



**SCIENCE & HEALTH PROFESSIONS**

**NURSING PROGRAM**

**NRS222  
ONLINE COURSE**

**MATERNAL/FAMILY NURSING**

**COURSE OUTLINE**

**SPRING 2015**

**Course Number: NRS 222**

**Course Title: Maternal/Family Nursing**

**Credits: 2**

**Hours: 3 Theory Hours  
6 Clinical Lab Hours**

**Catalog description:**

This course is designed to build upon and integrate previously acquired knowledge, skills, and attitudes when planning and providing quality, safe, evidence-based patient care, focusing on the nursing care of families throughout the lifespan of reproduction and sexuality. Focus content will emphasize the nurse's role as well as other team members in meeting physiological, developmental and social needs of patients and families with select reproductive needs. A conceptual approach is used to guide students in the application of theory in a variety of setting related to sexuality, reproductive, and childbearing health.

**Prerequisites:** NRS110, NRS120, NRS121 with a minimum C grade.

**Required texts/other materials:**

Pearson Custom Library (2013). *Maternal Newborn Nursing*. Boston: Pearson Learning Solutions. (ISBN: 13: 978-1-269-08299-0).

NRS 222 Supplement. Download from the MCCC Nursing Program Website: [www.mccc.edu/nursing](http://www.mccc.edu/nursing).

North Carolina Custom Edition. (2011). *Nursing Skills for a Concept-Based Approach to Learning*. New York: Pearson Learning Solutions. (ISBN: 978-0-13-508981-1).

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

Pickar, G.D., Abernethy, A.P. (2013). *Dosage Calculations*. (8<sup>th</sup> ed.) Clifton Park: Thompson Delmar Learning.

Adams, M.L., Holland, L.N., & Urban, C.Q. (2011). *Pharmacology for Nurses: A Pathophysiologic Approach*. (3<sup>rd</sup> ed.). Upper Saddle River: Pearson. (ISBN: 978-0-13-508981-1).

NRS222 Supplement. Download from the MCCC Nursing Program Website: [www.mccc.edu/nursing](http://www.mccc.edu/nursing).

Brown, M. and Mulholland, J.A., (2010) Drug Calculations. (8<sup>th</sup> edition) St. Louis: Elsevier Mosby.

Silvestri, L.A. (2013). *Saunders Comprehensive Review for NCLEX Exam* (6<sup>th</sup> ed.) St. Louis, MI. Elsevier Saunders. (ISBN: 13: 9781455727551)

**Recommended Textbooks:**

American Psychological Association. (2013) *Publication Manual of the American Psychological Association*. (6th ed.). American Psychological Association: Washington D.C.

Deglin, J.H., Vallerand, A.H. & Sanoski, C.A. (2011) *Davis's Drug Guide Nurses*. (12<sup>th</sup> ed.) Philadelphia: FA Davis. (ISBN-13: 978-0-8036-2308-8).

**Last revised:** December 2014

**Course coordinator:** Toni Racioppo, MSN, RN, CNS  
Office: MS 145  
Phone: (609) 570-3895  
Email: [racioppt@mccc.edu](mailto:racioppt@mccc.edu)

**Information resources:** Textbook, library sources, nursing education websites.

Nursing Program website – [www.mccc.edu/nursing](http://www.mccc.edu/nursing)

Mercer Online (Blackboard) - <http://www.mccc.blackboard.com> (course grade book and online course resources )

Evolve-HESI – <http://evolve.elsevier.com> (for case studies & practice exams)

Pearson – [www.mynursingkit.com](http://www.mynursingkit.com)

NCSBN 2013 NCLEX-RN Detailed Test Plan –  
[https://www.ncsbn.org/2013\\_NCLEX\\_RN\\_Detailed\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2013_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf)

Pearson-[www.mynursingkit.com](http://www.mynursingkit.com)

**PROGRAM STUDENT LEARNING OUTCOMES**

- P1. Function within the provisions of the Nurse Practice Act while maintaining the Code of Ethics and accepting responsibility for self-growth and life-long learning.
- P2. Assess the patient's health status in a comprehensive and holistic manner.

- P3. Analyze, synthesize, and evaluate patient-related data to develop and implement individualized patient care and teaching plans.
- P4. Provide safe physical and psychological care to each patient incorporating documented Standards of Care to formulate clinical judgments and management decisions.
- P5. Evaluate the achievement of patient outcomes.
- P6. Incorporate within nursing practice advocacy for patient's rights, taking into consideration cultural diversity, socioeconomic, and political forces.
- P7. Collaborate with others to respond to the needs of individuals, families, and groups across the health-illness continuum.
- P8. Use effective verbal and written communication skills, incorporating lifespan considerations.
- P9. Manage health care for the individual using cost effective nursing strategies, quality improvement processes and current technologies.

## LEVEL OBJECTIVES

### Level I

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

### Level II

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

### **NRS222 COURSE STUDENT LEARNING OUTCOMES**

- C1. Demonstrate professional nursing practice by functioning within the provisions of the Nurse Practice Act, Nursing Standards of Care and the Code of Ethics in all healthcare settings when caring for patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective \_1,4\_\_\_; Level Objective\_LI1, LII1\_\_)
- C2. Demonstrate ability to utilize appropriate resources to further his/her knowledge base. (Maps to Program Objective \_1,7,9\_\_\_; Level Objective\_LI3,6,7\_\_)
- C3. Analyze and synthesize all health-related data when assessing patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective 3,5,7\_\_\_; Level Objective\_2,3,5,7\_\_)
- C4. Apply critical thinking and evidence-based practice when making clinical judgments to plan and implement individualized patient care and teaching plans for patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective 3,4,5,7\_\_\_; Level Objective 4,5,6\_\_)
- C5. Provide safe physical and psychological care to patients across the life-span integrating documented Standards of Practice to formulate clinical judgments and management decisions for patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective \_1,4\_\_\_; Level Objective LI\_1,7\_\_)
- C6. Evaluate the achievement of therapeutic patient outcomes based on an individual patient plan of care, revising as appropriate, for patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective 2,3,4,7\_\_\_; Level Objective\_\_\_)
- C7. Act as a patient advocate when managing care for patients and families with consideration for the diversity of the population. (Maps to Program Objective \_\_6\_\_; Level Objective LI 6\_\_)

- C8. Apply the principles of collaboration as a member of the multidisciplinary team when responding to the needs of patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective \_7\_\_\_; Level Objective LI7\_\_\_)
- C9. Demonstrate evolving expertise in the use of verbal and written communication, incorporating consideration of life-span factors, when providing care to diverse populations for patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective \_\_8\_\_; Level Objective\_LI8\_\_)
- C10. Apply principles of cost-effective strategies, quality improvement processes, and current technologies when managing healthcare for diverse populations of patients and families in situations related to reproduction, sexuality, and/or childbearing, either expected or altered. (Maps to Program Objective \_5,9\_\_\_; Level Objective LI9\_\_\_)

1. Implement the nursing process through critical thinking and clinical judgment using evidence-based practice for patients in the antepartal, intrapartal, and postpartum period with expected physiologic changes in both mother and fetus/infant; and, for patients with alterations in pregnancy and the newborn.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

2. Demonstrate ability to assess maternal and newborn patients using skills of direct observation, health assessment and interpretation of laboratory data.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

3. Analyze maternal and newborn assessment findings resulting in nursing diagnosis (es) based on expected physiologic changes and health care alterations.

**Core Abilities: A, B, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

4. Develop an individualized patient concept map based on Maslow's Hierarchy of Needs for patients in the antepartal, intrapartal and postpartum period with expected physiologic changes in both mother and fetus/infant; and, for patients with alterations in pregnancy and the newborn.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

5. Set priorities in the care of patients with complications of alterations in patients with alterations in pregnancy and the newborn.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

6. Implement principles of universal precautions, medical asepsis, and safety when providing care to patients in the antepartal, intrapartal and postpartum period with expected maternal and fetal/infant physiologic changes; and, for patients with alterations in pregnancy and the newborn.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

7. Describe therapeutic nurse-patient relationship based upon respect for patient privacy, confidentiality and advocacy within acute care medical-surgical settings as applied to maternal patients and families.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

8. Describe the role of the professional nurse as part of the multidisciplinary team providing care to maternal patients and families.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

9. Correlate teaching learning process when addressing patient education and discharge planning needs relation to nutrition, medication, activity and rest, and psychosocial issues related to problems in maternal and newborn patients.

**Core Abilities: A, B, C, D, E, F, Gen Ed Outcomes: Goals 1, 2, 3, 4, 5, 8, 9**

### **General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 2. Mathematics.** Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.

**Goal 3. Science.** Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples

**Goal 9: Ethical Reasoning and Action.** Students will understand ethical issues and situations

### **MCCC Core Ability Goals**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

## **Nursing Program Concepts:**

**Fundamental concepts:** This nursing curriculum utilizes a conceptual approach to learning. In this nursing curriculum you will learn the nursing approaches utilized in caring for individuals with the goal directed toward maintenance of optimal body functions, prevention of potential problems and restoration of health. The conceptual framework of study in NRS 221 focuses on care of the elderly patient(s) and patient (s) across the lifespan with alterations in neurosensory, central, and peripheral nervous systems.

*Immunity:* The body's natural reaction to infection.

*Mobility:* Making the most of the patient's ability to use his/her musculoskeletal system.

*Tissue Integrity:* Includes integumentary, mucous membrane, corneal and subcutaneous tissues, unbroken by wounds.

*Oxygenation:* The means by which the body is able to supply oxygen to all cells of the body.

*Perfusion:* The process by which oxygen and nutrition are supplied to cells and tissues in the body.

*Cellular Regulation:* The process that controls the series of events by which a cell goes through a cell cycle.

*Metabolism:* All physical and chemical processes that converts or uses energy.

*Elimination:* The process of and ability to rid the body of waste.

*Sensory Perception:* The purposeful organization and translation of stimuli into meaningful information.

*Thermoregulation:* The ability to keep an individual's body temperature within their normal limits to maintain balance.

*Reproduction:* The process whereby female and male reproductive systems produce sex cells and transport them to locations where their union can occur.

*Stress:* is the body's reaction to any stimulus in the environment that demands change or disrupts homeostasis." (Pearson p 1794)

*Coping* refers to the individual's response to one or more stressors and his or her attempt to restore homeostasis." (Pearson p 1794)

*Integrated concepts:* Some concepts identified by faculty are considered integral to all courses and are therefore integrated throughout the curriculum. They are as follows:

**Safety:** Protection from harm or injury. The goal of the caregiver is to create an environment in which one is able to provide safe patient care.

*Pharmacotherapeutics*: The use of medicine and their effects to treat and promote improved health and wellness.

*Self*: One's sense of being that distinguishes them from others.

*Family*: Individuals who are joined together by bonds of emotional closeness, sharing and support. (NCCBLEB, pg. 484, 2010)

*Nursing Informatics*: The processing of health and biomedical information through the acquisition, storage, and retrieval of such data.

*Evidence Based Practice*: The practice of health care in which the health care provider uses the most current and valid research findings as the basis for clinical decisions.

*Quality Improvement*: Organized process of planning and implementing ongoing methods aimed at providing safe, effective, patient-centered care that is timely, efficient and benefits all equally.

*Diversity*: Unique variations among and between individuals, as well as those defined by genetics and cultural background, but are refined by experience and personal choice.

*Clinical Decision Making*: The use of critical reasoning that involves interpretation, analysis, inferences, explanation and evaluation.

*Communication*: Communication is a process of exchanging ideas, information and feelings.

*Comfort*: A state of physical ease and freedom from discomfort whether physiological, social, psychospiritual or environmental.

*Acid Base Balance*: The method by which the acidity and alkalinity of body fluids are kept in a state of balance.

*Fluid & Electrolytes*: Maintenance of homeostasis (fluid balance) in the body in relation to electrolyte values.

*Loss* : is an actual or potential situation in which something that is valued is altered or no longer available” (Pearson p. 600)

*Grief*: the total response to the emotional experience related to loss.” (Pearson p601)

### **Course Requirements and Grading:**

Students are expected to take an active role in the learning process. Assigned readings need to be **completed prior** to the scheduled lab or class. In addition, participation in a discussion forum through Mercer Online is required weekly.

Completion of all tests, written assignments, and visual evaluations as listed in the course outline by weeks indicated and in accordance with **Nursing Program Policies**.

It is the responsibility of each student to be up to date on all content in order to progress from one clinical experience to another. The student must comply with all visual evaluation schedules.

**Attendance: Students in nursing courses are required to attend all lecture, college laboratory and clinical laboratory sessions. Attendance records will be maintained. Please review Nursing Program Handbook, Attendance Policy. Online students are not required to attend lecture classes on campus.**

### **Academic Honesty:**

Academic honesty is important to the learning organization's purpose of helping learners to develop critical, independent thinking skills and habits. Cheating and other forms of academic dishonesty run counter to this purpose and violate ethical and intellectual principles; they are therefore subject to penalties. For purposes of this course we will define academic dishonesty as:

Plagiarism: Presentation of work that originates from another unacknowledged source as one's own. Presenting someone else's ideas, argument, or information verbatim (or close to verbatim) without acknowledgement of the source in assessments, papers, or discussions, constitutes plagiarism.

### **Cheating:**

- a) Giving, receiving, or using, or attempting to give, obtain, or use, unauthorized information or assistance during an assessment or an examination
- b) Obtaining or conveying, or attempting to obtain or convey, unauthorized information about an assessment or examination questions
- c) Giving or receiving assistance on an essay or assignment that goes beyond that specifically allowed by the instructor (this includes buying and selling, or attempt to buy or sell essays and/or research assistance relating to course assignments)
- d) Impersonating someone else or causing or allowing oneself to be impersonated in an examination, or knowingly availing oneself of the results of impersonation
- e) Presenting a single piece of work in more than one course without the permission of the instructors involved

### **Academic Integrity Statement:**

Mercer County Community College is committed to Academic Integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.

The college recognizes the following general categories of violations of Academic Integrity, with representative examples of each. Academic Integrity is violated whenever a student:

- A. Uses or obtains unauthorized assistance in any academic work.**
  - Copying from another student's exam.
  - Using notes, books, electronic devices or other aids of any kind during an exam when prohibited.
  - Stealing an exam or possessing a stolen copy of an exam.
- B. Gives fraudulent assistance to another student.**
  - Completing a graded academic activity or taking an exam for someone else

- Giving answers to or sharing answers with another student before, during or after an exam or other graded academic activity.
  - Sharing answers during an exam by using a system of signals.
- C. Knowingly represents the work of others as his/her own, or represents previously completed academic work as current.**
- Submitting a paper or other academic work for credit which includes words, ideas, data or creative work of others without acknowledging the source.
  - Using another author's words without enclosing them in quotation marks, without paraphrasing them or without citing the source appropriately
  - Presenting another individual's work as one's own.
  - Submitting the same paper or academic assignment to another class without the permission of the instructor.
- D. Fabricates data in support of an academic assignment.**
- Falsifying bibliographic entries.
  - Submitting any academic assignment which contains falsified or fabricated data or results.
- E. Inappropriately or unethically uses technological means to gain academic advantage.**
- Inappropriate or unethical acquisition of material via the Internet or by any other means.
  - Using any electronic or hidden devices for communication during an exam.

*Each instructor and academic support service area is authorized to establish specific guidelines consistent with this policy.*

**Consequences for Violations of Academic Integrity:**

For a single violation, the faculty member will determine the course of action to be followed. This may include assigning a lower grade on the assignment, assigning a lower final grade, failing the student in the course, or other penalty appropriate to the violation. In all cases, the instructor shall notify the Chair of the Academic Integrity Committee of the violation and the penalty imposed.

When two (or more) violations of academic integrity are reported on a student, the Academic Integrity Committee may impose disciplinary penalties beyond those imposed by the course instructor/s. The student shall have the right to a hearing before the Academic Integrity Committee or a designated subcommittee thereof.

**Appeals:**

The student has a right to appeal the decision of the instructor, or the Academic Integrity Committee. Judicial procedures governing violations of Academic Integrity are contained in the Student Handbook. *Approved by Board of Trustees May 18, 2000 Amendments by AIC 1/26/2004*

**ADA Statement:**

Mercer County Community College is in compliance with both the ADA and section 504 of the Rehabilitation Act. If you have, or believe you have, a differing ability that is protected under the law please see Arlene Stinson in LB 216{570-3525 {stinsona@mccc.edu} for information regarding support services.

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

The Nursing Program Handbook Information Packet

Each nursing student receives a copy of this handbook, is responsible for the information contained in the handbook, and is expected to comply with requirements and policies.

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

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

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

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

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

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

**Reasonable Accommodations for Students with Documented Disabilities** The Office of Special Services (OSS) provides continued support to students with documented disabilities. Support staff are available to help students with differing abilities make a smooth transition to college as well as to succeed throughout their college experience. Contact:

Arlene Stinson, LB 217, 570-3525, [stinsona@mccc.edu](mailto:stinsona@mccc.edu)

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

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

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

Dorothy Gasparro, SC239, 570-3354, [gasparrd@mccc.edu](mailto:gasparrd@mccc.edu)

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

**Important Spring 2015 dates** For complete list, visit [www.mccc.edu/news\\_calendar\\_academic](http://www.mccc.edu/news_calendar_academic)

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

4/15/15 – Start FASFA for Fall 2015

## EVALUATION OF STUDENT LEARNING / GRADING INFORMATION

### Course Requirements:

#### Theory Classes

Classroom sessions are based on learning objectives from the course outline. *Classroom sessions are 3 hours per week and are delivered in the form of voice-overs through Mercer Online.* Textbook readings are assigned based on weekly learning objectives listed in the course outline and should be completed prior to the class session. Interactive learning activities utilizing critical thinking and clinical reasoning will be included with each class through Mercer Online. *A discussion forum between students and the professor will be conducted weekly and is a required assignment.* Please refer to the instructions provided on Mercer Online. During testing, cell phones, PDA's or any other electronic device must be turned off and out of student reach. Recording any class session is at the discretion of the instructor. Permission to tape should be obtained prior to the beginning of class.

There is no college lab in this course.

#### Clinical Lab

The clinical lab provides students with the opportunity to provide care to patients utilizing clinical reasoning skills in order to meet course goals. Preparation for clinical lab will focus on clinical objectives listed in the course outline. The clinical lab consists of 9 hours, once per week and is held at the assigned clinical facility. Weekly clinical assignment information will be given by the clinical instructor. The student will have use of a college owned PDA during the semester which will come supplied with a variety of nursing resources which the student can utilize during clinical. Clinical preparation guidelines are included in this course outline. In general, during the clinical lab, the students are expected to:

##### **Pre-Conference (Thirty minutes – prior to arrival on clinical unit)**

1. Be prepared to discuss the patient's primary and secondary diagnoses including, with succinct explanation of signs and symptoms, as well as methods to diagnose and treat the disease or condition (utilize PDA and nursing software as a resource).
2. Identify and explain patient's basic need deficits based on disease process, diet order and rationale for ordered pharmacological agents (utilizing PDA resources).
3. Incorporate assessment findings, developmental tasks (according to Erikson), appropriate to the patient's age and the complications for planned care.
4. Formulate a written preliminary patient care concept map based on basic need deficits using the nursing process to include 3 nursing diagnosis, each with goals, plan (assessment priorities, nursing actions, and patient education).
5. Discuss planned care including priority assessment focus, nursing actions (including medication, administration) and patient/family education.
6. Pre-conference preparation will be collected by instructor for evaluation.

##### **Clinical Experience (9 hours on clinical unit)**

1. Receive report on assigned patient, review medical record.
2. Assess your assigned patient.
3. Revise your preliminary plan as needed using data obtained in report, from the medical record, and your assessment of the patient.
4. Implement the nursing plan by caring for your patient demonstrating proficiency in nursing skills and seeking help from your instructor (Refer to weekly clinical objectives in course outline).
5. Administer medications as assigned by clinical instructor and coordinated with primary RN.
6. Report assessment findings to appropriate assigned nursing staff in a timely manner.
7. Document assessment and care as instructed and in accordance with facility policy.
8. Patient information received during clinical lab is to remain confidential at all times. Patient records are not permitted to be photocopied.

##### **Post Conference (one hour)**

1. Review and evaluate the care given and the patient's response to care plan.

2. Discuss revisions that should be made in your plan to improve care.
3. Discuss application of clinical objectives to your patient.

## **NRS222 Testing Procedures**

The Midterm (test 1) will be given during the first hour of theory class 3. . The final exam (test 2) will be given the Friday or Saturday after class 5, with the date announced in orientation. The HESI exam will be given after the final exam. Students will have 60 minutes to complete the 40 question Midterm exam and 90 minutes to complete the 60 question final exam. All belongings, including but not limited to backpacks, books, purses, cell phones, and electronic devices are to be placed in the front of the lecture hall. Seating during the exam is at the discretion of the instructor or exam proctor. All cell phones are to be turned off during the exam period and stored in the front of the lecture hall with the rest of your belongings. All coats and hats are to be removed during the exam period. Please refer to nursing program testing policy in the Nursing Program Handbook.

**Case Studies.** Four (4) case studies will be assigned at the end of classes 1-4. Case Studies are due the Saturday after the assignment is given at 12 midnight. The case studies are to be sent to the instructor by Mercer Mail in **Word Document form**. Comments and grade for the case study will be sent back to the student. Ten (10) points will be deducted for each day a case study is late.

## **Determination of NRS 222 Grade**

In order to receive a grade in NRS222, these criteria must be satisfied:

1. The student must achieve “Met” as the final grade on the Clinical Laboratory Performance Evaluation for all clinical objectives.
2. Tests must be taken as scheduled. A grade of 76 or better should be maintained on all tests.
3. All required written assignments must be completed and submitted as per guidelines.

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

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

## **Grading**

<b><i>Midterm Exam</i></b>	<b>40% of grade</b>	<b>Given at beginning of Class 3</b>
<b><i>Final Exam</i></b>	<b>45% of grade</b>	<b>Given the Friday or Saturday after Class 5, date TBA</b>
<b><i>Case Studies</i></b>	<b>10% of grade</b>	<b>Due Saturday of each class week.</b>
<b><i>HESI Exam</i></b>	<b>5% of grade</b>	<b>Given after Final Exam</b>

## **Grading Scale**

A 97-100%  
A- 93-96.99%  
B+ 89-92.99%  
B 85-88.99%  
B- 81-84.99%  
C+ 78-80.99%  
C 76-77.99%  
D 61-75.99%  
F 60 or below

**C is the lowest acceptable passing grade for all courses in the nursing program. Grades are not rounded.**

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

## **Grading Information**

2 Exams (Midterm, Final)  
Four (4) Case Studies  
Hesi Exam

Student learning will also be evaluated by a midterm and final exam, with the Midterm exam containing 40 multiple choice questions, (including 2-3 dosage calculation questions) and the Final exam containing 60 multiple choice questions, (including 2-3 dosage calculations). The Midterm exam will be given at the beginning of class 3 and the final will be given on the Friday or Saturday after class 5. The HESI exam is given after the Final exam.

### **Dosage Calculation Math Requirement:**

There will be a Medication Calculation test given in week 1 of clinical lab. Students must achieve a grade of 90% or higher to pass the test. Any student that does not achieve 90% or greater will have the opportunity to remediate and re-take another Medication Calculation test by week 2. Students are not allowed to pass medication in clinical until they achieve a 90% or greater.

\*\*\*\*\*STUDENTS MUST ACHIEVE A 90% OR GREATER ON THE MEDICATION CALCULATION TEST TO RECEIVE A PASSING GRADE IN THIS COURSE\*\*\*\*\*

In the case where a student misses a test, a make-up test will be administered at the discretion of the instructor. A student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Failure to notify the instructor will result in a "0" grade for the exam.

### **Grading Information**

Student learning will also be evaluated by a midterm and final exam, with the midterm containing 40 multiple choice questions (including 1-2 dosage calculation questions) and the final exam containing 60 multiple choice questions. The midterm will be given at the beginning of class 3 and the final will be given after class 5 (date to be announced at orientation).

Finally, a case study will be completed by Saturday of each week related to lecture content that week.

In the case where a student misses a test, a make-up test will be administered at the discretion of the instructor. A student must notify the instructor in advance of the scheduled test of a student's inability to take an exam as scheduled. Failure to notify the instructor will result in a "0" grade for the exam.

- All tests are scored on Scantron forms. The Scantron sheet stands as the formal grade.
- Students must have a #2 pencil and their Mercer student ID available for testing.
- All cell phones must be turned off and stored with student belongings during testing.
- After testing, all Scantron forms are secured in the nursing office.
- Please refer to the nursing program testing policy in your program handbook for more information on testing.
- In order to successfully pass this course, point scores for the calculation of testes and the culture project must be 76% or higher.

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITY	STUDENT LEARNING ACTIVITY
<ul style="list-style-type: none"> <li>- Describe diagnostic studies related to reproduction antepartum health and care</li> <li>- Identify physiological and psychological changes related to pregnancy</li> <li>- Utilize nursing process in the care of antepartum clients</li>   <li>- Discuss labor management and the nurse's role in the intrapartal period</li> <li>- Identify uses of analgesia and anesthesia</li> <li>- Utilize nursing process in the delivery of care during labor and birth</li>   <li>- Discuss expected findings of a comprehensive newborn assessment</li> <li>- List diagnostic studies and their relevance to newborn wellness</li> <li>- Identify expected physiological and physical changes and developmental tasks expected of the mother during the postpartum period</li> <li>- Utilize nursing process in newborn and postpartum care</li>   <li>- Discuss complications in mother due to preexisting medical problems or</li> </ul>		<p><b>MODULE I – HUMAN FUNCTIONING</b></p> <p>A. Antepartum Period</p> <ol style="list-style-type: none"> <li>1. Conception</li> <li>2. Fetal development</li> <li>3. Physiological and psychological changes in pregnancy</li> <li>4. Antepartum testing</li> <li>5. Maternal nutrition</li> </ol> <p><b>MODULE II – HUMAN FUNCTIONING</b></p> <p>A. Intrapartum Period</p> <ol style="list-style-type: none"> <li>1. Process of labor and birth</li> <li>2. Needs and care in childbirth</li> <li>3. Maternal analgesia and anesthesia</li> </ol> <p><b>MODULE III – HUMAN FUNCTIONING</b></p> <p>A. Newborn</p> <ol style="list-style-type: none"> <li>1. Physiological response of the newborn</li> <li>2. Assessment needs and care of normal newborn</li> <li>3. Newborn nutrition</li> </ol> <p>B. Postpartum</p> <ol style="list-style-type: none"> <li>1. Physiological and psychological adaptation</li> <li>2. Needs and care of the postpartum family</li> </ol> <p><b>MODULE IV – PROTECTIVE ENVIRONMENT</b></p> <p>A. Alterations in Pregnancy</p> <ol style="list-style-type: none"> <li>1. Pregestation and</li> </ol>	<p>Interactive lecture, discussion, and exercises</p> <p>G/TPAL Group Exercise</p> <p>Videos</p> <p>Evidence Based Practice Scenario</p> <p>Interactive lecture &amp; discussion</p> <p>Videos</p> <p>FHR Monitoring Group Exercise</p> <p>Game Show Review</p> <p>Interactive lecture, exercises &amp; discussion</p> <p>Case study analysis</p> <p>Evidence Based Practice Group Exercise</p> <p>Culture Group Exercise</p> <p>Videos</p> <p>Interactive lecture,</p>	<p>Students to Review:</p> <ul style="list-style-type: none"> <li>- Antenatal assessment</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Pregnancy anatomy &amp; physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- Cultural considerations</li> </ul> <p>Students to Review:</p> <ul style="list-style-type: none"> <li>- Fetal monitoring</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Pregnancy anatomy &amp; physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- Cultural considerations</li> </ul> <p>Students to Review:</p> <ul style="list-style-type: none"> <li>- Newborn and postpartum assessment</li> <li>- Apgar scoring</li> <li>- Gestational age assessment</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Pregnancy anatomy &amp; physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- Cultural considerations</li> </ul> <p>Students to Review:</p> <ul style="list-style-type: none"> <li>- Diagnostic testing and treatment related to complications in pregnancy</li> </ul>

LEARNING OBJECTIVES	HRS	CONTENT	LEARNING ACTIVITY	STUDENT LEARNING ACTIVITY
<p>problems related to pregnancy</p> <ul style="list-style-type: none"> <li>- Discuss strategies to assess fetal well being</li> <li>- Utilize nursing process to contrast nursing care for an uncomplicated pregnancy versus a high risk pregnancy</li> </ul> <ul style="list-style-type: none"> <li>- Explain factors that can adversely affect fetal-neonatal development</li> <li>- Discuss physiological complications of premature and other high risk infants</li> <li>- State complications commonly associated with the postpartum period</li> <li>- Utilize nursing process in the care of the high risk newborn and the high risk mother antepartum and postpartum</li> </ul>		<p style="text-align: center;">gestational risks</p> <ul style="list-style-type: none"> <li>B. Alterations in Labor and Birth</li> <li>C. Assessment of Fetal Well Being               <ul style="list-style-type: none"> <li>1. Birth-related procedures</li> <li>2. Antepartum testing</li> </ul> </li> </ul> <p style="text-align: center;">MODULE V – PROTECTIVE ENVIRONMENT</p> <ul style="list-style-type: none"> <li>A. Alterations in the Newborn               <ul style="list-style-type: none"> <li>1. Conditions during the antepartum period</li> <li>2. Conditions present at birth</li> </ul> </li> <li>B. Postpartum family at risk</li> </ul> <p>Sexuality Genetic Issues Family PLanning</p>	<p>exercises &amp; discussion</p> <p>Case study analysis</p> <p>Evidence Based Practice Scenario</p> <p>Videos</p> <p>Interactive lecture &amp; discussion</p> <p>Evidence Based Practice Scenarios</p> <p>Videos</p> <p>Differential Diagnosis Group Exercise</p> <p>Game Show Review</p>	<ul style="list-style-type: none"> <li>- Assessment of client with a high risk pregnancy</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Pregnancy anatomy &amp; physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- Cultural considerations</li> </ul> <p>Students to Review:</p> <ul style="list-style-type: none"> <li>- High risk assessment of fetal/maternal dyad antepartum and postpartum</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>- Pregnancy anatomy &amp; physiology</li> <li>- Diagnostic studies</li> <li>- Pharmacology</li> <li>- Nutrition</li> <li>- Cultural considerations</li> </ul>

**Module 1    The Antepartum Period: Conception and Fetal Development: Physiological and Psychological Changes in Pregnancy**

**This content focuses on the antenpartum period: conception and fetal development, and physiological and psychological changes affect the outcome of pregnancy. Assessments and interventions that deal with expected and unexpected changes during this period are also included.**

Activity	Objectives	References
Lecture	Discuss the nursing assessment of a childbearing family.	Pearson Custom Library Maternal Newborn Nursing, pages 1-50. Nursing, A Concept Based Approach to Learning, Concept 23, Reproduction, pages 1515-1577.
	Discuss the signs and symptoms of pregnancy including laboratory tests utilized in the antepartum period.	
Weekly Objectives	1. Describe the presumptive, probable and positive signs of pregnancy.	
	2. Describe the maternal physiological and psychological changes that occur during each trimester of pregnancy.	
	3. Describe the process of assessing a pregnant woman.	
	4. Discuss the etiology, pathophysiology, treatment and intervention associated with common discomforts experienced during pregnancy.	
	5. Discuss the special nutritional needs of the childbearing woman.	
	6. Discuss the effects of teratogens on the mother-child dyad.	
	7. Describe the process of fertilization and fetal development.	
	8. Describe the uterine changes that occur following fertilization of the ovum.	
	9. Identify uterine growth and development changes of the fetus.	
	10. Describe placental formation and fetal circulation.	
Clinical Experience	1. Observe a newborn assessment performed by the clinical instructor.	
	2. Observe a postpartum assessment performed by the clinical instructor.	
	3. Observe client care.	
	4. Perform a nursing interview and assess the health teaching needs of a mother who has recently given birth.	

***\*Newborn assessment is to be completed in clinical, as assigned by the clinical instructor.***

**Module 2      The Intrapartum Period: Needs and Care in Childbirth**

**During the intrapartum period, physical and psychological changes occur which can affect maternal and fetal/neonatal outcomes. This content will include the physical and psychological changes which occur with the processes of labor and birth and the nursing assessment and interventions utilized in the intrapartum period.**

<b>Activity</b>	<b>Objectives</b>	<b>References</b>
Lecture	Discuss the nursing assessment plans and interventions utilized during each stage of labor and delivery.	Pearson Custom Library, Maternal Newborn Nursing, pages 51-122.
	Identify the commonly utilized pharmacological agents administered during the intrapartum period.	
	Discuss the nurse's role during the intrapartum period.	
Weekly Objectives	1. Describe the anatomy of the bony pelvis in relation to labor and delivery.	
	2. Discuss the factors which facilitate the passage of the fetus through the pelvis.	
	3. Describe the methods utilized to determine fetal position.	
	4. Discuss the physiology of labor.	
	5. Describe the mechanics of labor (cardinal movements).	
	6. Describe the physiological and psychological changes which occur during the first, second, third and fourth stages of labor, including nursing assessments and interventions.	
	7. Describe the nursing assessment and intervention made during the second, third, and fourth stages of labor.	
	8. Discuss monitoring fetal heart rate and maternal contractions throughout labor.	
	9. Discuss the nursing assessments and interventions for patient discomfort and pain as experienced during labor and delivery.	
	10. Discuss the utilization of systemic drugs for the reduction or relief of discomfort and pain during childbirth, including anesthesia.	
	11. Discuss utilization of oxytocic drugs for induction or augmentation.	
	12. Discuss the immediate care of the newborn in the delivery room.	

<b>Module 3</b>	<b><u>Physiological Response and Assessment of the Newborn Postpartum Adaptation</u></b> <b>This content includes nursing assessment and care of newborn including expected physical and behavioral characteristics related to adaptations to extrauterine life. Postpartum and parental adaptation following childbirth is also included with emphasis on physical and psychological changes which return the woman to a non-pregnant state.</b>	
<b>Activity</b>	<b>Objectives</b>	<b>References</b>
Lecture	Discuss the characteristics of the neonate including commonly identified disorders.	Pearson Custom Library, Maternal Newborn Nursing, pages 123-221.
	Explain the components of a comprehensive newborn assessment.	
	Discuss nursing management and assessment during the postpartum period.	
Weekly Objectives	1. Describe the expected physical characteristics of the newborn.	
	2. Describe the neuromuscular characteristics and reflexes of the newborn.	
	3. Describe the physical adaptations made by the newborn following the birth process.	
	4. Describe nursing assessments and interventions for the newborn.	
	5. Explain the anatomical and physiological adaptations from delivery to non-pregnant state.	
	6. Identify the daily nursing assessment, nursing actions, and psychological changes observed in the general physical care of the postpartum patient.	
	7. Identify the nursing interventions and evaluations for the breastfeeding mother and infant.	
	8. Discuss the postpartum nursing responsibilities for the education of new parents in the care of their baby.	
	9. Describe the process of maternal-infant attachment, including assessments and nursing interventions.	
Clinical Experience Module 2 & 3	1. Observe proper procedure in caring for a patient in labor and delivery, admission procedure, physical preparation, monitoring vital signs, timing contractions, monitoring fetal heart beats, performing hygienic and comfort measure providing psychological support in the different stages, limited teaching or coaching of breathing exercises, assisting doctor, charting.	
	2. Observe proper procedure in the immediate care of the newborn after birth, including Agar score.	
	3. Plan nursing care with consideration of various socioeconomic and cultural influences which affect the intrapartum period.	
	4. Interact appropriately with the various members of the health care team.	
	5. Demonstrate postpartum assessment using BUBBLEH.	

<b>Module 4      <u>Pregnancy and Childbirth at Risk</u></b> <b>This content covers pregnancy and childbirth at risk with emphasis on pregestational and gestational disorders and possible effects of these disorders on pregnancy. Assessment of fetal well being is also included.</b>		
<b>Activity</b>	<b>Objectives</b>	<b>References</b>
Lecture	Utilize the nursing process to contrast the nursing care for normal pregnancy versus high risk pregnancy.	Custom Library, Maternal Newborn Nursing pages 239-364.
	Describe the process of labor and delivery including obstetrical complications.	
Weekly Objectives	1. Discuss the assessment factors which would identify high risk for maternity patients, fetus or newborn.	
	2. Discuss nursing assessment and interventions when complications due to preexisting medical problems, gestational disorders or hemorrhage occur during labor and delivery.	
	3. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when the woman has diabetes mellitus or gestational diabetes.	
	4. Discuss the nursing assessment and intervention for an expectant woman with diabetes mellitus or gestational diabetes.	
	5. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when the woman has hypertensive disorders of pregnancy.	
	6. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when hemorrhagic conditions occur during pregnancy, discussing causative factors, nursing assessment and interventions.	
	7. Identify the etiology, pathophysiology and prognosis for a mother-child dyad when infections occur during pregnancy, discussing causative factors, nursing assessment and interventions.	
	8. Describe diagnostic procedures utilized during pregnancy including indication, preparation and significance of findings.	
	9. Discuss birth by Cesarean Section and nursing implications.	
Clinical Experience	1. Interact appropriately with the various health team members.	
Module 3 & 4	2. Demonstrate proper procedure in caring for a newborn nursery; feeding, bathing, diapering, dressing, measuring, weighing, taking vital signs, observing stool and skin color; transporting baby to mother and assessment of mother's needs for guidance with feeding; charting pertinent information.	
	3. Complete newborn assessment following MCCC guidelines.	
	4. Demonstrate proper procedure for caring for the high risk postpartum client, developing a plan of care that meets the patient's physical and psychological needs. Plan nursing care with consideration of various socioeconomic and cultural influences that affect the postpartum period.	

**Module 5    The Newborn at Risk; Postpartum Complications, Sexuality, Genetic Issues**  
**Identification of newborns at risk with conditions present at birth as well as birth related stressors will be covered with emphasis on nursing assessment and initial intervention related to stressors experienced by the infant. Postpartum risks and complications are also included, with emphasis on anticipated progress of the family after birth.**

Activity	Objectives	References
Lecture	1. Discuss the physiological difficulties of premature and other high risk infants.	Pearson Custom Library, Maternal Newborn Nursing, pages 222-237, 365-469.
	2. Discuss common complications of the postpartum period.	
Weekly Objectives	1. Describe high risk factors that can adversely affect fetal-neonatal development.	
	2. Discuss the nursing assessments and interventions for the newborn of a mother with diabetes, PIH, alcohol or drug dependency.	
	3. Explain the needs of the family of a premature infant and the appropriate nursing interventions to deal with the crisis.	
	4. Discuss the etiology, pathophysiology, and prognosis of an infant with Respiratory Distress Syndrome (RDS) and include assessment and intervention.	
	5. Discuss the various types of neonatal jaundice.	
	6. Identify the appropriate nursing interventions during the fourth stage of labor for both vaginal and Cesarean deliveries.	
	7. State the causes, treatment and prognosis of postpartal hemorrhages.	
	8. Discuss the etiology, pathophysiology and prognosis for the infant with Rh and ABO incompatibility.	
	9. Define the modes of treatment and nursing interventions for the infant with hyperbilirubinemia.	
	10. Identify conditions due to birth injury in the newborn.	
	11. Describe infectious disease in the newborn and the interventions utilized to correct them.	
Clinical Experience	1. Identify complications of the newborn related to pre-gestational and gestational problems of the mother.	
Module 4 & 5	2. Observe nursing assessments and interventions on newborns who experienced a birth related stressor.	
	3. Discuss possible parental reactions to the birth of the newborn who has special needs.	
	4. List signs and symptoms of physical and psychosocial complications during the postpartum phase of care.	

**Mercer County Community College  
Division of Science & Health Professions  
Nursing Program  
Clinical Laboratory Performance Evaluation**

**Course: NRS222 - 5 week clinical experience in Obstetrical Nursing**

**Student:** \_\_\_\_\_ **MCCC ID #** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Clinical Facility:** \_\_\_\_\_

**1. Program objective:** Functions within the provisions of the Nurse practice Act while maintaining professional standards, the Code of Ethics and accepting responsibility for self growth and life-long learning

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Demonstrate professional and ethical behaviors</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Collects and analyzes comprehensive patient assessment data</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Adheres to principles of patient safety and infection control.</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Administers medications safely</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Provides individualized developmentally appropriate care based on relevant patient data in the setting.</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Evaluation of patient outcomes using clinical reasoning.</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Acts as a patient advocate</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Ensure collaborative care.</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Communicate effectively with patients, families, healthcare staff and groups.</b>		

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

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Document effectively.</b>		

**Week 5- Faculty Comments – Areas of strength and areas requiring improvement:**

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**Faculty Signature**                      **Date**

**Student Comments regarding Clinical Goals**

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**Student Signature**                      **Date**

**Remediation Plan Instituted** (date) \_\_\_\_\_ **(attach copy)**

**Clinical Evaluation Grading Criteria:**

- Met**                      Performance criteria met, performing as expected for this level
- Not Met**              Performance criteria not met, areas needing improvement require remediation plan.
- Unsafe**                Demonstrates unsafe practice

**Scoring:**

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

**A designation of “Not Met” requires a written remediation plan.**

***A designation of “Unsafe” in any of the competencies will result in a clinical failure for the course.***

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

**Mercer County Community College  
Division of Science & Health Professions  
Nursing Program  
Clinical Laboratory Performance Evaluation (Long Version)**

**Course: NRS222 - 5 week clinical experience in Obstetrics**

**Student:** \_\_\_\_\_ **MCCC ID #** \_\_\_\_\_

**Semester:** \_\_\_\_\_ **Clinical Facility:** \_\_\_\_\_

**1. Program objective:** Functions within the provisions of the Nurse practice Act while maintaining professional standards, the Code of Ethics and accepting responsibility for self growth and life-long learning

Evaluation Period:		<b>Week 5</b>
<b>Clinical Competency: Demonstrate professional and ethical behaviors</b>		
<p><b>Clinical Performance Criteria (includes, but not limited to):</b></p> <ol style="list-style-type: none"> <li>1. Complies with agency and MCCC nursing program policies and standards.</li> <li>2. Treats all individuals with dignity and respect.</li> <li>3. Is prepared for clinical experiences and observations.</li> <li>4. Utilizes objectives for clinical/observation experience preparation and verbalizes summaries in post conference.</li> <li>5. Protects patients' rights (privacy, autonomy, confidentiality).</li> <li>6. Practices within the legal and ethical framework of nursing.</li> <li>7. Demonstrates appropriate professional behaviors (attendance, punctuality, honesty, appearance, attitude, acceptance of criticism).</li> <li>8. Reports errors promptly.</li> <li>9. Assumes responsibility for learning.</li> <li>10. Maintains professional boundaries.</li> <li>11. Accepts responsibility for assigned patients.</li> <li>12. Demonstrates accountability for actions.</li> </ol>		

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

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

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

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

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

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

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

Evaluation Period:		Week 5
<b>Clinical Competency: Provides individualized developmentally appropriate care based on relevant patient data in the pediatric setting.</b>		
<p><b>Clinical Performance Criteria (includes but not limited to):</b></p> <ol style="list-style-type: none"> <li>1. Determines and supports patient preferences</li> <li>2. Prepares patients for interventions in a developmentally appropriate manner</li> <li>3. Performs nursing skills competently</li> <li>4. Demonstrates caring behaviors towards patients and families.</li> <li>5. Responds to patients in distress in order of priority.</li> <li>6. Ensures patients' ADLs are completed.</li> <li>7. Considers patients' family and community when developing and implementing the plan of care.</li> <li>8. Independently implements nursing care plan to patient assignments in an organized fashion.</li> <li>9. Utilizes priority patient needs to determine order of care provided to assignments.</li> <li>10. Modifies interventions in a flexible manner to patient assignments based on changing health needs.</li> <li>11. Independently manages time constructively with patient assignments</li> <li>12. Assesses patient and family learning needs.</li> <li>13. Provides developmentally appropriate patient teaching.</li> <li>14. Applies knowledge about development and patho-physiology of complex health problems in a variety of patient settings.</li> <li>15. Presents an oral teaching plan.</li> </ol>		

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

Evaluation Period:		Week 5
<b>Clinical Competency: Evaluation of pediatric patient outcomes using clinical reasoning.</b>		
<b>Clinical Performance Criteria (includes, but not limited to):</b> <ol style="list-style-type: none"><li>1. Gathers adequate, relevant information for decision-making.</li><li>2. Reports abnormal data and changes in patient condition to the instructor and appropriate health care professional within appropriate timeframe.</li><li>3. Responds appropriately to information from team members and/or other sources.</li><li>4. Uses data/evidence to support decisions in providing nursing care.</li><li>5. Validates nursing decisions with instructor or health care professional prior to doing new procedures</li><li>6. Anticipates patient/family care needs.</li><li>7. Clusters data to identify patient/nursing problems. .</li><li>8. Identifies priority problems.</li><li>9. Plans individualized nursing care with appropriate outcomes.</li><li>10. Uses critical thinking strategies in decision-making and care planning.</li><li>11. Modifies patient care based on evaluation. .</li></ol>		

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

Evaluation Period:		Week 5
<b>Clinical Competency: Acts as a patient advocate</b>		
<b>Clinical Performance Criteria (includes, but not limited to):</b> <ol style="list-style-type: none"><li>1. Promotes access to health care.</li><li>2. When developmentally appropriate, provides opportunity for patient/parent to make independent choices.</li><li>3. Prevents harm to patient.</li><li>4. Eliminates potential sources of injury.</li><li>5. Monitors the quality of patient care.</li><li>6. Identifies and provides names and numbers of supportive organizations appropriate to medical diagnosis.</li></ol>		

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

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

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

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

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

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

**Week 5- Faculty Comments – Areas of strength and areas requiring improvement:**

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**Faculty Signature**                      **Date**

**Student Comments regarding Clinical Goals**

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**Student Signature**

**Date**

**Remediation Plan Instituted** (date) \_\_\_\_\_ **(attach copy)**

**Clinical Evaluation Grading Criteria:**

- Met** Performance criteria met, performing as expected for this level
- Not Met** Performance criteria not met, areas needing improvement require remediation plan.
- Unsafe** Demonstrates unsafe practice

**Scoring:**

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

**A designation of “Not Met” requires a written remediation plan.**

***A designation of “Unsafe” in any of the competencies will result in a clinical failure for the course.***

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