Nashville State Community College
Division of Healthcare Professions
Nursing
Spring 23 Master Course Syllabus
NURS 1320 - Maternal Child Health Nursing Syllabus

Full 15-Week Term

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

Course information:
Course Title: NURS 1320 Maternal Child Health Nursing
Credits: 3 (2 lecture, 1 clinical/lab)

Course Description:
An introduction to the core concepts that provide course applies the core concepts that provide the basic for the knowledge, skills, and attitudes that are essential for providing safe nursing care for women, infants, childbearing clients and their families including pharmacological.
Prerequisite: NURS 1710, NURS 1620, NURS 1340, NURS 1120
Corequisites: NURS 2130, NURS 1330, NURS 2630

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

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

Course Delivery Method
On-Campus:

Required Textbook(s) & Other Materials:
- Holloway, B.W., Moredich, C. (2011). *OB/GYN Peds Notes; Pocket Guide*. (3rd ed.) Philadelphia. PA: F.A. Davis ISBN: 978080362323.
- Lowdermilk, D., Perry, Cashion, K., and Alden, K., Olshansky, E. (2020). *Maternity and Women's Health Care.* (12th ed.) St. Louis, MO: Elsevier. ISBN 987654321-0-323-16918-9.

** All required books will be available for purchase in a bundle to save money. You will be able to purchase them from the NSCC bookstore.

Supplies: See Nursing Handbook

Once you have registered for your courses, you should make sure you have the correct textbook and materials for each course. Before courses begin, you can do this by looking up your courses on the bookstore's website (https://www.bkstr.com/nsccstore/shop/textbooks-and-course-materials) using your A# or by entering your course information. If you are registered with the Access Center and need an alternate format for the textbook and other course materials, please contact the Access Center at 615-353-3363 or accesscenter@nscc.edu.

Honors Option: Honors credit is available in some classes. If you are interested in participating in the Honors Program, please see your instructor within the first four weeks of class.

End of Program Student Learning Outcomes:

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

Reference ANA Standards of Professional Nursing Practice

Semester Three Student Learning Outcomes:

Upon successful completion of this semester, the student will:

1. Apply ethical, legal and regulatory frameworks of nursing and **standards of professional nursing practice. ***
2. Apply effective **communication** techniques including information and technology.
3. Assess **subjective and objective data** to identify actual or potential health alterations.
4. Use **clinical decision making** to provide safe and effective evidence-based nursing care.
5. Implement **caring interventions** that incorporate principles of dignity, diversity, safety and knowledge.
6. Implement an individualized **teaching plan** to meet the learning needs of patients, families and/or groups.
7. **Collaborate** when planning and implementing care.
8. Examine various principles of **managing care**.

Reference ANA Standards of Professional Nursing Practice

Course Competencies/Student Outcomes:

Upon completing this semester, the student will be able to meet the eight (8) core competencies:

Upon successful completion of this course, the student will:

1. Apply principles of ethical comportment in nursing practice by exhibiting responsibility and accountability while functioning within legal parameters of the nursing profession when caring for women and families during pregnancy and childbirth.
2. Utilize therapeutic communication techniques that demonstrate application of knowledge, skills and care facilitating an effective nursing-patient relationship when caring for women and families during pregnancy and childbirth.
   - Apply therapeutic communication techniques when communicating with colleagues about abnormal data, assessment and changes for women and families during pregnancy and childbirth.
3. Apply critical reasoning skills by identifying the pertinent information for women and families during pregnancy and childbirth.
   - Apply knowledge and skills regarding abnormal data, assessments and changes when caring for women and families during pregnancy and childbirth
4. Apply skills of goal setting and developing plans of care for women and families during pregnancy and childbirth.
5. Utilize critical thinking to implement the plan of care for women and families during pregnancy and childbirth.
6. Apply the teaching plan with a focus on the condition for women and families during pregnancy and childbirth specific to the learner.
7. 7.Work in collaboration with members of the interprofessional team to promote and appropriate outcomes for women and families during pregnancy and childbirth.
8. Apply the knowledge, skills and attitudes related to the nursing process in caring for women and families during pregnancy and childbirth

Reference ANA Standards of Professional Nursing Practice

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

Methods of Evaluation:

Exams	60%
Collaborative Project	10%
Kaplan* (Integrated Test) Date TBD	5%
Final Examination	25%

Additional Methods of Evaluation:

Clinical Evaluation Tool
Skills competency
Clinical paperwork
Evaluation of care plans
Attendance and participation

Grading Policy:

Exams

1. Students will complete four exams throughout this course.

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

Simulation Quizzes

1. There will be a pre-simulation quiz with each simulation. The quiz will be due by midnight the preceding Tuesday. There will be a post simulation quiz with each simulation. The quiz will be due at midnight of the following Thursday.
2. **Elsevier Adaptive Quizzing**
   A. EAQ will be used as a review of content. **It is not required, but highly recommended.**
   B. A point average of all chapters for each corresponding test will be used to determine extra credit points as followed:
      1. **Novice- 1 point**
      2. **Intermediate-2 points**
      3. **Proficiet-3 points**

** All Adaptive quizzing is due Sunday prior to the test.

Kaplan Integrated Test

During the course, one standardized achievement exam will be administered to evaluate mastery of the content and prepare students for the NCLEX-RN exam. This integrated test is mandatory and will be worth 5% of the overall grade for the course. **You must achieve a passing grade set forth**

by Kaplan in order to receive the 5% toward your final grade. Students who do not receive a passing grade as set by Kaplan will receive 0 towards final grade, and students who pass according to Kaplan will receive a 100. It is highly recommended that you practice for this exam by taking the **OB Focused Review tests**. Kaplan requires the use of its own Lockdown Browser.

Final Exam

1. The final examination in this class will be **comprehensive**.
2. This examination will be worth 25% of the overall grade for this course.
3. On exams administered through D2L, the final D2L submission is the official answer sheet. All answers for test will only be taken from the D2L submission.
4. The final examination date and time TBA.

*If you take a test through D2L, you have agreed to the following: I will not use a smartwatch, auto-summarizing tools, cheating sheets, cellphone, cameras, headphones, screen shots or **any other mechanism capable of reproducing this test.** I understand that cheating directly impacts the academic integrity of this test.*

Grading Scale:

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

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

FA
If you stop attending class or if you are in an online class and stop submitting assignments, but do not turn in a withdrawal form by the deadline, you are still enrolled in class. You will be given a grade of FA, which means you have failed due to not attending class and not completing your assignments. Please refer to the current academic calendar available on the Nashville State web site, looking for the date that indicates it is the "Last Day to Earn F for Attendance (FA)." If you stop attending your course after this date, you will receive an F.
FN
An FN is awarded if you have never attended your course or done any of the work in an online course.
*To pass the course(s), the final course grade(s) must be at least a 77. Final course grades will not be rounded up. For example, a 76.9 will not be rounded up to a 77.0.

Late Work Policy & Make-up Procedures for Missed Assignments and Work
1. It is expected that all students complete quizzes/exams at the regularly scheduled times.

2. In the event of an unforeseen emergency (such as serious illness or death of an immediate family member) or presence of a communicable disease, the student must notify the appropriate faculty member **prior** to the scheduled exam.

3. Arrangements for exams missed must be made prior to the next scheduled lecture day.

4. Makeup exams may not be identical to the originally scheduled exam.

5. Missed exams, failure to notify the instructor prior to the exam, and/or failure to complete the makeup exam prior to the next lecture time may each result in a grade of 0 for that exam.

Attendance Policy

General Policy

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

Nursing Attendance Policy

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

For financial aid purposes, **attendance** is measured by participation in the course. Instructors can determine your level of participation in several ways. Some of those ways are:
- continued attendance
- participation in on-ground or virtual class sessions
- participating in D2L as prompted
- responding to an instructor's email

- posting to a discussion board
- completing and submitting assignments

Technology Statement

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

Computer Labs

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

D2L/NS Online and myNSCC

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

ADA Compliance Statement

If you need accommodations due to a disability, please do not hesitate to reach out to our Access Center. Disabilities for which you can receive accommodations include documented physical, emotional,

and/or learning conditions. Nashville State is committed to supporting your success, and we encourage you to get assistance if needed. If you require accommodations for any courses in which you are enrolled, contact the Access Center at 615-353-3363, or e-mail accesscenter@nscc.edu.

Classroom Misconduct

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

Academic Misconduct

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

Academic Early Alert System

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

RAVE Emergency Alert System

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

Student Wellness

Your well-being is important to us. With this in mind, the college has several resources available to provide support when needed:
- Free tutoring can assist you beyond the classroom to help you make the most of your college education.

- These resources include NSCC email, scheduling, online courses, textbooks, tech check out and support, computer labs on campuses, academic advising, financial advising, COVID-19 information and procedures on campuses.
- Services that help with bus passes, food, childcare, textbooks, housing, financial counseling, personal counseling, suicide prevention, health insurance.

Equity Statement

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

Inclement Weather & Campus Closings

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

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

Class Cancellation Policy

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

NURS 1320 - Maternal Child Schedule (subject to change)

Week	Topics and Chapters To be read before class	Homework Skills Lab/Simulation Prep Elsevier Adaptive Quizzing	Skills Lab Activities
	Lectures are Wednesday 0900-1100 Lab is Wednesday 1:00 pm – 4:00 pm or 4:30 pm – 7:30 pm		
Week 1 Beginning 1/17/23	Women's Health Chapters 1 – 9 (SLO 1-8)		**ALL STUDENTS Session I**
1/18/23	**Skills Blitz for ALL students Session I OB students 1:00-4:00 Session II OB students 4:30-7:30pm**		
Week 2 Beginning 1/23/23	Women's Health Chapters 10 -11 (SLO 1-8)	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments.** All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #1** Simulation OB case 5 & 6 Preeclampsia and HELLP
Week 3 Beginning 1/30/23 Exam #1	**Exam #1** Covers Chapters 1 – 11	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments.** All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #2** Simulation OB case 9 & 13 Labor and Delivery
Week 4 Beginning 2/6/23	Pathophysiology of pregnancy & fetal development Maternal adaptations during pregnancy Chapters 12 – 15 Part 1 Pregnancy and birth "In the Womb" (SLO 1-8)	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments**. All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #3** Simulation OB case 19 Hemorrhage
Week 5 Beginning 2/13/23	Nursing Management during pregnancy. The labor & the birth process Chapters 16 - 19 (SLO 1-8)	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments.** All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #4** Simulation OB case 1, 2, & 3 Placenta Abruption Domestic Violence Placenta Previa Diabetes STI Preterm Labor
Week 6 Beginning 2/20/23 Exam #2	**Exam #2** Covers Chapters 12 -19	**Elsevier Adaptive Quizzing**	(Peds Sim)
Week 7 Beginning 2/27/23	Postpartum Physiologic changes Transition to parenthood Chapters 20 – 22 (SLO 1-8)	**Elsevier Adaptive Quizzing**	(Peds Sim)

Week 8 Beginning 3/6/23	School Break/ No Lecture	No lab this week	
Week 9 Beginning 3/13/23	Newborn adaptation Newborn nutrition Chapters 23 - 25 (SLO 1-8)	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments.** All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #1** Simulation OB case 5 & 6 Preeclampsia and HELLP
Week 10 Beginning 3/20/23 Exam #3	Exam #3 Covers Chapters 20 – 25 (SLO 1-8) Kaplan practice test A, B, C, NGN (Offers extra credit for final)	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments.** All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #2** Simulation OB case 9 & 13 Labor and Delivery
Week 11 Beginning 3/27/23	High risk pregnancy Chapters 28 - 31 (SLO 1-8)	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments.** All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #3** Simulation OB case 19 Hemorrhage
Week 12 Beginning 4/3/23	High risk labor and delivery Chapters 32 - 34 (SLO 1-8)	**Elsevier Adaptive Quizzing See SLS RN 2.0 for Lab assignments.** All pre-simulation work completed Tuesday the night before simulation by midnight.	**Session I, Sim #4** Simulation OB case 1, 2, & 3 Placenta Abruption Domestic Violence Placenta Previa Diabetes STI Preterm Labor
Week 13 Beginning 4/10/23	Birth and postpartum complications High risk newborns (SLO 1-8)	**Elsevier Adaptive Quizzing**	(Peds Sim)
4/10/23	Kaplan TBA		
Week 14 4/17/23 Exam #4	Exam #4 Covers Chapters 26 - 35	**Elsevier Adaptive Quizzing**	(Peds Sim)
Week 15 Beginning 4/24/23	4/27/23 Presentation 0900 until 1930		
Week 16 Beginning 5/1/23	Final Exam TBA		

Collaborative Project

Purpose: There are many elements that a nurse must be knowledgeable about in order to fully care for a woman experiencing pre-pregnancy issues, pregnancy, childbirth and postpartum care. The purpose of this project is to utilize understanding of the nursing process as applied to managing care of a woman experiencing gynecological and obstetric health concerns . This project also demonstrates the student's ability to collaborate as a member of the healthcare team and apply a student's ability to teach others.
Skills: This assignment will allow a student to showcase mastery of following skills:

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

Knowledge: These project topics were chosen for their value toward the Kaplan exams and the Final exam. This project will demonstrate the group's knowledge of the nursing process as applied to managing care of a woman and baby experiencing childbirth.

Task:

1. The teaching project will be graded out of 100 points and worth 10% of your grade. The required grade to pass this project is 77/100. Due dates are reflected in the syllabus.
2. There will be multiple groups. The instructor will assign the groups and topics. Each group is expected to cover the chosen/assigned topic in a presentation to be completed and presented in front of the class.
3. The topics will be chosen from the approved list below and presented as noted on syllabus:

   Nursing Care of the Patient experiencing:
   Group A: Presentation 1:

   Group B: Presentation 4:

   Group C: Presentation 2:

   Group D : Presentation 3:

4. Once the topic is chosen/assigned to a group, the following areas shall be covered in a presentation **no more than 45 minutes**. Project details must include:
   a) Concept maps **(as provided** on D2L in "**Teaching Project Concept Map**") beginning with "Care of the Patient with ___". Information will be presented to class via Power Point, Prezi or something similar. Points will be deducted for each gap in the concept map.

       b) A creative interactive experience to engage the audience and encourage participation (game, role play, etc).

       c) APA title page, 3-5 pages of content, 5 NCLEX-type questions, and a reference page

5. ONE PERSON IN THE GROUP WILL TURN IN: Concept Maps detailing which student was assigned that area of discussion, an APA title page (including all the students names), 3-5 pages of content, 5 NCLEX-type questions, and reference page the power point presentation, to be uploaded to Drop Box no later than date indicated on syllabus. These documents should be concise with evidence that you worked as one group to create a cohesive, professional presentation. They will be placed on D2L discussion board.

6. All students shall place a blank rubric into the Teaching Project Drop Box to receive their grade.

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

CRITERIA	POSSIBLE PERCENTAGE	ACTUAL PERCENTAGE
CONCEPT MAP GROUP PRESENTATION		
Concept Maps and Power Points are complete, well-illustrated, professional, cohesive in appearance, and fully presented to class. Each aspect of the Concept Map is specific to your topic, and not generalized. Grasp of nursing process applied to disorder exceeds expectations and is very easily articulated. There is clear evidence the students worked as a group. Missing components of the concept maps will affect the entire group.	40	
Presentation is creative and interesting. Students are fully prepared to present data, discuss topic and answer questions. Presenters do not rely on reading power points, but rather demonstrate mastery of their topic.	20	
Group creates a unique interactive experience to engage audience.	10	
GROUP TASKS		
Provides an APA paper that demonstrates knowledge, skills and attitude of the topic provided. Paper includes diagnosis, nursing care and all aspects of the concept map.	10	
Provides to class 5 moderately challenging NCLEX-style multiple choice questions with correct answer and rationales which utilize strong critical thinking skills and nursing implications (all on one document).	5	
Paperwork uploaded to Drop Box is complete, professional in appearance, cohesive and on-time. Includes: APA title page (all participants listed), APA paper with 3-5 pages of content, APA NCLEX questions, and APA reference page, Concept Map division of labor, Concept map/Power Point. There is clear evidence the students worked as a group.	5	
PERSONAL (INDIVIDUAL GRADE)		
This presenter arrives to class on time and is prepared to present, professionally dressed. This presenter addresses the audience uses proper grammar, pronunciation, and enunciation with clear strong voice. Student conducts self professionally at all times.	5	
This student participates equally in preparation and presentation of their portion of power point, concept maps, NCLEX questions, paper and interactive experience, demonstrating strong knowledge of their content. (peer review considered).	5	

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

NURS 1320 Clinical

Session IA	Session IC
1/26/23	
2/2/23	
2/9/23	
Session IB	Session ID
2/16/23	
2/23/23	
3/2/23	
Session IIA	Session IIC
3/16/23	
3/23/23	
3/30/23	
Session IIB	Session IID
4/6/23	
4/13/23	
4/20/23	

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

Skills/Simulation Laboratory Responsibilities

See the Nursing Handbook regarding Skills Lab Responsibilities, Clinical Responsibilities, Clinical Practice Guidelines & Care of Manikins and Models.

***Simulation class and clinical grading are combined in the evaluation tool for NURS 2630. All of the items listed on the evaluation tool will be combined and reflected to both simulation class and clinical. ***

Laboratory/ Clinical Experiences

1. Students are not provided with a letter grade in this course but will be assigned a satisfactory or unsatisfactory for any competency testing during skills, simulation and clinical.
2. Competency testing is completed in a return demonstration manner where the clinical lab instructor will provide students with demonstration of the nursing procedures and the student will return that demonstration after practice.
3. Competency is defined as Skills competency, Simulation competency, and Clinical competency. Students will need to complete all competencies. Students will be tested in a return demonstration manner for skills competencies.
4. Students having difficulty are advised to speak with the instructor and to schedule personal remediation time.
5. Competency is performing safe and effective patient care during clinical rotations.

6. The successful performance of a comprehensive Head to Toe Assessment, identifying normal and abnormal finding, demonstrate ability to gather, interpret and evaluate data to select a client related, evidenced-based nursing intervention is a foundation of Med Surg I clinical competence.
7. PPE shall be compliant with CDC guidelines.

<div align="center">

Drug Card Bundles

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You will complete Drug Cards, as listed in D2L under clinical paperwork, **before you begin your first day of OB clinical.** This preparation will allow students to actively participate in the care of the OB patient. It is imperative you are prepared to safely administer medications as needed.

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Care Plans

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You must pass 3 care plans within the OB clinical in order to successfully pass the clinical component. Failure to pass 3 care plans will results in the failure of the clinical component and therefore the failure of the course. **Failing your last care plan will be interpreted as needing more time to learn, and you may be assigned additional work to demonstrate clinical competency**. Care plans will be scored out of 50 points and a passing grade will be considered 38.5/50 points. You will be given only 1 redo, if necessary. Failure to pass 4 out of 5 care plans will result in the failure of the clinical component, and therefore, failure of the course. **NANDA approved Nursing Diagnoses may be used ONCE and not repeated** on any other care plan.

Student Name:		Course:	Clinical Floor:	Care Plan #:
Assessment Data: **Contributing Factors:** Characteristics and risk factors that lead to your nursing diagnosis should be included in the assessment below	**Nursing Diagnoses:** DO NOT use nursing diagnosis list from 1720. DO NOT repeat diagnoses previously used.	**Goals:**	**Interventions with Rationale:**	**Evaluation:**
Demographic Data: MUST INCLUDE- Age/Gender/ **Ethnicity & Admission date:** **Admitting Diagnosis:** **Allergies:** **Code Status:** *1 point*	**Diagnosis #1:** NANDA approved nursing diagnosis from either the NANDA list or your care plan book- formatted as follows: **Nursing diagnosis** (NANDA) **r/t** Pathophysiology of the contributing factor (i.e. disease or disorder) causing the S&S as described below **AEB** relevant subjective and objective *assessment data*. (signs and symptoms) ***Assessment data*** *may be any laboratory, medical or nursing assessment data that provides background information for the nursing diagnosis.* **Pathology statement:** Provide a brief **Pathology**, on a cellular level, of how the patient's admitting diagnosis/history lead to these contributing factor & diagnosis. *1 point*	**Goal #1:** Goal should start with "Pt will…" *1st Goal statement that must meet the following 5 criteria:* **1. Individual** (specific to a person) **2. Singular** (only 1 goal) **3. Realistic** (can it be achieved r/t patient history, condition, situation etc.) **4. Measurable** (objective tool, score etc.) **5. Time Frame** (specific date & time it may or may not be accomplished) *3 points*	**Intervention 1a:** Interventions must begin with an action verb, be nurse driven and within the nursing scope of practice. *Interventions must contain:* One action verb. Frequency and time frame of intended intervention. How the intervention is to be performed. Specific to the patient's subjective or objective assessment data. Distinctly different from the other intervention(s) listed in the care plan. **Rationale 1a:** *Rationales must contain:* Each rationale must be specific to the intervention and describe: 1. Why the intervention was chosen? 2. How it accomplishes completion of the chosen intervention? Rationales for each intervention must be obtained from an evidence-based publication and must contain the	**Evaluation 1:** *1 Evaluation statement formatted as:* "Goal met…(date, time and initials)" "Goal partially met… (date, time and initials)" "Goal not met… (date, time and initials)" **The reason the goal was not met or partially met.** *2 points*
Subjective Data: Patient's chief complaint placed in QUOTES. Must have subjective data regardless of patient's LOC. *1 point*				
Vital Signs, Ht. & Wt. : **Medical History:** Past medical diagnoses and surgical procedures relevant to this hospitalization. Most recent vital signs taken by student nurse at facility. *1 point*				
Medication List: Hospital medication list (MUST INCLUDE DOSAGE, ROUTE, FREQUENCY & WHAT IS THE PATIENT TAKING IT FOR). *1 point*				

			reference and page number of said publication. *3 points*	
	Nursing diagnoses must be appropriate and relevant to the patient condition, contain all elements of the diagnosis and should be prioritized for importance. 4 points			
Lab Data: Most recent lab results for patient & MUST INCLUDE 1at a **minimum** a full BMP, CBC and any additional abnormal labs (i.e. troponin, ABGs, Mg++ etc.). Provide whether patient's laboratory data is high/normal/low. *1 point*			**Intervention 1b:** **Rationale 1b:** See standards above. *3 points*	
Neurologic Assessment: See handoff template for physical assessment guidelines. NA should be written for sections without abnormalities. *1 point*				
Cardiovascular Assessment: See handoff template for physical assessment guidelines. NA should be written for sections without abnormalities. *1 point*			**Intervention 1c:** **Rationale 1c:** See standards above. *3 points*	
Pulmonary Assessment: See handoff template for physical assessment guidelines. NA should be written for sections without abnormalities. *1 point*				
Gastrointestinal Assessment: See handoff template for physical assessment guidelines. NA should be written for sections without abnormalities. *1 point*	**Diagnosis #2:** See standards above. *5 points*	**Goal #2** See standards above. *3 points*	**Intervention 2a:** **Rationale 2a:** See standards above. *3 points*	**Evaluation 2:** See standards above. *2 points*

Genitourinary Assessment: See handoff template for physical assessment guidelines. NA should be written for sections without abnormalities. *1 point*			**Intervention 2b:** **Rationale 2b:** See standards above. *3 points*	
Integumentary Assessment: See handoff template for physical assessment guidelines. NA should be written for sections without abnormalities. *1 point*			**Intervention 2c:** **Rationale 2c:** See standards above. *3 points*	
Therapies & Assistive Devices: Includes any ancillary team consults (i.e. wound care, physical therapy, respiratory therapy etc.) and devices required for care (i.e. walker, cane, bipap, cpap etc.) NA should be written for sections without abnormalities. *1 point*				
Total out of (12) points:	**Total out of (10) points:**	**Total out of (6) points:**	**Total out of (18) points:**	**Total out of (4) points:**
Total grade (out of 50):			**PASS / FAIL** **Students must obtain 38.5/50 to pass each care plan.** **NURS 2630 students must pass a total of 4 out of 5 care plans to pass the clinical portion of the course. You may not fail the last careplan.**	

Grading Criteria:

The grading criteria for each care plan section is outlined below. Per the grading scale outlined in the nursing handbook, students must achieve a 38.5/50 (77%) to pass each care plan. Students must pass a total of 4 out of 5 care plans to pass the clinical component for this course.

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

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

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

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

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