostril to back of throat. Aim the tube toward back of throat and down. Suggest client swallow to assist insertion.  |
| 1               | 8. Instruct client to flex head forward to help in tube insertion after tube has passed through nasopharynx.  |
| 1               | 9. Continue to advance tube, giving of water, until taped mark is reached.  |
| 1               | 10. Attach syringe to free end of NG tube to check position of tube:  
|                 | a. Inject 10 mL of air through NG tube, and listen with the stethoscope over stomach for a rush of air.  |
|                 | b. Aspirate gastric contents and check pH (per facility protocol).  |
|                 | c. X-ray confirmation.  |
| 1               | 11. Tape tube securely to nose or use an attachment device:  
|                 | a. Cut tape about 3 inches long. Split one end lengthwise about 2 inches.  |
|                 | b. Place unsplit end of tape over bridge of nose with bifurcated ends wrap around the tube as it exits from the nose.  |
| 1               | 12. Clamp end of tube or connect it to suction machine per orders.  |
| 1               | 13. Secure tube with clamp to gown leaving some slack for head movement.  |
| 1               | 14. Provide oral and nasal hygiene regularly.  |

**Total points: 19  Grading scale: OP=18-19  ASP=16-17  SP=14-15**
Proper planning and preparation are essential for a successful procedure. This guide provides a clear and organized approach to removing a nasogastric tube, ensuring the safety and comfort of the client.

### Procedure

<table>
<thead>
<tr>
<th>Preparation:</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Verify order.</td>
<td>2</td>
</tr>
<tr>
<td>b. Identify client.</td>
<td></td>
</tr>
<tr>
<td>c. Wash your hands.</td>
<td></td>
</tr>
<tr>
<td>d. Explain procedure to client.</td>
<td></td>
</tr>
<tr>
<td>e. Provide privacy.</td>
<td></td>
</tr>
<tr>
<td>2. Don clean gloves.</td>
<td>1</td>
</tr>
<tr>
<td>3. Place towel over client's chest.</td>
<td>1</td>
</tr>
<tr>
<td>4. Flush tube with 20 mL normal saline to clear contents away from tip of tube</td>
<td>1</td>
</tr>
<tr>
<td>5. Clamp or plug tube. Unpin tube from client's gown. Loosen tape from nose.</td>
<td>1</td>
</tr>
<tr>
<td>6. Pinch tube near nostril. Have client take a deep breath &amp; hold it.</td>
<td>1</td>
</tr>
<tr>
<td>7. Remove tube with a continuous steady pull. As tube is being removed, hold in a paper towel.</td>
<td>1</td>
</tr>
<tr>
<td>8. Clean client's face and nares.</td>
<td>1</td>
</tr>
<tr>
<td>9. Discard tube in waste bag.</td>
<td>1</td>
</tr>
<tr>
<td>10. Offer oral hygiene.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total points: 11**  
**Grading scale:**  
- OP=11  
- ASP=10  
- SP=8-9

Time allotted for this procedure is **10 minutes**.
**PROCEDURE** | **Points Possible**
--- | ---
1. Preparation:  
   a. Verify order.  
   b. Identify client.  
   c. Wash your hands.  
   d. Explain procedure to client. | 2
2. Don clean gloves. | 1
3. Place client in high-Fowler’s position. Assess for distension, bowel sounds. | 1
4. Assess placement of feeding tube before starting feeding:  
   a. Inject 10 mL of air through NG tube, and listen with the stethoscope over stomach for a rush of “whoosh” air. | 1
   b. Aspirate stomach contents. | 1
5. Aspirate stomach contents to determine amount of residual. If over 50-100 mL (or per facility policy), hold feeding until residual diminishes. | 1
6. Return aspirated contentst to stomach. | 1
7. For intermittent feeding:  
   a. Remove plunger from barrel of syringe, and attach to NG tube. | 1
   b. Fill syringe with formula; hold no more than 18 inches above client and allow formula to infuse slowly (between 20-35 minutes). Do not allow syringe to run dry. | 1
   c. Follow tube feeding with water in ordered amount (usually 30-60 mL). | 1
8. For continuous feeding:  
   a. Check for placement Q 4 hours. Check residual at least Q shift. | 1
   b. Attach feeding bag or bottle and tubing to IV pole. | 1
   c. Prime delivery tubing, and thread through feeding pump, if pump used. | 1
   d. Attach tubing to proximal end of NG tube. | 1
   e. Start feeding at prescribed rate. Monitor infusion throughout your shift. | 1
   f. Monitor client for respiratory distress or diarrhea. | 1
   g. Flush tube Q 4 hours with 30-60 mL of water as ordered. | 1
1. Preparation:
   a. Verify order.
   b. Identify client.
   c. Wash hands.
   d. Explain procedure to client.

2. Don clean gloves.

3. Place client in high-Fowler’s position. Assess for distention, bowel sounds.

4. Check length of exposed tubing. Some gastrostomy tubes have extensions.

5. Aspirate to check residual volume & tube placement. If over 50-100 mL (or per facility policy), hold feeding until residual diminishes.

6. Hold syringe no higher than 18 inches above client’s stomach & administer 30 mL of water to flush & test patency of tubing. Clamp tubing by folding (or clamp on extension tubing) before syringe empties.

7. Administer feeding no higher than 18 inches above client’s stomach, allowing formula to flow by gravity.

8. Follow tube feeding with water in ordered amount (usually 30-60 mL).


Total points: 10  Grading scale: OP=10  ASP=9  SP=8

Time allotted for this procedure is 15 minutes.
**GASTROSTOMY/JEJUNOSTOMY TUBE SITE DRESSING CHANGE DEMONSTRATION LIST**

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation:</td>
<td>2</td>
</tr>
<tr>
<td>a. Verify order.</td>
<td></td>
</tr>
<tr>
<td>b. Identify client.</td>
<td></td>
</tr>
<tr>
<td>c. Wash hands.</td>
<td></td>
</tr>
<tr>
<td>d. Explain procedure to client.</td>
<td></td>
</tr>
<tr>
<td>2. Don clean gloves.</td>
<td>1</td>
</tr>
<tr>
<td>3. Remove old dressing &amp; discard.</td>
<td>1</td>
</tr>
<tr>
<td>4. Assess exit site for signs of irritation or leakage.</td>
<td>1</td>
</tr>
<tr>
<td>5. Open packet of gauze squares &amp; saturate with dilute peroxide (or order of MD or facility policy).</td>
<td>1</td>
</tr>
<tr>
<td>6. Cleanse around exit site, then rotate external bumper 90° if not sutured in place. Dry site.</td>
<td>1</td>
</tr>
<tr>
<td>7. Place split dressing over (not under) external bar.</td>
<td>1</td>
</tr>
<tr>
<td>8. Secure dressing with tape (if necessary) &amp; if external tube is long, secure it to dressing with tape.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total points: 9   Grading scale: OP=9   ASP=8   SP=7**

**Time allotted for this procedure is 10 minutes.**
## UNDERWATER SEAL DRAINAGE SET-UP

<table>
<thead>
<tr>
<th>PROCEDURE</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preparation:</td>
<td>2</td>
</tr>
<tr>
<td>a. Verify order.</td>
<td></td>
</tr>
<tr>
<td>b. Identify client.</td>
<td></td>
</tr>
<tr>
<td>c. Wash your hands.</td>
<td></td>
</tr>
<tr>
<td>d. Explain procedure to client.</td>
<td></td>
</tr>
<tr>
<td>2. Assure wall suction is available and increase the suction source to</td>
<td>1</td>
</tr>
<tr>
<td>80mmHg.</td>
<td></td>
</tr>
<tr>
<td>3. Gather equipment to include: disposable water seal drainage system,</td>
<td>1</td>
</tr>
<tr>
<td>60-mL sterile syringe with catheter tip or sterile funnel, sterile</td>
<td></td>
</tr>
<tr>
<td>water in pouring bottle, and tape. Wash hands.</td>
<td></td>
</tr>
<tr>
<td>4. Unwrap water seal chest drainage system. Place unit in stand on floor</td>
<td>1</td>
</tr>
<tr>
<td>at bedside. Drainage system should be below client’s chest level to</td>
<td></td>
</tr>
<tr>
<td>enable fluid to flow by gravity.</td>
<td></td>
</tr>
<tr>
<td>5. Remove plastic connector on short tube attached to water-seal chamber.</td>
<td>1</td>
</tr>
<tr>
<td>6. Remove plunger from 60-mL syringe and attach barrel of syringe or</td>
<td>1</td>
</tr>
<tr>
<td>funnel to the short rubber tube.</td>
<td></td>
</tr>
<tr>
<td>7. Pour specified amount of sterile water into barrel of syringe, filling</td>
<td>1</td>
</tr>
<tr>
<td>water seal chamber to 2-cm level. This level provides sufficient</td>
<td></td>
</tr>
<tr>
<td>fluid to create a one-way valve to prevent room air from entering</td>
<td></td>
</tr>
<tr>
<td>client’s intra-pleural space.</td>
<td></td>
</tr>
<tr>
<td>8. Remove plastic plug (yellow- muffler ) atmosphere vent to suction</td>
<td>1</td>
</tr>
<tr>
<td>control chamber. Attach 60mL syringe barrel to atmosphere vent and</td>
<td></td>
</tr>
<tr>
<td>pour water into chamber. Fill suction control chamber to 20-cm level.</td>
<td></td>
</tr>
<tr>
<td>9. Replace muffler in the atmospheric vent after filling.</td>
<td>1</td>
</tr>
<tr>
<td>10. If suction is required, connect the suction tube to the suction</td>
<td>1</td>
</tr>
<tr>
<td>source. Increase suction until gentle bubbling occurs in the Suction</td>
<td></td>
</tr>
<tr>
<td>Control Chamber.</td>
<td></td>
</tr>
<tr>
<td>10. Remove long tube adapter from collection chamber and connect it to</td>
<td>1</td>
</tr>
<tr>
<td>chest tubes. Tape connection. Make sure tubing is free and not</td>
<td></td>
</tr>
<tr>
<td>kinked. Do not use pins or restrain tubing.</td>
<td></td>
</tr>
<tr>
<td>11. Monitor water levels daily in both water seal chamber and suction</td>
<td>1</td>
</tr>
<tr>
<td>control chamber.</td>
<td></td>
</tr>
</tbody>
</table>
12. Maintain pressure.  
   a. Keep drainage system below level of bed.  
   b. Maintain suction control negative pressure to create gentle bubbling.  
   c. Maintain water seal level (2 cm).  
   d. Maintain suction control chamber water level at 20 cm as ordered.

Total points: 15   Grading scale: OP=15  ASP=13-14  SP=11-12

Time allotted for this procedure is 15 minutes.

BAPTIST HEALTH SCHOOL OF NURSING  
NSG 4037: ADULT NURSING III  
PCA AND EPIDURAL PUMPS (ABBOT PMS II)
**BAPTIST HEALTH SCHOOL OF NURSING**  
**NSG 4037: ADULT NURSING III**  
**NASOTRACHEAL SUCTIONING**

## PROCEDURE

<table>
<thead>
<tr>
<th>Step</th>
<th>Points Possible</th>
</tr>
</thead>
</table>
| 1. Preparation:  
   a. Verify order.  
   b. Identify client.  
   c. Explain procedure to client. Administer adequate sedation and pain relief as needed.  
   d. Gather supplies (vacuum source, suction regulator, collection vessel, connecting tubing, suction catheter set with: suction catheter, sterile gloves, container for sterile water or saline flush solution, water-based lubricant, nasotracheal airway if frequent suctioning, oxygen source, resuscitation bag with mask, stethoscope).  
   e. Wash hands.  
   f. Provide privacy. | 2 |
<p>| 2. Insert suction regulator into vacuum source. Connect collection vessel and connecting tubing to suction regulator. | 1 |
| 3. Assess lung sounds, heart rate and rhythm, respiratory rate. | 1 |
| 4. Open suction catheter package, open flush solution container, squirt lubricant onto field while maintaining sterile field. | 1 |
| 5. Set suction regulator at 100-120 mm Hg. Never set pressure &gt; 150 mm Hg as high negative pressures have been associated with trauma and atelectasis. | 1 |
| 6. Don appropriate personal protective equipment. | 1 |
| 7. Place client in semi-Fowler’s or Fowler’s position. | 1 |
| 8. Administer 100% oxygen for 1-2 minutes to hyperoxegenate patient. | 1 |
| 10. Using <em>nondominant</em> hand pour flush solution into container. | 1 |
| 11. Holding catheter in protective covering with <em>dominant</em> hand attach to suction tubing held with <em>nondominant</em> hand. | 1 |
| 12. Lubricate suction catheter with lubricant. | 1 |</p>
<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>Using dominant hand insert catheter into client’s naris without applying suction and continue to advance quickly until resistance is felt.</td>
<td>1</td>
</tr>
<tr>
<td>14.</td>
<td>Withdraw catheter slightly then begin suctioning intermittently using a rotating motion as catheter is withdrawn. Limit suctioning to no more than 5-10 seconds</td>
<td>1</td>
</tr>
<tr>
<td>15.</td>
<td>Administer 100% oxygen and have client take several deep breaths.</td>
<td>1</td>
</tr>
<tr>
<td>16.</td>
<td>Flush suction catheter and tubing with sterile saline.</td>
<td>1</td>
</tr>
<tr>
<td>17.</td>
<td>Using same catheter, repeat suctioning procedure one time if necessary. Allow 3 minutes between suctioning attempts for re-oxygenation.</td>
<td>1</td>
</tr>
<tr>
<td>18.</td>
<td>Coil suction catheter around hand and deglove over it to discard.</td>
<td>1</td>
</tr>
<tr>
<td>19.</td>
<td>Cover end of suction tubing connector with sterile gauze.</td>
<td>1</td>
</tr>
<tr>
<td>20.</td>
<td>Assess lung sounds, heart rate and rhythm for changes.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total points: 21  Grading scale: OP=20-21  ASP=18-19  SP=16-17**

**Time allotted for this procedure is 10 minutes.**

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**BAPTIST HEALTH SCHOOL OF NURSING**  
NSG 4037: ADULT NURSING III  

**GENERAL INFORMATION: COURSE**

**ADVISOR/ADVISEE ASSIGNMENTS:**

Student advisor assignments for NSG 4037 will be posted in the classroom during the first week of the course.

**TARDINESS:**

Student is responsible for signing attendance sheet each time it is circulated. Failure to sign the roll sheet during scheduled lecture or classroom time will result in an absence notation. Students are expected to arrive on time for all classroom, nursing skills laboratory and clinical laboratory experience. Students arriving late are encouraged to wait until the next break to enter the classroom in order to prevent disruption of the lecture for both faculty and fellow students. Refer to Student Handbook.

**COMMUNICATIONS:**

For use of cellular phones, pages and personal phone calls, refer to Student Handbook. Cell phones with camera or video capability are not permitted in the classroom, nursing skills laboratory or clinical laboratory.

**DRESS CODE:**

Follow dress code as written in the Student Handbook.

**CLASSROOM EXPECTATIONS:**

Professional behavior is expected in the classroom setting at all times. Students are expected to be on time and leave class only during breaks. Students are accountable for all material presented in class, all handouts and all required readings. Student should prepare for each lecture by reviewing the lecture objectives and completing the required readings prior to class.

**CLINICAL LABORATORY:**
Students must attend the Senior IV Insertion/Intravenous Therapy lecture and demonstration; achieve a minimum score of 90% on the Senior IV Insertion/Intravenous Therapy Exam within two (2) attempts; and successfully demonstrate the skill of IV Insertion according to IV Insertion/Intravenous Therapy Skills Demonstration List within two (2) attempts as scheduled on the course calendar. Students missing a scheduled demonstration attempt will receive “Unsatisfactory” for that attempt. Students missing a scheduled exam will receive a grade of zero “0” for that attempt. The Senior IV Insertion/Intravenous Therapy Exam and Demonstration are senior requirements and must be successfully completed prior to attending clinical.

Each student must achieve a minimum score of 90% on the NSG 4037: Pharmacology/Dosage Calculation Examination within two (2) attempts to administer medications in the clinical setting. Each student must take the exams as scheduled on the course calendar.

The clinical instructor will make patient care assignments. Assignments will be made prior to clinical experience. Each instructor will inform students of when and where to pick up assignment.

The student is expected to arrive prepared for each clinical learning experience by following all course guidelines and faculty instructions. **Students must be prepared to demonstrate all previously learned skills and all ESSENTIAL PSYCHOMOTOR SKILLS at any time.** Student must take Staff Communication Record to clinical each day. All clinical written work is to be completed according to the course guidelines and submitted on time per clinical instructor instructions.

**STUDENT BEHAVIOR IN CLINICAL:**

1. Students are expected to demonstrate BAPTIST HEALTH values at all times. Patients, family members, and members of the healthcare team are to be treated with respect. Students should remember that they make an impact of the Patient Satisfaction ratings for the units they are assigned and should always strive to make a positive impact.

2. Students may not leave the clinical site at any time during the scheduled learning experience without prior clinical instructor approval.

3. Breaks and lunch time will be given according to school policy. Refer to **Student Handbook**.

4. Students may not make or receive personal phone calls in the clinical (work) area.

5. Students are not to discuss any patient information in the cafeteria, hallways or elevators.

6. Students may not print or photocopy any part of the patient’s chart and should not take any paperwork from the clinical setting with patient identification information.

**COURSE EXAMINATIONS:**

Course examinations will be given in accordance with the dates and times listed on the course calendar. The student is expected to be punctual for all examinations. Refer to the **STUDENT HANDBOOK**. No student may begin an exam after the first student completing the exam has turned in their answer sheet and exited the classroom.

The student is expected to arrive prepared to take the examination by bringing at least two (2) #2 lead pencils. The school will provide simple calculators when indicated. **NO PHONES, BOOKS, PAPERS, BOOK BAGS, PURSES, OTHER ELECTRICAL DEVICES, OR FOOD** will be permitted in the classroom during course examinations.
Seating assignments will be posted on the classroom door prior to the examination. There will be NO TALKING in the testing room. When the examination is completed, the student will place the examination booklet face down on their desk, bring the answer sheet to the front of the classroom, and quietly exit the classroom. Students are not to congregate outside the classroom doors, in the front lobby or outside the Learning Resource Center (LRC).

The student grade will come solely from the student answer sheet, so mark the answer sheet very carefully.

**MAKE-UP EXAMINATIONS:**

Refer to the **STUDENT HANDBOOK**.

**MEDS PUBLISHING:**

The student must complete the 13 Medical Surgical Exams and the Medical Surgical Comprehensive exam in the Learning System program to be eligible to take the Meds Publishing comprehensive exam. The student must pass the Meds Publishing comprehensive exam with a 77% or greater. If the student does not pass the Meds Publishing comprehensive exam with a 77% or greater, the student will be required to complete a minimum of 30 minutes in practice mode under supervision in the school computer lab.

**COREQUISITES:**

General Education and Science Courses: LPN/LPTN to RN students only

Meds Publishing Online Review and Testing: Each student is required to complete the specified Learning System Exams during NSG 4037. A Meds Publishing schedule will be provided. Failure to complete Meds Publishing requirements will result in an Incomplete for NSG: 4037 Adult Nursing III.

**TEST REVIEW:**

During test review, the room is treated the same as a testing room; no talking once you enter, go to assigned seat, and bring a highlighter only, no pencil. Attendance to test review is optional. During test review, correct answers will be provided for the test items. Student discussion of the test items will not be permitted. If you require clarification on any test item, make an appointment to see the appropriate faculty member. The answer sheet will not be returned to the student during test review. **ALL EXAMINATIONS REMAIN THE PROPERTY OF THE SCHOOL.**

**NURSING SKILLS:**

The student is responsible for all nursing skills learned and demonstrated up to this point in the curriculum.

**WRITTEN ASSIGNMENTS:**

All written work will be legible, in permanent ink on white paper, typed or computerized, or on appropriate BHSON form. The student is expected to use correct grammar and spelling, correct medical terminology and only BAPTIST HEALTH approved symbols and abbreviations. To receive credit, ALL assignments are to be submitted when due, according to guidelines.

**OTHER:**

Students are responsible for their own learning. Students are expected to read all assignments prior to coming to class and be prepared for classroom discussion. A quiz may be given at anytime, without notice. A quiz may not be made up.